

Human Resources Availability and Input for Effective Administration of Secondary Schools in Ondo West, Nigeria

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ABSTRACT

The success of educational management depends heavily on the availability and quality of human resources (HR). However, in Ondo West, Nigeria, the effectiveness of secondary school administration is often hampered by issues of staff adequacy and the quality of available HR input. Therefore, this study aims to investigate the availability of human resources and its contribution to the effectiveness of secondary school administration in Ondo West, Ondo State, Nigeria. This study employed a descriptive survey research design. The study population included school principals, vice principals, and Ministry of Education personnel. A sample of 120 respondents was selected using a purposive sampling technique. The research instrument was a self-administered questionnaire (QHRAIEASSOWOSN) with a 4-point Likert scale. The instrument's validity was tested by a measurement expert, while its reliability achieved a coefficient of 0.67 through a test-retest method. Data was analyzed using mean scores, standard deviations, frequencies, and simple percentages. The research shows that obtaining human resources is difficult, even though they are abundant. The survey found that Ondo West secondary schools are understaffed. The number of available staff does not match school administration's needs for best effectiveness. This study contributes to the literature on teacher-student ratios and administrative staff in educational management. Based on these findings, the government and education providers should prioritize hiring new staff, improving staff quality through human resource development training, and staffing schools proportionally to student enrollment to improve administration.

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1. INTRODUCTION

Human resource (HR) availability has been a challenge for most organizations, including schools (Mohiuddin et al., 2022). This is because any firm's success depends on its human resources, especially their quality and organization. According to

Georgescu et al. (2024), "Good organizational structure does not guarantee satisfactory performance. Human resources are as essential to an organization's survival and growth as food is to humans. Abbas et al. (2024) said, "Of all the tasks of management, organizing the human component is the central and most important task because all depends on how well it is done."

Many definitions of HR exist in the literature. Jaffu and Chagalima (2023) defines human resource administration as planning, organizing, directing, and supervising the procurement, development, compensation, integration, and maintenance of people to achieve corporate goals. Furthermore, Papademetriou et al. (2023), human resource management is the ability of organizations, including schools, to employ human resources to implement school programs and policies.

Teachers are considered goal-achieving resources in schools and other learning organizations (Schiepe-Tiska et al., 2021). Alberola-Mulet et al. (2021) found that teachers' situation as essential resources in education is crucial to educational aims. Baek et al. (2024) suggested that worker dissatisfaction and productivity have persisted nationwide. In education, people frequently leave for better-paying positions.

However, seminars, comments, workshops, and many researchers have examined how to remedy this problem, but nothing has changed. Individuals in a school system start and direct all activities. Without human direction, school plants, offices, machinery, and other resources are useless. This issue may seem minor, but Rivers State secondary schools are in disrepair.

Due to a lack of human resources, secondary schools in Ondo West, Ondo State, Nigeria, have struggled to organize effectively for years (Alao & Okoliko, 2024; Omoniye & Oyetade, 2024). Thus, secondary school human resource management issues must be studied. Secondary school education is crucial to any nation's education system. Due to its producer-consumer status, secondary education impacts the fate and pace of primary and tertiary education. Obizue and Enomah (2025) states that "waste and effectiveness at the primary level are clearly reflected in the growth and development of secondary school leavers, among whom various higher educational institutions draw their entrants." In secondary schools in Nigeria, human resources include students, teachers, non-teachers, bursars, librarians, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners, cooks, instructional planners, and administrators. This study examined human resource management and secondary school administration in Okitipupa Local Government.

Okotoni and Kugbayi (2024) divided human resources into teaching and non-teaching staff, saying they are essential for manipulating other aspects in every company. He added that school enrollment may rise or decline based on administrative capability and the availability of skilled teachers to encourage academic accomplishment. Educational organizations' human resources include principals, instructors, students, and non-teaching staff. They are crucial to teaching and learning. Human resources management availability includes both quantity and quality of workers for educational duties (Kutieshat & Farmanesh, 2022). Educational goals cannot be met without qualified professionals.

Recent issues for Nigerian secondary schools include a lack of manpower. Both teaching and non-teaching professionals are included ([Awogbemi et al., 2024](#)). This hurts secondary school administration in Nigeria. In Ondo West, Ondo State, Nigeria, researchers found that most secondary schools lacked staff to match student numbers. Thus, it hinders school administration. Administration is the core of any firm, and without enough workers, it will be difficult.

[Jacob and Garba \(2021\)](#), Nigerian schools' main issue is a shortage of staff to do their tasks. This free image depicts secondary schools in Ondo West, Nigeria, as they are today. Academics and researchers have used workforce shortages to undertake research. The researchers found that most studies were self-reported and did not examine human resources availability and secondary school administration efficacy in Ondo West, Ondo State, Nigeria. Researchers were inspired to explore this gap.

Human resource shortages have plagued educational institutions recently. This happens in Nigeria's Ondo West. Effective school management depends on human resources. Budgeting, planning, leading, and controlling become tough in an institution with insufficient staff ([Olaseni, 2022](#)).

