ANALYSIS OF HUMAN RESOURCE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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February, 2015

CERTIFICATION

I certify that this research work was carried out by Ukwuaba Scholastica Nwanyi in the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka.

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DEDICATION

This research work is dedicated to my parents Mr. and Mrs. Wilfred Aleke for their prayers and moral support.

ACKNOWLEDGEMENT

The researcher is indeed very grateful to God almighty for sustaining her to this present day. The researcher is also grateful and indebted to her supervisor Dr. (Mrs.) R. Osakwe who made valuable contributions to the success of this dissertation through inspiration and constructive criticisms.

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ABSTRACT

This study analyzed the human resource management situation in public secondary schools in Enugu State. This study was a descriptive survey research that employed ex- post facto design to analyze human resource management in secondary schools in Enugu State. The design selected relied on the recording of the existing data and information as they occur in public Secondary schools in Enugu State. The population of the study was 617 schools with 9758 staff which is made up of 7907 teaching staff and 1851 non-teaching staff in Enugu State. A sample size of 121 schools with 4316 staff which is made up of 3756 teaching staff and 560 non teaching staff was selected using stratified random sampling technique which represented 20% of the target population. This was done by stratifying them into Local Government Areas and into schools to ensure that all the staff in this defined population has equal and independent chance of being selected. The research instrument for this study was a checklist titled secondary schools human resource management checklist (SSHRMC). The checklist was designed for teaching and non-teaching staff of secondary schools in Enugu state for the purpose of eliciting information in human resource management in secondary schools in terms of staff strength, workload, staff-student ratio in different classes. The checklist was first validated through a critical scrutiny by the supervisor and other lecturers in the department of Educational Administration and Policy studies who saw that the instrument met face and content validity. The reliability of the instrument indicates how consistently the instrument gives the same result on the administration of the instrument for the second time. The study been a non-experimental expo-facto research involves examination of existing records which are non-manipulative in nature. The instruments were administered by the researcher to all the one hundred and twenty one (121) principals in 121 schools. An introductory letter was collected from the department of Educational Administration and Policy studies of Delta State University, Abraka to all the school principals involved. The administration of the instrument on the sample was by personal visit and with reasonable time given for the completion and immediate retrieval. In providing answers to the research questions, the researcher used frequencies, means, percentages and table. The findings of the study revealed that the male teaching staff in Enugu State consists 32% or 1208 while 68% are females or 2548. Also there is relatively low level of adequacy of teachers by subjects in both JSS and SSS. The result also revealed that teacher-student ratio is 1:19. It was therefore concluded that secondary school in Enugu State is challenged with shortage of teachers in JSS and SSS for effective teaching and learning. Also the adequacy of teachers by subjects is very low. Also that the performance of human resources have considerable effects on teacher-student ratio. The researcher therefore recommended that quality teacher should be recruited, retrained and posted to schools that required them. More science teachers should be posted to teach in Junior Secondary's in Enugu State.

CHAPTER ONE

INTRODUCTION

Background to the Study

The efficiency of human resource utilization/situation in Nigerian schools is being called to question both within and outside the profession. According to Nakpodia (2010), many educationists willfully admit that the school resources are being mismanaged and under-utilized simply because the schools lack or there is shortage of qualified personnel and management resources needed for the improvement of instruction. A cursory look at the Nigerian educational system and by extension, Enugu State shows that the system is faced with problems.

Enugu though was the capital of Eastern Nigeria but experienced a delay in the establishment of schools, especially secondary schools. The reasons being that, the missionaries that introduced both Christianity and education came to the east via the River Niger and were established in Onitsha and Calabar where the early schools were situated. Education was formally introduced in eastern Nigeria in the mid 19th century as opined by the Educational foundation curriculum (2012) by the missionaries. Education was an essential part of their "civilizing" mission because it was a

way of winning converts, training workers and catechists and creating a Nigerian middle class.

Among the first secondary schools established in eastern Nigeria are Hope Waddel college, Calabar(1895), Methodist College Uzuakoli(1923), Dennis Memorial Grammar school Onitsha; (1925), Government College Umuahia; (1927), Christ the King College, Onitsha: (1933) and Holy Rosary college Enugu;(1935), College of Immaculate Conception Enugu (1940); St. Theresa's College Nsukka (1948) as Stated in Wikipedia, the free encyclopedia. Out of seven schools only three are found in present Enugu State.

The evolution of the 1951 Macpherson Constitution increased regional rivalry and government of the Western Nigeria in 1955 introduced Universal Primary Education. Though in 1953 education Minister for the Eastern Region, Mr. R.T Uzoma like his counterpart in the western region, printed a proposal for the introduction of free primary education to come into effect in 1957. After the scheme had being lunched, it was discovered that unlike in the western region, the scheme did not work because there was grossly inadequate preparation for the recruitment of teachers, as well as training, accommodation and teaching materials. The Catholics resisted the introduction of the UPE

scheme and organized the Catholic religious party to stop introducing the scheme.

Enugu State educational system started slowly but soundly developed during the colonial time until world war II. The system was divided into primary, secondary education and tertiary education. They started with the 6 – 5 - 4 and changed to 6 – 3 – 3 – 4 system and now 9 – 3 – 4 system. The 6 – 3 – 3 -4 system was introduced in 1989 by the then minister of education Professor Babs Fafunwa. However in a bid to implement the universal basic education UBE which according to government officials is to ensure free and compulsory education for Nigeria, the 6 – 3 – 3 – 4 system is now being abandoned in favour of the 9 – 3 – 4 system. The 9 – 3 – 4 system was designed in conformity with the Millennium Development Goals (MDG's) and Education For All (EFA). The universal basic education involves six years of primary school education and three years of junior secondary school education culmination in nine years of uninterrupted school and transition from one class to another is automatic but determined through continuous assessment.

In fact, education is a systematic instruction for the development of characters or mental power. There is an immediate and urgent need

for giving education to the people in order to build up our future. The success of every educational system depends on the quality and quantity of its factors of production-human and material resources. This is why it is necessary to train and re-train the staff of any organization for better production.

The assumption and the fact that adequate human resource utilization/situation in school system lead to the achievement of the educational goals and objectives, this therefore prompted the researcher to undertake a study to investigate the extent to which human resources are managed in public secondary schools in Enugu State.

Statement of the Problem

The short supply of human resources especially teaching staff in the school system calls for urgent attention from all the stake holders*(Nakpodia,(2010)*. Over the years, there had been increasing student population in secondary schools in Enugu State. But unfortunately, the unfavorable economic situation has not allowed the quantity and quality of staff available to effectively take care of the population increase.

The study is to find out the available human resources in public secondary schools in Enugu State. The study is to find out the adequacy of teaching staff by subjects in secondary schools, the teacher student ratio,

the average number of teachers per school, the average number of periods per teacher per week in both Junior and Secondary School subjects and the average number of arms per school according to Local Government Area

Research Questions

The following research questions were raised to guide this study

1. What are the available human resources in secondary schools in Enugu State?

2. What are the levels of adequacy of teaching staff by subjects in secondary schools in Enugu State?

3. What is the ratio of students to teaching staff in Enugu State?

4. What is the average number of teachers per school in public secondary schools in Enugu State?

5. What is the average number of periods per teacher per week in English Language, Mathematics, Biology, Chemistry, Physical, Basic Science, Computer Science, Social Studies, Economics, P.H.E, Business Studies and CRS?

6. What is the average number of arms per school according to Local Government Area?

Purpose of the Study

The main purpose of this study is to analyze thehuman resource utilization/situationin public secondary schools in Enugu State. Specifically the study:

➢ Analyze the available human resource utilization/situationin public secondary schools in Enugu State.

➢ Determine the level of adequacy of teaching staff by subjects in public secondary schools in Enugu State.

➢ Determine the ratio of students to the teaching staff in public secondary schools in Enugu State.

➢ Determine the average number of teachers per school in public secondary school in Enugu State.

➢ To find the average number of periods per teacher per week in English Language, Mathematics, Biology, Chemistry, Physics, Basic Science, Computer Science, Physical and Health Education (PHE), Business Studies, Social Studies, Economics, and Christian Religion Studies (CRS) in public secondary schools in Enugu State.

➢ To determined the average number of arms per school according to Local Government Area.

Significance of the Study

The finding of this study will be a great tool for educational planners and administrators, Federal Ministry of Education, policy makers and government. It will provide educational planners and administrators with adequate information about theactual number of teachers in public secondary schools in Enugu State. It will also help Ministry of Education in identifying some disadvantaged schools and subjects without sufficient or no teachers to ensure equity and uniformity in distribution of teachers to schools. This will enhance resources to be allocated, coordinated, secured and maintained for future use.

The study will give the school administrator the insight to notice specific area that might tend to increase level of students performance and better use of human resources. The study will analyze the teacher-student ratio. This will help to indentify schools where there is understaffed or overstaffed and provide appropriate solution. It could also make school administrators and government have better focus in which policies could be formulated and implemented to remedy lapses. This study will equally help human resources planners to be better guided in human resources development and training.

This study could add unto the pool of available data which it is hoped that future researchers could use as a basis for future and further studies. It will be a guide to Nigeria educators, administrators, planners and policy makes by providing data for human resource planning and predictions. The study will encourage the school principals on how to manage their staff and adequately motivate them in order to get maximum production.

This study will highlight the problem affecting effective management of human resources in public secondary schools. This will unveil the strategies by which such problems can be overcome decisively or possible minimized so that the goals and objective of school system can be attained. Relevant agencies charged with the responsibility of supervising secondary schools will by this study abreast with the trend in utilization and the maintenance of resources made available to secondary schools.

Scope and Delimitation of the Study

The scope of the study include the availability of human resources in secondary schools in Enugu State, the teacher-students ratio in secondary schools in Enugu State, the level of adequacy of teachers by subjects in secondary school in Enugu State, the average number of teachers per school in secondary schools in Enugu State, the average number of periods

per teacher in a week and the average number of arms per school according to local government area.

The study is delimitated to the Enugu Statewhich is in the South – East geographical zone of Nigeria. It was created on August 27, 1991 with Enugu city as the capital. The State derives its name Enugu (hill top) from the capital city as small coal mining town. Enugu State has 17 Local Government Areas and 617 Schools. The Principals cities in the State are Enugu, Agbani, Awgu, Udi, Oji-river and Nsukka.

Definition of terms

In order to avoid any ambiguity that might arise from different connotations of words and expressions, the researcher has defined the following terms as operationally used in this study.

Public secondary school: This refers to any secondary school owned by Enugu State Government.

Training: The acquisition of knowledge and skills which can be applied to work for a particular time.

Teaching Staff: This refers to all teachers in the school.

Non-Teaching Staff: This refers to all staff in the school that are not involved in academic work.

Human Resources: This refers to the staff needed or required to facilitate teaching and learning in schools.

Human resources utilization: Refers to the strategic and coherent approach to the management of an organization's most valued assets for the effectiveness and achievement of the organizational goals and objectives.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed relevant literature on the human resource utilization/situation in public secondary school in Enugu State under the following sub-headings.

Theoretical framework

The behavioural science theories and human resource utilization

Availability of human capital or human resources in secondary schools

in Enugu State

Adequacy of staff

Teacher's student ratio and human resource development

The effects of ratio of teaching staff to students

The behavioral science theories and human resource utilization/situation.

Concept of human resources

Concept of human resource utilization/situation

Objectives of human resource utilization/situation

Need for effective human resource utilization/situation

Roles and importance of non-teaching staff in secondary schools.

Roles and Importance of teaching staff in secondary schools.

Challenges of human resource utilization/situation

Appraisal of reviewed literature

Theoretical framework

The behavioral science theories and human resource utilization/situation.

These theories are viewed as the synthesis of the scientific management and human relations theory. This approach came into popular use in the early 1950s with the assumption that the best approach to facilitate the available human resources is through an understanding of the worker, his job content and the working environment. The basic assumption of the behavioral science approach according to Peretomode, (1991) is that managers must know how to deal with people. It was no longer desirable to concentrate either on the work alone as in the classical management era, or on the workers as in the human relations movement. An integration of the two was considered helpful in the realization of organizational and personal goals. This, in the 1950s, the behavioral science theorists develop what they called the Tri-Dimensional Concept of Administration in figure 2.1 incorporating three main elements-the man, the job and the social setting.

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                    Job
                     /\
                    /  \
                   /    \
                  /      \
                 /        \
      Man _____/_____ Social setting
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Figure 2.1 Tri-Dimensional Concept of Administration

In figure 2.1, the man element comprises the workers physical, intellectual and emotional capabilities as well as his patterns of behavior. In other words, this element considers the worker's personality. The job element of the Tri-Dimensional Concept on the other hand involves the task to be performed as well as the method for carrying it out. As regards to the social setting component, the emphasis is on the work environment and the necessary facilities and conditions to make it conducive. These include general infrastructure such as access road, conducive classroom, chalkboard, running water for the toilet. The behavioral science theories held the view that increased productivity in any organization can only be achieved where there is a balance or properly integration of the three elements.

The proponents of the behavioral science theories.

The people who contributed significantly to the development of behavioral science theories are Chester I. Barnard (1886-1961), Herbert Simon (1947), Abraham Maslow (1954), Macgregor (1957).

Chester I Barnard (1886-1961)

Chester Barnard originated much of the behavioral science approach. He related administration to the behavioral science by emphasizing that administrative practices should be linked to human behaviour as much as possible. Barnard viewed organization as a social system of consciously coordinated personal activities or forces. According to him, in his book "The Functions of the Executive (1938), people come together in formal organizations to achieve things they could not achieve working alone. His main concern was on how to use human behaviour that is utilization of human capabilities as a basis for achieving organizational goals.

Barnard stressed that survival of a formal organization is dependent "upon two concepts which he referred to as 'effectiveness 'and efficiency" Effectiveness is defined as system oriented, having to do with the achievement of cooperative purposes. Efficiency is personal (Person-Oriented). It referred to the feelings of satisfaction one derives from one's membership in the organization. He opined that workers cooperation and motivation were related to the balance between incentives and contribution. Incentives are the sum total of financial and non financial rewards available to employees in exchange for their efforts.

For the purpose of this study, the best approach to the analysis of human resource utilization/situation in secondary is the behavioral science approach to management. The behavioral science theories is a model that attempts to explain and predict the best approach to facilitate work and productivity in an organization through an understanding of the worker, his job content and the work environment.

Moreover, Herbert A. Simon is another proponent of the behavioral science theory who is a professor in computer science and physiology. He extended Chester Barnard's work and asserted that the most fruitful approach to understanding and improving administration is through a decision making framework. He therefore analyzed organizational behavioral from the stand point of decision-making.

The implication and relationship between the behavioral science theories and the human resource utilization/situation in secondary schools.

In dealing with administrative problem that involves management of human resources in education, emphasis should be on reconciling the job to be done with human elements.This means that the administrator must ensure that there is equal attention to human welfare elements as well as the achievement of setout educational objectives. This means neither the

human element nor the achievement of educational objectives should be sacrificed for another.

School administrators should be open by drawing from the social science fields. The teachers should be involved in the decision making process concerning the school management. In other words, educational problems may be solved by looking at the economic, political and social dimension.

To ensure full management of human resources in secondary schools, the principals should be interested in the teacher's, welfare, their personal problems and not just on the work alone (tutorial activities). Both the interest of the teachers and the students should receive equal attention. The teacher should from time to time be motivated by promoting them and giving them allowance. The teachers should be involved in the curriculum planning that is the job content. The teachers should also take part in the school finance management. Teachers should be compensated when they are doing over time work. The school environment should be such that encourage teaching and learning. There should be a conducive working environment for both teachers and students.

The relationship between the Behavioral science theories and Human Resource utilization/situation cannot be over emphasized. The theory

encourages maintenance of good human relationship among various groups of people. An important issue in school administration is building a dynamic inter-personal relationship between the principal and the staff. This can be achieved through delegating functions to teachers, developing interest in teachers and students welfare, maintaining open-door policy with the staff and students. Moreover, in relating this theory to Human Resource Utilization/Situation, the school administrators should place emphasis on productivity or work and on the teachers in order to have a stable work force. When the teachers are adequately taking care of and managed, they will not have any reason to resign or seek for transfer.

Hence, the behavioral science theories took care of all these issues by giving attention to the work, the teachers, students and the working conditions. This in no small measure will boost the future man power in the school. The students on the other hard will have good academic performance because they will be interested to learn in a conducive learning environment.

Human capital and availability of human resources in secondary schools.

Human capital is the stock of competencies, knowledge and personality attributes embodied in the ability to perform labour so as to

produce economic value. It is attributes gained by a thorough education and experience. Human capital represents the human factor in the organization, the combined intelligence, skills and expertise that give the organization its distinctive character (Armstrong 2007). The human element or human resources are those that are capable of learning, changing, involving and providing the creative trust which if properly motivated can ensure the long term survival of the organization. Human resources in the form of appropriately trained and motivated teaching staff in secondary school are vital in the educational system.

   Annual education sector performance (2010) reported that the total number of teachers in secondary school is 7907,96% of secondary school teachers have at least the minimum teaching qualification NCE. The average pupil – qualified teacher ratio is 24 in secondary schools.

   The human capital development has established that there is a positive relationship between the growth in the stock of a nations human resources and the entire educational standard and growth to national output. This is achieved by providing the quality, quantity and caliber of different categories of human resources-teaching and non-teaching staff in secondary schools to achieve educational goals.

Adequacy of Staff

Staffing is a problem and the adequacy of the teaching staff goes a long way to determine the performance of the students. Iwu & Chimezie (2013). This implies that acute shortage of teachers can result in poor outcome in teaching and learning. Adesina (2007) Stated that staffing involves recruiting adequate and qualified staff, developing and maintaining staff so that they can render effective and efficient educational service to the student within the school system. For this reason, adequate and qualified staff must be recruited to face the task set for them.

In line with this, Tijani(2011) opined that for this to happen, certain procedures and steps must be taken to provide the necessary services in the schools. This include staff recruitment and selection, staff training and development programme, compensation and staff welfare and finally performance appraisals. He further Stated that most countries have been plagued by teacher shortages of well qualified manpower in the school system. Tijani (2004) also asserted that teachers constitute the ultimate basis for the school effectiveness. Staffing is generally considered as a vital part of the functioning of any

organization including a school. It is a technique used by an organization to place the right person in the right position.

Staffing ensures that the best available person is appointed to a vacant position. Appointing someone to a vacant position required a careful determination of the job description as well as job specification. Job description is a document that described and or details what a job is about and how the job is executed. An outcome of a job analysis and job description can empower school administrators to assemble a team of well qualified and dedicated staff.

Teacher student ratio and human resource development

According to Huebler. (2006) student teacher ratio measures the number of students per teacher. It reflects teacher workload and the availability of teachers services to their students. He further asserted that the lower the student ratio, the higher the availability of teacher services to students. Indicator 39 in International Indicator Project (1995) provides students/ teacher ratio both for public education and for public and private education combined. Italy had the lowest student/ teacher ratio at all levels of education while United States had among the highest in all by primary education. For public schools at secondary level, they varied from 8.2 in Norway to 19.8 in the former West Germany. The ratio for United States

was 15.6. According to UNESCO institute of statistics data center (2008), class at the secondary school level of education are most crowded in Nigeria. (Student teacher ratio 40:2).

The effects of ratio of the teaching staff to students

The effects of ratio of the teaching staff to students.

The ratio of teacher to student has a tremendous effect on the general performance of the students. Teacher –student ratio has a great significant effect on the cognitive learning of the students Araonye (2008). Reasons attributed to inability to teach effectively include large class size, lack of space and equipment and inadequate time allocation leading to skipping of some important topics. Finn & Achiles (1990).

The pupil/teacher ratio is an indicator of education qualityFriedrick (2006). He asserted that classroomwith a high number of pupils per teacher that the quality of education suffers. He further said that for students, it is difficult to follow the course and teacher can dedicate less time to the needs of each individual student.

Moreso, Constantanlous, Spyros & Vick (2009) maintained that on the part of the students too, large population could result in distraction, scarcity of available teaching and learning materials as demand could be higher than supply and could also show hide out for hoodlums

Concept of human resources

Human resources are the most vital agents in any organization, be it manufacturing industry or school system. It is through human resources that other organization resources are harnessed for the realization of the organizational goals and objectives. Onah, (2003) defined human resources as the experience, skill, judgment abilities, knowledge, contrasts, risk taking and wisdom of individuals associated with an organization. Similarly, Ezeani, and Nwankwo, (2002) see human resources as "men and women, young and old, who engage in the production of goods and services and who are the greatest assets of the organization.

In line with this, Armstrong, (2006) supported the notion that people should be regarded as assets rather than variable costs, in other words, treated as human capital. Human resource utilization/situation philosophy, as maintained by Karen, (1995) holds that human resources are valuable and a source of competitive advantage. Moreover, human capital can be seen as "The stock of accumulated knowledge, skills, experience, creativities and other related human forces". Human capital management involve putting into place the metrics to measure the value of these attributes and using that knowledge to effectively manage the organization. Nalbantian et all (2004). However, it can be noted from the

above that human resources are those who are engaged in production of goods and services of which are greatest and indispensable resources. In support of this, Ezeani, Nwankwo &Kelly, (2001) Stated that human resources within corporations and business refers to the individuals within the firm, and to the proportion of the firm's organization that deals with firing, training and other personnel issues. According to him, the objectives of human resources are to maximum the return on the investment of the organization human capital and maximum financial risk. It is the responsibility of the human resource managers to conduct these activities in an effective, legal, fair and consistent manner. The underlined meaning is that human resources control any other resources within the organization.

Nwangwu, (2005), defined human resource as follows; human resource not capital, not income or material resources constitute basis for the wealth of nations. Capital and natural resources are passive factor of production, human resources are the active agent who accumulate capital, exploit natural resources, built social, economic and political organization and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else.

Uwazuruike (2005) opined that human resources constituted all the knowledge, skill and expertise in technical, mechanical, managerial, social and other potentials available for utilization in various way, in operating social and economic institutions and enterprises. The implication of the above Statement is that human resources is the totality of all that human person or employee has for utilization in various ways for operating social and economic institutions.

Concept of human resource utilization/situation

The extent to which educational institution like secondary schools succeed in delivery of services with an efficient use of scarce human and material resource will depend to a lager extent upon the quality of human resources engaged in education and the effectiveness with which the individual discharge their responsibilities. It is on this background that Nwangwu (2005) define human resource utilization/Situation as appropriate and adequate utilization of human resources because management of human in area were they have receive adequate training and exposure enhances efficiency and improved productivity. This point stressed that human resource utilization/situation should aim at giving opportunity to people to operate in areas where they received training and exposure. Human resource utilization/situation is the organizational

function that deal with issues related to people such as compensation, hiring, performance, management organizational development, safety, wellness, benefits, employee motivation, communication, administration and training. It focuses on recruitment of, management of and providing direction for the people who work in organization.

In a similar view, Peretomode, (2001) viewed human resource utilization/situation as "effective and efficient use of human input in the system. The overall coordination is considered in such a way that people are neither overloaded or idling. Consequently, Adesina (2007) saw Human resource utilization/situation as recruiting adequate and qualified staff, developing and maintaining the staff so that they would be willing and able to render effective and efficient educational service to the student within the school system. He also described the concept as being charged with attracting, motivating, retaining and developing the right number and quality personnel. For this reason, adequate and qualified teachers must be supplied to face the task set for them, in the school system.

On the other hand, Nwankwo, (2000) saw human resource utilization/situation as "Decision and action taken to effectively use human resource of an organization to achieve its goals and objectives". Human resource utilization/situation aim at achieving the organizational objectives

but it failed to mention who take the decision and actions. According to Mgbodile, (2003), the principals, headmasters, vice-chancellors, provosts and rectors as heads of schools belong to the category of men in leadership positions in the school system who take decisions and actions. To them is entrusted the responsibility of running the schools to achieve the school objectives and the global goals of education.

Objectives of human resource utilization/situation.

Human resource utilization/situation is considered a major factor in the attainment of system's objective. Harbison in Nwangwu (2005) noted that appropriate and adequate management of human resource in productive activities are key factors that can induce economic development. Nwankwo, (2000) gave seven objectives of human resource utilization/situation which include:

➢ To retain the quality and quantity of manpower need for the effective use

➢ To ensure the optional use of human resources currently employed through training and career planning.

➢ To avoid waste by eliminating redundancies

➢ To provide for the future manpower of the organization in term of skills, experiences, location, number, age and sexes.

➢   To establish and recognize future job requirement

➢   To be better prepared to cope with human problems associated with decrease or increase in manpower.

➢   To enable organization to identify areas where a shortage or excess of manpower will likely occur in the future and to take advantage of impending situation.

However, the researcher is in support of the above objectives in the sense that it summarized the need for adequate and proper management of human resources in school system. It follows that the realization of schools goals depend to a large extent on the quality and quantity of human resources engaged in its day to day running of the system. It is also necessary to know that when effective systematic programme for Human resource utilization/situation is developed, rationale and administrative decisions are enhanced.

Kelly, (2001) opined that the objective of human resource utilization/situation is to maximize return on investment from the organization human capital and minimize financial risk. Therefore, human resource utilization/situation is to achieve both the objective of the enterprise and the satisfaction of the employees. One can say that it is one thing to have a well trained and competent team of human resources, it is

another thing to ensure that they are managed effectively. The overall purpose of human resource utilization/situation as stated by Armstrong, M. (2006) is to ensure that the organization are able to achieve success through people.

Need for effective human resource utilization/situation

No organization particularly education industry can thrive without effective human resource utilization/situation. Human beings are active agent who accumulate capitals, exploit natural resources, build social, economic and political organization and carry forward national development. Human resources determine and manipulate other resources of the organization if effectively managed. For the achievement of the organizational goals and objectives in the school, the principals and staff are the active agents who exploits other resources in the school, student inclusive to ensure that the objectives of secondary education as outline in the national policy is achieved.

Similarly, Achimugu, (2000), see the teacher as the key factor required for implementation of any education policy necessary to promote national development. In education sector, the teacher is the most important factor in the translation of educational ideologies, philosophies, polices and programme into action and reality. Ogundele, (2007) said that

most important single variable for teachers development efforts is motivation. There is need to set motivation programmes to enhance teacher classroom management. Thus the ability of the human resources to contribute to the attainment of the goals of an organization such as education depends to a great extent on how the available resources are managed.

William Werther& Davis (1999) sated three (3) major needs for effective human resource utilization/situation. These include, organizational needs, functional needs and societal needs.

i.   **Organization Needs:** The need for effective human resource utilization/situation is to recognize that human resources exist to contribute to the organization needs and effectiveness. There should be good working relationship between principal and their staff.

ii. **Functional Needs:** According to William, Werther and Davis, they maintained that the need for effective human resource utilization/situation should aim to maintain the organization's contribution at a level appropriate to the organization need.

iii. **Societal Needs:** Human resource utilization/situation needs to be ethically and socially responsive to the need and challenges of the society while minimizing the negative impact of such demands of the

organization. Furthermore, Peretomode (1995 p. 27) in his book listed the importance of human resource utilization/situation in education as follows:

➢ It is recognized by laws of most countries as functional area of management that must be practiced for instance, apart from being enshrined in the national policy on Education in Nigeria; it is also contained in the civil service reform decree No. 43 of 1988.

➢ It identifies the current and future resources requirement, so that there will be no shortage of human resources to work toward the realization of the organizational goals.

➢ It makes certain that when there is vacancy, it is filled internally to boast workers morals, it is only when this is not available that qualified personnel are appointed from outside.

➢ It ensure that the staff regularly undergoes development programmes to enable them carry out their present and future duties properly. It assists personnel in building up a good career.

➢ Its selection and placement of staff is based on laid down principals to avoid favoritisms that may mar realization of educational objectives.

➢ It assists in the formation of staff polices.

➢ It keeps record and bio-data of all employees which could be referred to easily even when the staff has left the school or the educational system.

Roles and importance of non teaching staff in secondary school in Enugu State.

In secondary school, the non teaching staff performs supportive functions which are to facilities the functions of teaching staff.They are the one who serve as the network committees in which the school business revolves. The non teaching staff in secondary school includes account officers, school secretary, librarian, laboratory attendants, catering officers, messengers, drivers, cleaners and gardeners.

The non-teaching staff does the administrative, technical and secretarial jobs of the schools which include:

(i) **Account officers**: Account officers such as bursars keep and record school account. They keep records of school business and finance.

The bursar collect school fees from the students and deposit them in the bank.

(ii) **School secretary**: The administrative staff such as the school secretary process student admission and register them.

(iii) **Librarian**: They are in charge of the school library. They keep records of books borrowed by the students. They return books to the shelves according into their codes.

(iv) **Laboratory Attendants**: The laboratory attendants take charge of practicals in the school. They guide and supervise the students when they are having practicals.

(v) **Catering Officer**: They are in charge of refectory where students eat. They buy raw food and prepare them for students.

(vi) **Messengers**: The messengers dispatch files, and circulate information in the school

(vii) **Drivers**: The drivers take care of school buses, wash and take them to repair when the need arises. Drivers also carry students for excursion and carry staff on official assignment.

(viii) **Cleaners**: Cleaners clean up the school environment. They sweep offices and class rooms and make them ready for teaching and learning.

(ix) Gardeners: The gardeners take care of the flower gardens, cut grasses within the school environment and trim the flowers when the need arises.

Roles and importance of teaching staff in secondary schools in Enugu State.

In the educational system, the teaching staff is the pivot. It is in this regard that Akpotu (2004) opined that the type and calibers of teachers for the execution and realization of educational programmes matters a lot in schools. Hence, provisions of educational standard is only possible through teachers. The teachers are the main factors of change, the anchor and the determinant of quality in educational system. This implies that effective teaching and learning requires a well trained, highly motivated and efficient class room teachers that are supplied at all levels of our educational system. Adesina (2007) was also of the opinion that qualified teachers are going to produce and enhance student performance.

The National policy in Education (FRN 2004 P. 38) among other things spelt out the role of teachers in secondary schools to include: teaching, research, dissemination of existing and new information, pursuit of service to the community.They have profound influence on the social, political and cultural development of the society.Occupies a transcendental

position of importance in the world in the affairs of men but throughout most ages, qualified manpower has been scarce commodity.

Challenges of human resource utilization/situation

The challenges and problems related to personnel and human resources are enormous due to the complex nature of human beings, who are from different background, different religion, culture, ethnic group, traditional disposition and orientation. From the previous discussion, it has been identified that human resources determine the fate of other non-human resources in any organization. The extent of goal attainment for any organization depended largely on the extent at which the problem facing human resource utilization/situation is handled.

In identifying the constraints to effective human resource utilization/situation, Ezeocha, (2003) identified poor condition of service as a factor confronting effective human resource utilization/situation in education sector. He noted that "Better condition of service not only attract best quality teacher into the services but also reduced to the minimum exodus of quality teacher and invariable ensure quality education in secondary schools.

In a similar vein, Onwuma, (2004) identified discipline problems manifested by the staff. The most common types of discipline problems

manifested by staff can be grouped as follows: Act of irresponsibility and negligence of duty, deliberate defiance of authority, anti-social acts.

Act of irresponsibility and negligence of duty:

Some staff exhibit gross irresponsibility in their behaviour. They are habitual late comers to classes and other school activities or even constantly absent themselves from school.

Deliberate defiance of authority:

Some staff can form cliques and engage in acts of insubordination towards the school administration. Defiance of authority could be shown in blunt refusal to take instructions or responsibility. It may sometimes degenerate into an open confrontation with constituted authority.

Anti-social acts

Anti-social acts manifest in form of staff fighting with fellow staff, with students or with subordinate staff, assault, blackmailing school administration, stealing of school property including student food. Some staff becomes negative models for students through indecent dressing and use of indecent and foul language. Certain student riots and demonstrations have been traced to instigation by some staff. However, the

above discipline problem will grossly affect the effectiveness of human resource utilization/situation in the system.

Brue, and Connell, (2005) identified scarce resources as one of the problem that fight against the full management of human resources. The scarce resources include all natural, human and material resources that go into the production of goods and services. Nakpodia, (2007) citing Nwachukwu in support of this identified some of the major problems of human resource utilization/situation as follows:

➢ Lacking of qualified and experienced manpower

➢ Inability to obtain the necessary manpower supply

➢ Lack of adequate and modern facilities for training and development of manpower.

➢ Problem of selection and placement due to lack of valued and reliable employment test to aid in the selection process.

It should be noted that most of the shortages of well qualified teachers are noted in sciences, mathematics and various other subjects.

➢ Lack of effective supervisors, monitoring and evaluation devices cannot be left out. When the school administrators is not performing his administrative management roles of supervising, monitoring and

evaluating as expected of him, it would be a difficult task to manage the human element in organization where he operates.

➢ Lack of managerial training by administrators is another challenge to human resource utilization/situation. Most of our educational administrators lack the required managerial training to develop and manage the staff under them. If there is no managerial training, it will be very difficult to mobilize and motivate the staff to work for better performance and high productivity.

Furthermore, Enyi, (2004) also identified lack of motivation as one of the problem that affect human resource utilization/situation in the school. He noted as follows: "Generally, worker come to organization with expectation for their personal needs to be met by the organization. The extent to which such needs are met, determines the workers' level of motivation and hence their performance and commitment to work. Any organization that has a programme for helping workers to meet their needs is likely to enjoy their loyalty, commitment and hardwork". It should be noted that motivation is at the heat of performance at works with the school. There is the general belief that the failure of many educational projects is attributed to poor teacher's motivation.

Motivation is getting people to move, to act in the direction you want them in order to achieve an expected result. Ogoegbulem, (2004) states that motivation is an inducement, incentive, inspiration, encouragement in order to incite an individual to action. Thus, absence of motivation may prompt problems to the human resource utilization/situation. Ogundele (2007) however stressed that for teachers to be effectively managed, such teachers need encouragement by way of compensation, good salaries, constant goal achievement and need satisfaction. Judging from this statement, one can recall that motivation and compensation of teachers as an essential ingredients for effective human resource utilization/situation invariably leading to effective students academic performance.

➢ Lack of machinery for communication and consultations at all levels can also pose problem to the management of human resources. The central problem of school administration is building dynamic and harmonious human relations. In a situation where the school administrators do not make himself available to his teacher and student, there will be lack of effective communication which will hinder meaningful interaction and exchange of information among the staff. Beach (2002) opined that if there is effective leadership behaviour, supervision, school condition of services, adequate

remuneration, compensation, administrative improvement, human relations among colleagues and favorable teaching learning environment in the school system, there would be teacher job satisfaction. Teachers would be very happy to perform their duties, mark the students work books and assignment, monitor the students' progress and even participate in extracurricular activities.

Appraisal of the reviewed literature

A thorough examination of reviewed works in the study has demonstrated the importance of human resource utilization/situation in schools. Under the theoretical frame work, the behavioral science theories as it concerns human resource utilization/situationwas identified that the best approach to facilities work and productivity in an organization is through an understanding of the worker, his job content and the work environment.

The study discussed issues such as the concept of human resources, concept of human resource utilization/situation, objectives of human resource utilization/situation, need for effective human resource utilization/situation, roles and importance of non-teaching staff in secondary school, roles and importance of teaching staff and challenges of human resource utilization/situation.

Human resources are seen as the experience, skills, judgment, abilities, knowledge, risk taking and wisdom of individual and associates within an organization. Human resource utilization/situation was seen as appropriate and adequate utilization of human resources in productive activities which are key factors that induce economic development. Objectives of human resource utilization/situation include to ensure the optional use of human resources currently employed through training and career planning to obtain and retain the quality and quantity of manpower needed for effective use. On the need for effective human resource utilization, it was identified that, human resource constitutes the ultimate basis for the wealth of any nation. Among other problems of human resource utilization/situation, it was identified that lack of motivation affect teachers performance in discharge of their duties.

In review of empirical studies, some research work which are related to this study were identified. Such research works include. Teachers' utilization in decision making process and its influence on secondary school administration, job satisfaction and job involvement among secondary school teachers.

Hence the researcher carried out a study on that area which will be helpful, to staff personal administrators, supervisors of instruction and

most specifically to the policy makers of education, to know steps to take in creating awareness on the appropriate management of human resources in secondary schools.

There seems to be insufficient empirical work or information on the human resource utilization/situation in public secondary schools in Nigeria especially in Enugu State on the issues of average number of periods per teacher per week. Also on average number of arms per school according to Local Government Area. It was this gap that the present study was intending to fill.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

This chapter describes the procedures for carrying out the study. It will be discussed under the following sub-headings. Research design, area of study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research design

This study is a descriptive survey research that employed ex-post facto design to analyze human resource utilization/situationin secondary schools in Enugu State. The design selected relied on the recording of the existing events, data and information as they naturally occur in secondary schools in Enugu State without manipulating, adding or deleting information.

Population of the study.

The population of the study was 9758 staff, made up of 7907 teaching staff and 1851 non-teaching staff from 617 schools in Enugu State as at 2012 academic session.

Distribution of schools and population of human resources in Enugu State are shown in Table 3.1

Table 3.1: Population of the human resources in Enugu State

S/N	L.G.A	No of schools	No of teaching staff	No of non teaching staff
1	Enugu East	52	795	153
2	Igbo-Etiti	31	300	120
3	Nkanu-West	28	250	110
4	Enugu North	54	560	100
5	Isi-Uzo	57	180	50
6	Nsukka	35	1720	200
7	Uzo-Uwani	41	200	110
8	Igbo-Eze North	37	650	130
9	Enugu South	38	622	130
10	Udenu	30	450	42
11	Orji-River	22	165	59
12	Aninri	39	175	50
13	Udi	27	420	180
14	Awgu	24	360	130
15	Igbo-Eze South	45	380	90
16	Nkanu-East	34	260	75
17	Ezeagu	23	420	142
	Total	617	7907	1851

Source: Post Primary Education Board, Enugu August, 2012

Sample and sampling techniques

The sample size for the study was 121 principals drawn from 617 principals using stratified random sampling technique and 3,756 teaching staff drawn from 7,907 and 560 non-teaching staff drawn from 1,851 of the target population. This was done by stratifying them into local government areas and into schools. This is to ensure that all the staff in this defined population have equal and independent chance of being selected.

Table 3.2: Human resources available in Enugu State

S/N	L.G.A	No of schools	No of teaching staff	No of non-teaching staff
1	Enugu East	6	495	26
2	Igbo-Etiti	8	149	34
3	Nkanu-West	8	112	24
4	Enugu North	7	237	26
5	Isi-Uzo	3	97	14
6	Nsukka	14	632	75
7	Uzo-Uwani	5	98	59
8	Igbo-Eze North	11	344	53
9	Enugu South	6	311	54
10	Udenu	6	197	06
11	Orji-River	4	70	10
12	Aninri	6	77	14
13	Udi	7	235	69
14	Awgu	10	170	36
15	Igbo-Eze South	6	184	30
16	Nkanu-East	4	126	20
17	Ezeagu	10	222	43
	Total	121	3756	560
	Average	7	221	33

Source: From the field work August, 2012

3.3   Teacher – student ratio as approved by Federal Ministry of Education 1:40

Instrument for data collection

The research instrument for this study was a checklist, titled Secondary Schools human resource utilization/situation Checklist. The checklist was designed for teaching and non Teaching staff of secondary school in Enugu State for the purpose of eliciting information on human

resource utilization/situation in secondary schools in term of staff strength, work load, staff-student ratio in different classes.

See appendix II for the observation check list: Secondary schools human resource utilization/situation checklist.

In using the checklist, the researcher collected the population of the staff and students according to discipline to determine the staff-student ratio in the sampled secondary schools.

Validation of the instrument

The checklist was first validated through a critical scrutiny by the supervisor and other lecturers in the department of Educational Administration and policy studies who saw that the instrument met face validity.

Administration of the instrument

The instruments were administered by the researcher herself. An introductory letter was collected from the Department of Educational Administration and Policy studies of Delta State University, Abraka. The administration of the instrument on the sampled school was by personal visit and with reasonable time given for the completion and immediate retrieval.

Method of data analysis

In the analysis of the research questions, the study used Frequencies, Means, Percentages and Tables

CHAPTER FOUR

PRESENTATION& DISCUSSION OF RESULTS

This chapter presents an analysis of the data obtained from the field, the interpretation and discussion of the results to answer the research questions posed to investigate human resource utilization/situation in secondary schools in Enugu State.

Research question one: What are the available human resources in secondary schools in Enugu State.

The answer to this research question is presented in Table 4.1

Table 4.1: Available Human Resources in Secondary Schools in Enugu State

S/N	L.G.A	TEACHING STAFF			NON – TEACHING STAFF								TOTAL
		M	F	Total	Lab. Att.	Liberians	Messagers	Security	Bursars	Typists	Cleaners	Drivers	
1	ENUGU EAST	104	391	495	5	1	1	6	8	2	2	-	26
2	IGBO-ETITI	72	77	149	4	-	8	-	6	5	8	3	34
3	NKANU-WEST	37	75	112	6	-	-	7	5	2	-	4	24
4	ENUGU NORTH	96	141	237	5	-	3	3	9	2	3	1	26
5	ISI-UZO	58	39	97	-	-	1	8	2	2	-	1	14
6	NSUKKA	195	437	832	15	-	6	22	9	20	-	3	75
7	UZO-UWANI	63	35	98	1	-	4	11	3	3	-	2	24
8	IGBO-EZE NORTH	134	210	344	-	-	4	27	8	8	-	6	53
9	ENUGU SOUTH	51	260	311	5	-	7	10	7	24	-	3	56
10	UDENU	53	144	197	1	-	1	3	1	-	-	-	6
11	ORJI-RIVER	22	48	70	4	-	1	3	1	-	-	-	10
12	ANINRI	41	36	77	-	-	-	11	-	1	-	2	14
13	UDI	65	170	235	12	3	7	14	4	19	5	5	69
14	AWGU	51	119	170	3	-	6	17	1	3	-	6	36
15	IGBO-EZE SOUTH	59	125	184	4	-	5	8	5	2	4	2	30
16	NKANU-EAST	47	79	126	-	-	1	7	3	5	-	4	20
17	EZEAGU	60	162	222	4	-	8	13	5	5	5	3	43
	TOTAL	1208	2548	3756	70	4	63	169	76	106	27	45	560

Source: computed from the field work 2012

To answer this research question, Table 4.1 is used. The human resources available in Secondary School in Enugu State are made up of two categories namely the teaching and non-teaching staff. The teaching staff consists of teachers-male and female. The male teaching staff in Enugu State accounts for 1208 or 32% while 2548 or 68% is female.

From table 4.1, the total number of available human resources is 4316 which is made up of 3756 teachers and 560 non teaching staff.

Research question Two: What is the level of adequacy of teachers by subject according to Local Government Area in Junior Secondary School (JSS)?

The level of adequacy of teachers by subjects are completed and presented in Tables 4.2a to 4.2q.

Table 4.2a: The level of adequacy of teachers in English Language in JSS.

English Language

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	3797	1:40	8	95	1:478	Inadequate
2	Igbo-Etiti	2650	1:40	9	66	1:294	Inadequate
3	Nkanu-West	2389	1:40	6	59	1:398	Inadequate
4	Enugu North	4200	1:40	11	105	1:426	Inadequate
5	Isi-Uzo	1388	1:40	5	35	1:278	Inadequate
6	Nsukka	5060	1:40	11	127	1:460	Inadequate
7	Uzo-Uwani	1890	1:40	3	38	1.630	Inadequate
8	Igbo-Eze North	4800	1:40	16	120	1:300	Inadequate
9	Enugu South	4004	1:40	9	100	1:445	Inadequate
10	Udenu	2600	1:40	7	65	1:371	Inadequate
11	Orji-River	1220	1:40	6	41	1:270	Inadequate
12	Aninri	2437	1:40	8	60	1:305	Inadequate
13	Udi	2290	1:40	10	57	1?229	Inadequate
14	Awgu	2630	1:40	11	77	1:239	Inadequate
15	Igbo-Eze South	3400	1:40	10	85	1:340	Inadequate
16	Nkanu-East	2100	1:40	8	53	1:263	Inadequate
17	Ezeagu	1290	1:40	6	34	1:215	Inadequate
	TOTAL	48681		146	1217	1:333	Inadequate

Source: From the field work 2012

$$\text{Required Teachers} = \frac{student\ \text{Population}}{Teacher\ \text{Student Ratio Standard}} = \frac{3797}{40} = 95$$

$$\text{Teacher} - \text{Student Ratio} = \frac{Total\ \text{No of the } student\ \text{Population}}{Total\ \text{No of actual } Teacher} = \frac{48681}{146} = 1:333$$

As shown in table 4.2a, all the schools in each local Government Area has less number of teachers than required with teacher student ratio of 1:333 compared to the teacher student ratio standard which is 1:40. Enugu East LGA has 8 teachers while the required teachers are 95. Enugu North LGA has 11 teachers while the required number of teacher are 105. Nsukka LGA had 127 teachers while the actual number of teachers are II. The total actual number of English teachers in Enugu State are 146 while the required number of teachers are 1217

Table 4.2b: The level of adequacy of teachers in Mathematics

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	3370	1:40	4	94	1:834	Inadequate
2	Igbo-Etiti	2638	1:40	4	66	1:659	Inadequate
3	Nkanu-West	2500	1:40	3	63	1:833	Inadequate
4	Enugu North	3864	1:40	10	97	1:286	Inadequate
5	Isi-Uzo	1387	1:40	3	35	1:462	Inadequate
6	Nsukka	4760	1:40	6	119	1:973	Inadequate
7	Uzo-Uwani	1788	1:40	3	45	1:596	Inadequate

8	Igbo-Eze North	4864	1:40	14	122	1:347	Inadequate
9	Enugu South	2798	1:40	5	70	1:560	Inadequate
10	Udenu	3000	1:40	3	75	1:1000	Inadequate
11	Orji-River	1500	1:40	2	38	1:750	Inadequate
12	Aninri	2439	1:40	4	61	1:488	Inadequate
13	Udi	2271	1:40	4	57	1:568	Inadequate
14	Awgu	2280	1:40	5	69	1:556	Inadequate
15	Igbo-Eze South	3412	1:40	4	85	1:853	Inadequate
16	Nkanu-East	2180	1:40	5	55	1:436	Inadequate
17	Ezeagu	2649	1:40	4	66	1:662	Inadequate
	Total	48681		83	1217	1:587	Inadequate

SOURCE: Computed from field-work 2012

As shown in table 4.2b, all the secondary schools in each LGA in Enugu State are grossly in need of mathematics teachers. The actual number of mathematics teachers are 83 while the required number of teachers are 1217 with teacher student ratio of 1:587.

Table 4.2c: The level of adequacy of teachers in Basic Science

Basic Science

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	3370	1:40	7	94	1:481	Inadequate
2	Igbo-Etiti	2638	1:40	8	66	1:330	Inadequate
3	Nkanu-West	2500	1:40	7	63	1:357	Inadequate
4	Enugu North	3864	1:40	18	97	1:215	Inadequate
5	Isi-Uzo	1387	1:40	4	35	1:347	Inadequate
6	Nsukka	4760	1:40	10	119	1:476	Inadequate
7	Uzo-Uwani	1788	1:40	4	45	1:447	Inadequate
8	Igbo-Eze North	4864	1:40	20	122	1:243	Inadequate
9	Enugu South	2798	1:40	10	70	1:280	Inadequate
10	Udenu	3000	1:40	7	75	1:300	Inadequate
11	Orji-River	1300	1:40	3	38	1:433	Inadequate
12	Aninri	2439	1:40	5	72	1:488	Inadequate
13	Udi	2271	1:40	4	69	1:568	Inadequate
14	Awgu	2780	1:40	13	57	1:214	Inadequate
15	Igbo-Eze South	3412	1:40	10	70	1:341	Inadequate
16	Nkanu-East	2180	1:40	8	70	1:273	Inadequate
17	Ezeagu	2649	1:40	6	60	1:442	Inadequate
	Total	48681		144	1217	1:338	Inadequate

Source: Computed from field work 2012

As shown in table 4.2c, all the secondary schools in each LGA in Enugu State has less Basic Science teachers than required. Isi–Uzo LGA has 4 teachers while the required number of teachers are 35, Enugu North has 18 teacher while 97 teachers are required. The total number of actual teachers are 144 while the total number of required teachers are 1217.

Table 4.2d: The Level of adequacy of teachers in Economics.

Economics

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	2603	1:40	11	65	1:237	Inadequate
2	Igbo-Etiti	2700	1:40	8	68	1:332	Inadequate
3	Nkanu-West	2450	1:40	4	61	1:612	Inadequate
4	Enugu North	4600	1:40	5	115	1:920	Inadequate
5	Isi-Uzo	1886	1:40	3	47	1:689	Inadequate
6	Nsukka	5160	1:40	9	129	1:573	Inadequate
7	Uzo-Uwani	1502	1:40	3	38	1:501	Inadequate
8	Igbo-Eze North	5240	1:40	8	131	1:655	Inadequate
9	Enugu South	3701	1:40	4	95	1:925	Inadequate
10	Udenu	2599	1:40	3	65	1:866	Inadequate
11	Orji-River	1412	1:40	3	35	1:471	Inadequate
12	Aninri	2609	1:40	8	65	1:326	Inadequate
13	Udi	2560	1:40	4	64	1:640	Inadequate

14	Awgu	2576	1:40	4	64	1:644	Inadequate
15	Igbo-Eze South	3209	1:40	5	32	1:618	Inadequate
16	Nkanu-East	2000	1:40	5	50	1:400	Inadequate
17	Ezeagu	2330	1:40	7	58	1:333	Inadequate
	Total	47205		95	1180	1:496	Inadequate

Source: Computed from field work 2012

As shown in table 4.2d, all the secondary schools in each LGA in Enugu State are in dare need of Economics teachers. The actual number of Economics teachers in the state are 95 while the required number of teachers are 1180 with the ratio of 1:496. Enugu south LGA has 4 teachers while the required number of teacher are 95. Udi LGA needed additional 60 teachers to teach Economics.

Table 4.2e: The level of adequacy of teachers in Computer Science

			Computer Science				
S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	1112	1:40	2	28	1:556	Inadequate
2	Igbo-Etiti	1400	1:40	1	35	1:1400	Inadequate
3	Nkanu-West	1004	1:40	1	25	1:1004	Inadequate
4	EnuguNorth	3001	1:40	2	50	1:501	Inadequate
5	Isi-Uzo	-	-	-	-	-	-

6	Nsukka	2840	1:40	2	71	1:1900	Inadequate
7	Uzo-Uwani	-	-	-	-	-	-
8	Igbo-Eze North	2900	1:40	2	72	1:1450	Inadequate
9	Enugu South	2016	1:40	2	50	1:1008	Inadequate
10	Udenu	-	-	-	-	-	-
11	Orji-River	1000	1:40	1	25	1:1000	Inadequate
12	Aninri	-	-	-	-	-	-
13	Udi	1081	1:40	1	25	1:1081	Inadequate
14	Awgu	1005	1:40	1	25	1:503	Inadequate
15	Igbo-Eze South	-	-	-	-	-	-
16	Nkanu-East	-	-	-	-	-	-
17	Ezeagu	-	-	-	-	-	-
	Total	16240		16	406	1:1015	Inadequate

Source: Computed from the field work 2012

As shown in table 4.2e, all the secondary schools in each LGAs in Enugu State are grossly in need of Computer Science teachers. Isi-Uzo,Uzo-Uwani, Udenu, Aninri, Igbo Eze South, Nkanu East and Ezeagu LGAs have no teacher in Computer Science. The actual number of Computer Science teacher are 16 while the required number of teachers are 406 in Enugu state with teacher student ratio of 1:1015.

Table 4.2f. The level of adequacy of teachers in C.R.S

C.R.S

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	2690	1:40	5	67	1:538	Inadequate
2	Igbo-Etiti	2501	1:40	4	63	1:625	Inadequate
3	Nkanu-West	2400	1:40	7	60	1:343	Inadequate
4	Enugu North	3836	1:40	9	96	1:426	Inadequate
5	Isi-Uzo	1800	1:40	3	45	1:600	Inadequate
6	Nsukka	5089	1:40	5	127	1:1018	Inadequate
7	Uzo-Uwani	1400	1:40	3	35	1:467	Inadequate
8	Igbo-Eze North	5000	1:40	10	125	1:500	Inadequate
9	Enugu South	3400	1:40	5	100	1:680	Inadequate
10	Udenu	2801	1:40	5	70	1:560	Inadequate
11	Orji-River	1580	1:40	2	40	1:790	Inadequate
12	Aninri	2400	1:40	3	60	1:800	Inadequate
13	Udi	2121	1:40	2	53	1:1061	Inadequate
14	Awgu	2197	1:40	5	55	1:440	Inadequate
15	Igbo-Eze South	3807	1:40	4	95	1:952	Inadequate
16	Nkanu-East	1988	1:40	3	50	1:663	Inadequate
17	Ezeagu	2600	1:40	2	65	1:1300	Inadequate
	Total	48210		77	1206	1:626	Inadequate

Source: Computed from field work 2012

As shown in table 4.2f, all the secondary schools in all the LGA in Enugu State are grossly in need of CRS teachers. Nkanu East has 3 teachers while the required number of teachers are 50. The total number of actual teachers are 77 and the required number of teachers are 1206 with teachers student ratio of 1:626 when compared with the Benchmark 1:40.

Table 4.2g. The level of adequacy of teachers in Business Studies

Business Studies

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	2699	1:40	14	67	1:93	Inadequate
2	Igbo-Etiti	2703	1:40	13	68	1:208	Inadequate
3	Nkanu-West	2402	1:40	10	60	1:240	Inadequate
4	Enugu North	3600	1:40	19	90	1:189	Inadequate
5	Isi-Uzo	1700	1:40	9	43	1:189	Inadequate
6	Nsukka	5002	1:40	20	125	1:250	Inadequate
7	Uzo-Uwani	1399	1:40	9	35	1:155	Inadequate
8	Igbo-Eze North	6001	1:40	30	150	1:200	Inadequate
9	Enugu South	4390	1:40	7	110	1:627	Inadequate
10	Udenu	2790	1:40	7	70	1:399	Inadequate
11	Orji-River	1480	1:40	6	37	1:247	Inadequate
12	Aninri	2300	1:40	13	58	1:177	Inadequate

13	Udi	2500	1:40	7	54	1:357	Inadequate
14	Awgu	2150	1:40	13	54	1:165	Inadequate
15	Igbo-Eze South	3609	1:40	9	90	1:401	Inadequate
16	Nkanu-East	1799	1:40	9	45	1:200	Inadequate
17	Ezeagu	2480	1:40	8	62	1:310	Inadequate
	Total	48541		216	1:225	1:214	Inadequate

Source: Computed from field work

As shown in Table 4.2g, the total number of actual teachers are 216 while the required number of teachers are 1214. The teacher student ratio is 1.225. all the schools are dare need of Business studies teachers.

Table 4.2h. The level of adequacy of teachers in Social Studies

Social Studies

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	3012	1:40	9	75	1:334	Inadequate
2	Igbo-Etiti	2523	1:40	8	63	1:315	Inadequate
3	Nkanu-West	2700	1:40	7	68	1:386	Inadequate
4	Enugu North	4368	1:40	10	105	1:437	Inadequate
5	Isi-Uzo	1720	1:40	5	43	1:344	Inadequate
6	Nsukka	4321	1:40	11	108	1:393	Inadequate
7	Uzo-Uwani	1500	1:40	4	38	1:375	Inadequate

8	Igbo-Eze North	5350	1:40	23	134	1:233	Inadequate
9	Enugu South	3999	1:40	10	100	1:400	Inadequate
10	Udenu	2621	1:40	8	66	1:328	Inadequate
11	Orji-River	1427	1:40	3	36	1:476	Inadequate
12	Aninri	2310	1:40	9	36	1:578	Inadequate
13	Udi	1979	1:40	8	50	1:247	Inadequate
14	Awgu	2888	1:40	12	72	1:241	Inadequate
15	Igbo-Eze South	2806	1:40	9	70	1:312	Inadequate
16	Nkanu-East	1500	1:40	10	38	1:150	Inadequate
17	Ezeagu	2600	1:40	8	65	1:325	Inadequate
	Total			154	1193	1:310	Inadequate

Source: Computed from field work 2012

As shown in Table 4.2h, Social studies teachers are inadequate in all the school in the Local Government Area. Igbo Etiti East has 8 teachers while the required number of teachers are 75. Nkanu West LGA has 7 teachers while the required teachers are 68. The teacher student ratio is 1:310

Table 4.2i: The level of adequacy of teachers in PHE

P.H.E

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	3490	1:40	10	87	1:349	Inadequate
2	Igbo-Etiti	3489	1:40	11	87	1:317	Inadequate
3	Nkanu-West	2596	1:40	8	65	1:325	Inadequate
4	Enugu North	5899	1:40	20	147	1:295	Inadequate
5	Isi-Uzo	1300	1:40	10	33	1:130	Inadequate
6	Nsukka	5000	1:40	11	125	1:455	Inadequate
7	Uzo-Uwani	1250	1:40	7	31	1:179	Inadequate
8	Igbo-Eze North	4790	1:40	22	120	1:218	Inadequate
9	Enugu South	3556	1:40	12	89	1:296	Inadequate
10	Udenu	2551	1:40	10	64	1:255	Inadequate
11	Orji-River	1250	1:40	4	31	1:208	Inadequate
12	Aninri	2160	1:40	6	54	1:360	Inadequate
13	Udi	1629	1:40	7	41	1:233	Inadequate
14	Awgu	2700	1:40	9	68	1:300	Inadequate
15	Igbo-Eze South	2800	1:40	8	70	1:350	Inadequate
16	Nkanu-East	1400	1:40	10	35	1:140	Inadequate
17	Ezeagu	1569	1:40	6	39	1:262	Inadequate
	Total	47429		171	1186	1:277	Inadequate

Source: Computed from field work 2012

As shown in table 4.2i, the teacher student ratio is 1.277 with the actual number of teachers 171 and the required number of teachers 1186. All the schools are grossly in need of PHE teacher

Table 4.2j: what is the level of adequacy of teachers by subjects in Senior Secondary School according to Local Government Area?

4.2j: The level of adequacy of teachers in English Language IN SSS.

English Language

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	1460	1:40	16	37	1:91	Inadequate
2	Igbo-Etiti	1501	1:40	14	38	1:107	Inadequate
3	Nkanu-West	1445	1:40	15	36	1:96	Inadequate
4	Enugu North	2907	1:40	11	72	1:264	Inadequate
5	Isi-Uzo	1702	1:40	18	43	1:95	Inadequate
6	Nsukka	2890	1:40	16	72	1:181	Inadequate
7	Uzo-Uwani	1690	1:40	12	42	1:141	Inadequate
8	Igbo-Eze North	3920	1:40	20	98	1:196	Inadequate
9	Enugu South	1819	1:40	21	45	1:877	Inadequate
10	Udenu	1701	1:40	16	42	1:106	Inadequate
11	Orji-River	1524	1:40	10	38	1:152	Inadequate

12	Aninri	1000	1:40	15	25	1:66	Inadequate
13	Udi	1731	1:40	9	48	1:192	Inadequate
14	Awgu	1905	1:40	18	48	1:105	Inadequate
15	Igbo-Eze South	1460	1:40	14	28	1:104	Inadequate
16	Nkanu-East	880	1:40	19	22	1:46	Inadequate
17	Ezeagu	1650	1:40	16	40	1:103	Inadequate
	Total	30872		273	772	1:113	Inadequate

Source: Computed from the field work 2012

As shown in table 4.2j, the total actual number of teachers in the state are 273. The required numbers of teachers are 772 with the teacher student ratio 1.113. All the schools in Enugu state are in need of English teachers

4.2k: The level of adequacy of teachers in Mathematics

Mathematics

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	1460	1:40	15	37	1:97	Inadequate
2	Igbo-Etiti	1501	1:40	10	38	1:150	Inadequate
3	Nkanu-West	1445	1:40	15	36	1:96	Inadequate
4	Enugu North	2907	1:40	25	72	1:116	Inadequate
5	Isi-Uzo	1702	1:40	13	43	1:130	Inadequate
6	Nsukka	2890	1:40	24	72	1:120	Inadequate
7	Uzo-Uwani	1690	1:40	10	42	1:169	Inadequate

8	Igbo-Eze North	3920	1:40	17	98	1:231	Inadequate
9	Enugu South	1819	1:40	12	45	1:152	Inadequate
10	Udenu	1701	1:40	16	42	1:106	Inadequate
11	Orji-River	1524	1:40	8	38	1:190	Inadequate
12	Aninri	1000	1:40	10	25	1:100	Inadequate
13	Udi	1731	1:40	11	48	1:157	Inadequate
14	Awgu	1905	1:40	9	48	1:212	Inadequate
15	Igbo-Eze South	1460	1:40	10	28	1:146	Inadequate
16	Nkanu-East	880	1:40	10	22	1:88	Inadequate
17	Ezeagu	1650	1:40	9	40	1:183	Inadequate
	Total	30872		224	772	1:138	Inadequate

Source: Computed from the field work 2012

As shown in table 4.2k, all the schools has less number of mathematics teachers than required. Igbo Eze North LGA need additional 81 teachers. Orji River LGA has 8 teachers while they needed 38 teachers. The teacher student ratio is 1.138 while the teacher student ratio standard is 1:40

4.2l: The level of adequacy of teachers in Chemistry

Chemistry

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	380	1:40	10	10	1:38	Adequate
2	Igbo-Etiti	391	1:40	8	10	1:39	Inadequate
3	Nkanu-West	301	1:40	12	8	1:25	Excess
4	Enugu North	416	1:40	12	10	1:35	Excess
5	Isi-Uzo	303	1:40	2	8	1:152	Inadequate
6	Nsukka	411	1:40	11	10	1:377	Excess
7	Uzo-Uwani	270	1:40	4	7	1:67	Inadequate
8	Igbo-Eze North	318	1:40	21	8	1:15	Excess
9	Enugu South	390	1:40	3	10	1:130	Inadequate
10	Udenu	288	1:40	8	7	1:36	Excess
11	Orji-River	230	1:40	7	6	1:33	Excess
12	Aninri	250	1:40	7	6	1:35	Excess
13	Udi	275	1:40	8	7	1:34	Excess
14	Awgu	309	1:40	9	8	1:34	Excess
15	Igbo-Eze South	340	1:40	9	9	1:37	Adequate
16	Nkanu-East	277	1:40	16	7	1:17	Excess
17	Ezeagu	140	1:40	7	4	1:20	Excess
	Total	5409		136	135	1:40	Adequate

Source: Computed from field work 2012

As shown in table 4.2L, Nkanu West, Enugu North, Nsukka, Igbo Eze North, Udenu, has less number of teachers than required, Enugu East has the exert number of required teachers 10. The total number of actual teachers are 136 while the total number of teachers required are 135 and the teacher student ratio is 1:40

Table 4.2m: The level of adequacy of teachers in Physics

Physics

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	230	1:40	7	6	1:33	Excess
2	Igbo-Etiti	213	1:40	7	5	1:30	Excess
3	Nkanu-West	232	1:40	4	6	1:59	Inadequate
4	Enugu North	270	1:40	10	7	1:270	Excess
5	Isi-Uzo	280	1:40	4	7	1:70	Inadequate
6	Nsukka	260	1:40	11	7	1:65	Excess
7	Uzo-Uwani	168	1:40	4	6	1:42	Inadequate
8	Igbo-Eze North	440	1:40	17	11	1:26	Excess
9	Enugu South	219	1:40	14	6	1:16	Excess
10	Udenu	310	1:40	8	8	1:39	Adequate
11	Orji-River	190	1:40	3	5	1:63	Inadequate
12	Aninri	160	1:40	7	4	1:23	Excess

13	Udi	170	1:40	8	4	1:21	Excess
14	Awgu	233	1:40	9	6	1:26	Excess
15	Igbo-Eze South	260	1:40	6	7	1:43	Inadequate
16	Nkanu-East	224	1:40	7	6	1:26	Excess
17	Ezeagu	182	1:40	8	5	1:23	Inadequate
	Total	4044		126	106	1:32	Adequate

Source: Computed from field work 2012

As shown in table 4.2m, Enugu East LGA, Igbo – Etiti, Enugu North LGA, Igbo – Eze LGA North LGA, Enugu South, Aniuro LGA, Udi LGA, Awgu LGA. Nkanu East and Ezeagu LGA have more number of teachers than required. The total number of actual teachers are 126 while the required teachers are 106 with teacher student ratio 1:32. The ratio is less that the benchmark which is 1:40

Table 4.2n: The level of adequacy of teachers in Agric Science

Agricultural Science

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	1040	1:40	11	26	1:95	Inadequate
2	Igbo-Etiti	710	1:40	12	17	1:59	Inadequate
3	Nkanu-West	518	1:40	12	13	1:43	Inadequate
4	Enugu North	1037	1:40	20	25	1:52	Inadequate
5	Isi-Uzo	801	1:40	6	20	1:124	Inadequate

6	Nsukka	3039	1:40	14	51	1:146	Inadequate
7	Uzo-Uwani	1910	1:40	13	23	1:70	Inadequate
8	Igbo-Eze North	2036	1:40	14	51	1:145	Inadequate
9	Enugu South	1000	1:40	11	25	1:100	Inadequate
10	Udenu	950	1:40	7	24	1:136	Inadequate
11	Orji-River	450	1:40	6	24	1:75	Inadequate
12	Aninri	900	1:40	8	23	1:113	Inadequate
13	Udi	1012	1:40	9	25	1:113	Inadequate
14	Awgu	699	1:40	12	17	1:58	Inadequate
15	Igbo-Eze South	1020	1:40	8	26	1:128	Inadequate
16	Nkanu-East	1031	1:40	7	26	1:147	Inadequate
17	Ezeagu	1022	1:40	10	26	1:102	Inadequate
	Total	17675		180	442	1:98	Inadequate

Source: Computed from field work 2012

As shown in Table 4.2n, the actual number of teachers in Agricultural Science is 180 while the state needed 442 teachers, therefore Agricultural Science teachers are inadequate. The teacher student ratio is 1:98

Table 4.20: The level of adequacy of teachers in Biology

<div align="center">Biology</div>

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	2450	1:40	15	64	1:163	Inadequate
2	Igbo-Etiti	1450	1:40	13	36	1:111	Inadequate
3	Nkanu-West	1801	1:40	10	45	1:180	Inadequate
4	Enugu North	2600	1:40	16	65	1:165	Inadequate
5	Isi-Uzo	1498	1:40	7	37	1:214	Inadequate
6	Nsukka	2500	1:40	14	63	1:175	Inadequate
7	Uzo-Uwani	950	1:40	5	24	1:190	Inadequate
8	Igbo-Eze North	2460	1:40	23	62	1:107	Inadequate
9	Enugu South	1580	1:40	12	40	1:132	Inadequate
10	Udenu	1000	1:40	10	25	1:100	Inadequate
11	Orji-River	880	1:40	5	22	1:176	Inadequate
12	Aninri	920	1:40	10	23	1:92	Inadequate
13	Udi	1130	1:40	9	28	1:126	Inadequate
14	Awgu	1238	1:40	13	31	1:95	Inadequate
15	Igbo-Eze South	2000	1:40	8	50	1:25	Inadequate
16	Nkanu-East	2300	1:40	9	57	1:25	Inadequate
17	Ezeagu	1450	1:40	9	37	1:161	Inadequate
	Total	28197		188	705	1:150	Inadequate

Source: Computed from the field work 2012.

As shown in Table 4.2o, all the school in each Local Government Area are grossly in need of Biology teachers. The state needed an additional 517 Biology teachers for effective teaching and learning to take place.

Table 4.2p: The level of adequacy of teachers in Economics

			Economics				
S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	1650	1:40	14	41	1:118	Inadequate
2	Igbo-Etiti	1590	1:40	9	40	1:177	Inadequate
3	Nkanu-West	1510	1:40	13	38	1:116	Inadequate
4	Enugu North	1590	1:40	11	40	1:145	Inadequate
5	Isi-Uzo	1210	1:40	7	30	1:73	Inadequate
6	Nsukka	2499	1:40	13	62	1:192	Inadequate
7	Uzo-Uwani	1507	1:40	5	38	1:301	Inadequate
8	Igbo-Eze North	2607	1:40	15	65	1:174	Inadequate
9	Enugu South	2580	1:40	12	63	1:145	Inadequate
10	Udenu	620	1:40	6	16	1:103	Inadequate
11	Orji-River	480	1:40	8	12	1:60	Inadequate
12	Aninri	700	1:40	7	18	1:100	Inadequate
13	Udi	466	1:40	9	12	1:52	Inadequate
14	Awgu	1200	1:40	7	15	1:171	Inadequate
15	Igbo-Eze	1501	1:40	8	38	1:188	Inadequate

	South					
16	Nkanu-East	1495	1:40	6	38	1:249	Inadequate
17	Ezeagu	1570	1:40	8	40	1:196	Inadequate
	Total	24259		157	606	1:155	Inadequate

Source: Computed from field work 2012

As shown in Table 4.2p, all the school in each Local Government Area have less number of teachers than required, therefore Economics teachers are inadequate.

Table 4.2q: The level of adequacy of teachers in C.R.S

C.R.S

S/N	L.G.A	Student population	Teacher student ratio standard	Actual Teachers	Required Teachers	Teacher Student Ratio	Remark
1	Enugu East	916	1:40	12	23	1:76	Inadequate
2	Igbo-Etiti	882	1:40	11	22	1:80	Inadequate
3	Nkanu-West	580	1:40	9	14	1:64	Inadequate
4	Enugu North	2460	1:40	14	62	1:716	Inadequate
5	Isi-Uzo	783	1:40	9	20	1:87	Inadequate
6	Nsukka	1595	1:40	12	35	1:116	Inadequate
7	Uzo-Uwani	730	1:40	9	18	1:81	Inadequate
8	Igbo-Eze North	2978	1:40	16	74	1:186	Inadequate
9	Enugu South	926	1:40	14	23	1:66	Inadequate
10	Udenu	679	1:40	11	17	1:62	Inadequate

11	Orji-River	550	1:40	10	14	1:55	Inadequate
12	Aninri	600	1:40	10	15	1:60	Inadequate
13	Udi	556	1:40	12	14	1:46	Inadequate
14	Awgu	530	1:40	14	13	1:38	Inadequate
15	Igbo-Eze South	605	1:40	10	15	1:611	Inadequate
16	Nkanu-East	721	1:40	12	18	1:63	Inadequate
17	Ezeagu	750	1:40	12	19	1:84	Inadequate
	Total	16636		197	416	1:84	Inadequate

Source: Computed from field work 2012

As shown in table 4.2q, it revealed that the teachers student ratio in CRS is 1.84, it is more than the teacher student ratio standard 1.40. therefore CRS teachers are lacking

Research question 3: What is the ratio of students to teaching staff in Secondary Schools?

Table 4.3: The ratio of students to teaching staff in secondary schools

S/N	L.G.A	No. of Teachers	Students Enrollment	Teacher/Student Ratio
1.	Enugu East	495	4397	1:9
2.	Igbo-Etiti	149	3505	1:24
3.	Nkanu-West	112	3020	1:30
4.	Enugu-North	237	7392	1:31

5.	Isi-Uzo	97	1927	1:20
6.	Nsukka	632	10105	1:16
7.	Uzo-Uwani	98	1672	1:17
8.	Igbo-Eze North	344	8285	1:24
9.	Engu South	311	6265	1:20
10.	Udenu	197	3810	1:19
11.	Orji River	70	1629	1:23
12.	Aninri	77	2439	1:32
13.	Udi	235	2297	1:10
14.	Awgu	170	3091	1:18
15.	Igbo-Eze South	184	5504	1:30
16.	Nkanu East	126	2180	1:17
17.	Ezeagu	222	2687	1:20
	Total	3756	70105	1:19
	Average	221	4124	1:19

Source: computed from the field work 2012.

As shown in Table 4.3, the teacher student ratio is relatively low 1:19. This indicates that the standard of education is good because students are given much attention. Also small classes are widely believed in West to benefit all pupils because of individual attention from the teachers and low attaining pupils are seen to benefit more at secondary schools level where the content level is more challenging. (Wikipedia; the free encyclopedia).

Research questionfour: what is the average number of teachers per school?

Table 4.4: Average number of teachers per school

S/N	L.G.A	No. of Teachers	No of Schools	Teacher average per school
1.	Enugu East	495	6	83
2.	Igbo-Etiti	149	8	19
3.	Nkanu-West	112	8	14
4.	Enugu-North	237	7	34
5.	Isi-Uzo	97	3	32
6.	Nsukka	632	14	45
7.	Uzo-Uwani	98	5	20
8.	Igbo-Eze North	344	11	31
9.	Engu South	311	6	52
10.	Udenu	197	6	33
11.	Orji River	70	4	18
12.	Aninri	77	6	13
13.	Udi	235	7	72
14.	Awgu	170	10	17
15.	Igbo-Eze South	184	6	39
16.	Nkanu East	126	4	32
17.	Ezeagu	222	10	13
	Total	3756	121	
	Average	221	7	31

Source: Computed from the field work 2012

As computed in Table 4.4, the average number of teachers per school is 31.

Research question five: What is the average number of periods per teacher per week in English Language, Mathematics, Biology, Chemistry,

Physics, Basic Science, Computer Science, Geography, PHE, Business Studies, Economics and CRS?

Table 4.5: Average number of periods per teacher per week.

S/N	SUBJECT	SSS	SUBJECT	JSS
1.	ENGLISH LANGUAGE	27	ENGLISH LANGUAGE	20
2.	MATHEMATICS	25	MATHEMATICS	20
3.	BIOLOGY	20	PHE	18
4.	CHEMISTRY	20	BUSINESS STUIES	18
5.	PHYSICS	20	SOCIAL STUDIES	18
6.	COMPUTER SCIENCE	30	C.R.S.	18
7.	GEOGRAPHY	18	BASIC SCIENCE	20
8.	ECONOMICS	18	ECONOMICS	18

Source: Computed from the Field Work 2012

As shown in Table 4.5, Computer Science has the largest number of periods per teacher in a week 30 periods in senior secondary school while Geography has the lowest number of periods per teacher in a week 18 periods in SSS. Also Table 4.5, revealed that English Language have 27 periods and Mathematics 25 number of periods per teacher in a week.

However, Table 4.5, also shows that in JSS, English Language, Mathematics and Basic Science have the same number of periods (20) per teacher in a week while Business Studies, Social Studies, Economics, PHE and CRS have the same number of periods (18) per teacher per week.

Research question six: What is the average number of arms per school according to LGA?

Table 4.6: Average number of arms per school according to L.G.A.

S/N	L.G.A	NO. OF ARMS		NO. OF SCHOOLS	JSS AVERAGE NUMBER OF ARMS	SSS AVERAGE NUMBER OF ARMS
		JSS	SSS			
1.	Enugu East	60	47	6	10	8
2.	Igbo-Etiti	55	47	8	7	6
3.	Nkanu-West	44	24	8	6	3
4.	Enugu-North	96	68	7	14	10
5.	Isi-Uzo	25	27	3	8	9
6.	Nsukka	160	49	14	12	4
7.	Uzo-Uwani	24	24	5	5	5
8.	Igbo-Eze North	93	89	11	9	8
9.	Enugu South	101	57	6	17	10
10.	Udenu	48	39	6	8	7
11.	Orji River	27	20	4	7	5
12.	Aninri	32	34	6	5	6
13.	Udi	33	33	7	5	5
14.	Awgu	45	44	10	5	4
15.	Igbo-Eze South	57	56	6	10	10
16.	Nkanu East	51	38	4	13	10
17.	Ezeagu	50	47	10	5	5
	Average	59	44	7	9	7

Source: Computed from the Field Work 2012

As shown in Table 4.6: The average number of arms per school in JSS is 9, while in SSS the average number of arms per school is 7.

Discussion of results:

The study was carried out to analyze human resource utilization/situation in public secondary schools in Enugu State. The findings revealed that in Enugu State, human resources in secondary schools are made up of two categories namely teaching and non-teaching staff.

The teaching staff accounted for 3756 of the total staff strength while 650 are non-teaching staff. The findings revealed that non-teaching staff are grossly under represented as they accounted for only 13% of the total staff strength while teaching staff is 87% of the total staff strength.

Research question two sought to find out the level of adequacy of teachers by subjects in both Junior and Senior secondary schools according Local Government Area. Results as shown in table 4.2a – 4.2i revealed that in JSS, there is shortage of teachers in English, Mathematics, Basic Science, Economics, Computer Science, CRS, Business Student, Social Studies and PHE.The extent to which an organization like education attains her objectives are directly proportional to the quality and quantity of its factors of production – human and materials resources. Human resources in education are teaching and non-teaching staff. Adequate human resources in terms of teachers qualities for the teaching of all subjects in the school

curriculum is vital as education is seen as a drawing force that determines a nation's economic, political and social development. In a situation when the quantity and quality of these teaching staff are depleted, the negative impact on the quality of education delivery is grave. These findings which was attested to by Nwangwu (1978) and Ukeje (1986) still persist decades after, an indication of the low level of commitment to the human resource management in Nigeria schools

Table 4.2j and Table 4.2k also reveal that in SSS, English and Mathematics teachers are neededin the state. The total numbers of actual teachers in English Language are 273 while the total number of required teachers are 772. The actual teachers in mathematics are 224 while the required teachers are 772.

More so, Table 4.2l showed that the teacher student ratio in SSS in Chemistry is 1:40, the same as the teacher student ratio standard as stipulated by the Federal Ministry of Education. The actual teachers are 136 and the required teachers are 135 with the student population of 30872. Therefore chemistry teachers are adequate.

Table 4.2m revealed that Enugu East LGA, Igbo – Etiti LGA, Enugu North LGA, Igbo – Eze LGA North LGA, Enugu South, Aninri LGA, Udi LGA, Awgu LGA. Nkanu East and Ezeagu LGA have more Physics teachers

than required. The total number of actual teachers in Physics are 126 while the required teachers are 106 with teacher student ratio 1.32. The implication of this findings is that teachers will have more time to attend to the students.Table 4.2n and 4.2o showed that more teachers are needed to teach Agricultural Science and Biology

As shown in Table 4.3 the teacher student ratio is relatively very low 1:19. The implication of this finding is that the standard of education in Enugu State is good. The lower the teacher student ratio, the higher the availability of teacher services.

As computed in table 4.5 the average number of teachers per school according to Local Government Area is 31. Ezeagu L.G.A has the lowest average number of teachers 13 while Udi L.G.A has the highest average number of teachers 72.

More so, the average number of periods per teacher per week in JSS in English Language, Mathematics and Basic Science is 20 periods per week respectively, other subjects are 18 periods. In SSS, the average number of periods per teacher per week in English Language is 27 periods, Mathematics 25, Computer science 30 periods. The average number of arms per school according to LGA is 9 arms for JSS while SSS is 7 arms

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the research work, the conclusion, recommendations and contribution to knowledge.

Summary

The main objective of the study is to analyze human resource utilization in public secondary schools in Enugu State in 2012 academic session.

To carry out the study six (6) research questions were formulated and answers were provided:

➢ What are the available human resources in secondary schools in Enugu State?

➢ What is the level of adequacy of teachers by subjects. in secondary schools according to Local Government Area in Enugu State?

➢ What is the ratio of students to teaching staff in secondary schools in Enugu State?

➢ What is the average number of teachers per schools in Enugu State?

➢ What is the average number of periods per teacher per week according to LGA in English Language, Mathematics, Biology,

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Chemistry, Physics, Basic science, Computer Science, PHE, Business Studies, Economics, Social Studies and CRS?

➢ What is the average number of arms per school according to L.G.A.?

The study analyzed the human resource utilization/situation in secondary schools in 2012 academic session. The variables used were teaching and non-teaching staff consisting of 3756 teaching staff and 560 non-teaching staff which were the respondents. Stratified random sampling technique was used which classified the State into Local Government Areas and into schools.

The research instrument used was an observation checklist titled secondary school human resource utilization/situation checklist (SSHRUC) which consist the population of the teaching and non-teaching staff in the sampled secondary schools.

Descriptive statistics: Frequencies, Means, Percentages, Ratio and Tables were used. The level of adequacy was employed to determine the differences that existed between the actual (observed) and required (expected) staff.

Findings:

➢ The available human resources in secondary schools in Enugu State are made up of two categories namely teaching staff which accounted for 3756 or 87% of the total staff strength while 560 or 13% are non-teaching staff. More non teaching staff is required for effective teaching and learning. Non-teaching staff are support staff that assists students in their practical classes. The quality of education delivery is largely a function of the teaching and non-teaching staff. In a situation where one of them is depleted, the quality of student produce and general efficiency of the school will be affected.

➢ There is short supply of teachers in JSS in Enugu State. The actual teachers in English are 146 and the required teachers are 1217. All the Schools in each Local Government Areas require more teachers in English language. Therefore English teachers are inadequate. In Enugu East LGA, the actual number of teachers are 8 while this required number of teachers are 95. Enugu North LGA has 11 teachers while the required number of teachers are 105

➢ In JSS, the finding also revealed that more teachers are required to teach Mathematics, Basic Science, Economics, Computer Science, CRS, Business Studies, Social Science and PHE. The actual number of

teachers in Mathematics in Enugu state are 83 while required number of teachers are 1217. In Basic Science, the actual number of teachers are 144 and the required number of teachers are 1217. In economics, the actual number of teachers are 95 while the required number of teachers are 1180. In Computer Science, the actual teachers are 16 while the required teachers are 406. In CRS, the actual number of teachers are 77 while the required number of teachers are 206. In Business Studies and Social Studies, the actual number of teachers are 216 and 154 respectively while the required number of teachersare 1214 and 1193 respectively. In PHE, the state need additional 1015 teachers in PHE.

➢ In SSS, the findings showed that the Enugu State needed more teachers in English. The state has 273 English teachers while the required number of teachers are 772 with teacher student ratio of 1.113. All the schools in each LGA are seriously in need of English teachers. Also in SSS, mathematics teachers are inadequate. The state needed additional 548 teachers to teach mathematics. Chemistry teachers are adequate. The actual number of teachers are 136 while the required number of teachers are 135 with teacher student ratio of 1.40

- Moreover, in SSS, the state has more Physics teachers than required. The actual physics teachers are 126 while the required number of teachers are 106 with teacher student ratio of 1.32. More teachers are needed to teach Agricultural Science, Biology, Economics and CRS

- It is observed that the teacher-student ratio is low (1:19). The implication of this is that teachers will have less workload and have more time to attend to student's problem. The standard of education is good.

- This shows that there is an average of (31) thirty-one teachers per schools in Enugu State.

- The average number of periods per teacher per week in JSS in English, Mathematics and Basic Science is twenty (20) periods per week. Other subjects have eighteen (18) periods. The average number of periods per teacher per week in SSS in English Language twenty-seven (27) periods, Mathematics 25, Computer Science 30.

- The average number of arms per school according to LGA is 9 for JSS while SSS is 7 arms.

Conclusion:

Secondary schools in Enugu State are challenged with shortage of highly experienced teachers for effective teaching and learning programmes to take place. There are more female teachers than male. The non-teaching staff is in short supply. More so the subject teacher-student ration is very low.

Recommendations:

Based on this findings and conclusion of this research work, the following recommendations were made.

Quality teachers should be recruited, retrained and posted to Local Government Areas that require them. Proper employment processes and staff orientation should be carried out to ensure that teachers are posted appropriately.

Government should post more science teachers to teach in JSS in Enugu State. Government should recruit more non-teaching staff.

Contribution to knowledge

The study had established that teachers in Junior secondary schools are inadequate and that teachers are not engaged as needed/required.

The study has established that teachers JSS are inadequate in areas of English Language, Mathematics, Computer science, Basic science, CRS, Social Studies, Business Studies and PHE.s

The study established that the number of teachers engaged are more than the number of teachers required in Physics in SSS in Enugu State.

The study had established that the teacher student ratio is relatively low in all the schools. Also the study had established that non-teaching staff is inadequate in Enugu State.

Suggestions for further studies:

The study could be replicated in other States of the federation as to test the authenticity of its research findings.

The study should be extended to cover a wider scope by including all the States in the federation in the research population and simple size should be made lager.
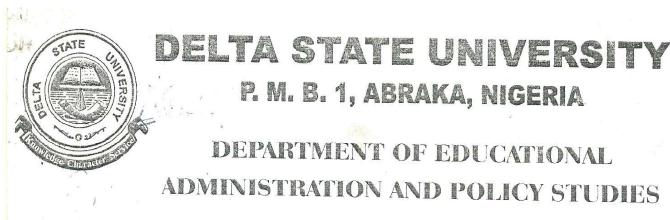
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APPENDIX I

DELTA STATE UNIVERSITY
P. M. B. 1, ABRAKA, NIGERIA

DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES

Dear Respondents,

REQUEST TO ADMINISTER RESEACH INSTRUMENT

This is a post graduate student, Ukwuaba, Scholastica N. in the above named department. The attached instrument is meant to elicit your candid opinion on the study tagged "Analysis of Human Resource Management in Public Secondary Schools in Enugu State."

Kindly respond to the questions as honestly as possible. Thanks for your co-operation.

5/10/2012

Dr. Mrs. Osakwe
Supervisor

DELTA STATE UNIVERSITY
ABRAKA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMIN. AND POLICY STUDIES

Dr. A. A. Akiri
Head of Department

APPENDIX II

Observation Checklist: Secondary Schools Human Resource Utilization/Situation Checklist

Secondary school	Students population	Teaching Staff	Non Teaching Staff	% of T. Staff	% of No T. Staff	Grand Total

In using the checklist, the researcher collected the population of staff and students according to subjects to determine the staff-student ratio in the sampled secondary schools.

SECTION A

BACKGROUND INFORMATION

Instruction: Please complete each item by either ticking (√) or filling in the space provided as appropriate.

1. Name of school

    ....

2. Local GovernmentArea

    ....

3. Location of School   -   Urban   -   Rural

4. Types of School

    (a) Girls only

    (b) Boys only

    (c) Mixed schools

5. Status: -   Principal

             -    Vice Principal

6. No. of teachers in the school:

7. No. of Non-teaching staff in the school

8. Gender of principal   Male ☐   Female ☐

SECTION B

Human Resources

1. Please indicate the number of teachers in relation to qualification, sex and experience.

S/N				TOTAL	Year of Experience				
		M	F		1-5	5-10	10-15	15-20	Above 20
1.	NCE								
2.	HND								
3.	B.Sc								
4.	B.A								
5.	B.A (Ed)								
6.	B.(Ed)								
7.	M(Ed)								
8.	M.Sc								
9.	P.HD								

2. Please indicate the number of students in your school.

School level	Number			Total
J.S.S	J.S.S.1	J.S.S.II	J.S.S.III	
S.S.S	S.S. 1	S.S.II	S.S.III	
Total				

3. Please indicate the number of arms of each level in your school.

School level	Number of Arms			Total
J.S.S	J.S.S.1	J.S.S.II	J.S.S.III	
S.S.S	S.S. 1	S.S.II	S.S.III	

What is the distribution of teachers along the level of school and subject specialized?

JSS Arts Subjects	Number of Teachers	SSS Arts Subjects	Number of Teachers
English		French	
Social Studies		English	
French		Lit. in English	

CRS		Economics	
Fine Art		CRS	
		History	
Lit. in English		Govt.	
PHE		Visual Art	
Business Studies		Local Language	
Local Language		Music	
Commerce			

JSS Science Subjects	Number of Teachers	SSS Science Subjects	Number of Teachers
Maths		Maths	
Basic Science		Biology	
Basic Technology		Accounting	
Agric		Chemistry	
Home Economics.		Geography	
Computer Education		Agric	
		Further Maths	
		Economics	
		Physics	

5. What is the number of students offering the following Art Subject in JSS and SSS in your school?

JSS Arts Subject	Number of Students	SSS Arts Subjects	Number of Students
English		French	
Social Studies		English	
French		Lit. in English	
CRS		Commerce	
Fine Art		CRS	
Lit. in English		History	
PHE		Govt.	
Business Studies		Visual Art	
Local Language		Local Language	
		Physics	

JSS Science Subject	Number of Students	SSS Science Subject	Number of subjects
English		English	
Maths		Maths	
Basic Science		Biology	
Agric		Chemistry	
CRS		Computer Education	
Computer		Agric	

Education			
Social Studies		Further Maths	
Business Studies		Economics	
Local Language		Physics	

6. Please mark (√) the subjects offered in your school indicating the number of Arms of the Class, class population and number of periods per week.

JSS Arts Subjects

Mark	Subjects	Number of arms	Class population	Periods per week
	English			
	Social Studies			
	French			
	CRS			
	Fine Art			
	Lit. in English			
	Business Studies			
	Local Language			

JSS Science Subjects

Mark	Subjects	Number of arms	Class population	Periods per week
	Basic Science			
	Mathematics			
	H. Economics			
	Agric.			
	Computer Education			

7. How many of the following non teaching staff do you have in your school?

S/N	Non Teaching Staff	No.
1	Messengers	
2	Account Officers	
3	Cooks	
4	Administrative Staff	
5	Drivers	
6	Cleaners	
7	Laboratory Attendants	
8	Nurses	
9	Catering officer	
10	Librarian	
11	Store officers	