The researchers conducted this study to investigate human resources availability and input on effective secondary school administration in the study area. Human resources availability and its impact on secondary school administration in Ondo West, Ondo State, Nigeria, were the study's broad and specific objectives. The study also aimed to examine the staffing levels of secondary schools in Ondo West, Ondo State, Nigeria. The study also aimed to investigate the challenges that impede the management of human resources in secondary schools located in Ondo West, Nigeria.

The study's conclusions will aid Nigerian secondary school administrators. First and foremost, the study will inform the government and other secondary education providers in the study area about school staffing levels. The research would also help the Ministry of Education identify academically qualified secondary school faculty in Ondo West, Ondo State, Nigeria. The study will also reveal the obstacles to human resources' effectiveness in secondary school administration in Ondo West, Ondo State, Nigeria. Finally, the work will add to existing literature, providing future researchers with useful reference materials. The study will be available through Open Educational Resources.

2. METHOD

A descriptive survey research design was used for the study. The population of this study comprised the schools' administrators (principals, vice-principals, and educational personnel) of secondary schools in Ondo West of Ondo State, Nigeria. One hundred and twenty (120) respondents comprised the sample size of the study. The purposive sampling technique was used to select the respondents. Ten schools were selected based on the years they were established.

The research instrument used to collect data comprised two sections. Section A contains personal information about the respondent's biodata, while Section B consists of items of the questionnaire, titled "Questionnaire on Human Resources Availability

and Input on Effective Administration of Secondary School in Ondo West of Ondo State, Nigeria (QHRAIEASSOWOSN).”

The research instruments were validated by two experts in test and measurement. The reliability of the questionnaire was determined through the test-retest method, and a 0.67 coefficient reliability was established. Data obtained and collected on research questions 1 and 2 were analyzed using mean score and standard deviation, while research question 3 was analyzed using frequency counts and simple percentages.

3. RESULTS AND DISCUSSION

Results

The findings of this study are presented based on the data collected through questionnaires, checklists, and interviews from sampled secondary schools in Ondo West Local Government Area, Nigeria. The results of this research are presented as follows. Analysis of Demographic Characteristics of the Respondents is presented in Figure 1.

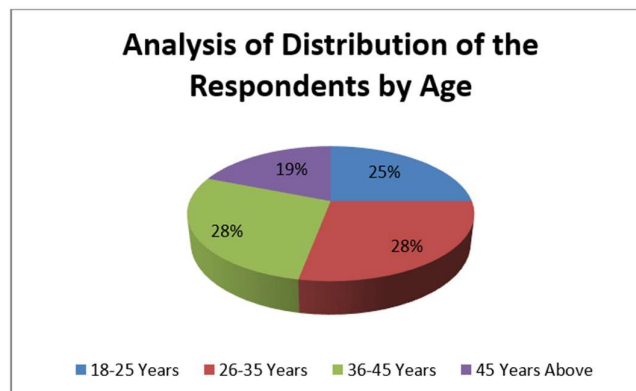


Figure 1. Demographic Characteristics of the Respondents

Figure 1 above illustrates the different age demographics of the survey participants, with 25% of responses falling within the 18 to 25-year age range. Individuals aged 26 to 35 comprised 28% of the responses. Individuals aged 36 to 45 comprised 28% of the respondents, and those aged 46 and above represented 19% of the respondents. The research indicates that the responders are from various age groups.

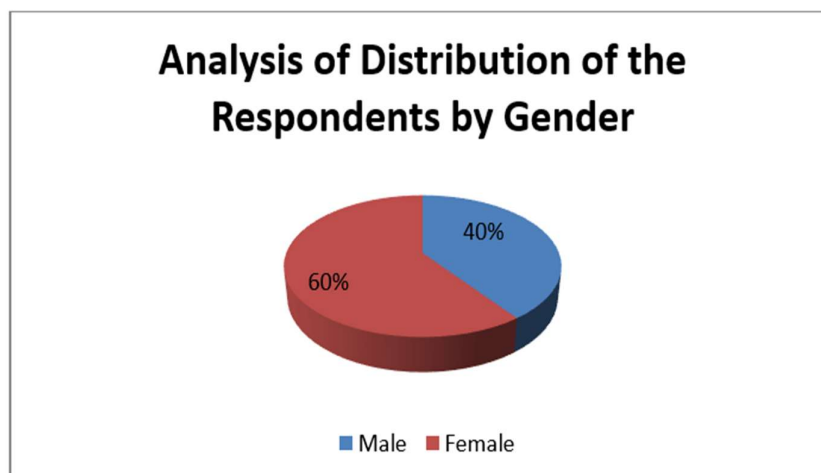


Figure 2. Analysis of Distribution of the Respondents by Gender

Figure 2 above illustrates that male principals and vice-principals outnumber their female counterparts. Consequently, the research indicates that males comprised 60%, and females accounted for 40%. The inconsistency in Figure 2 about the percentages of female and male respondents further emphasizes that the number of educated males exceeds that of educated women.

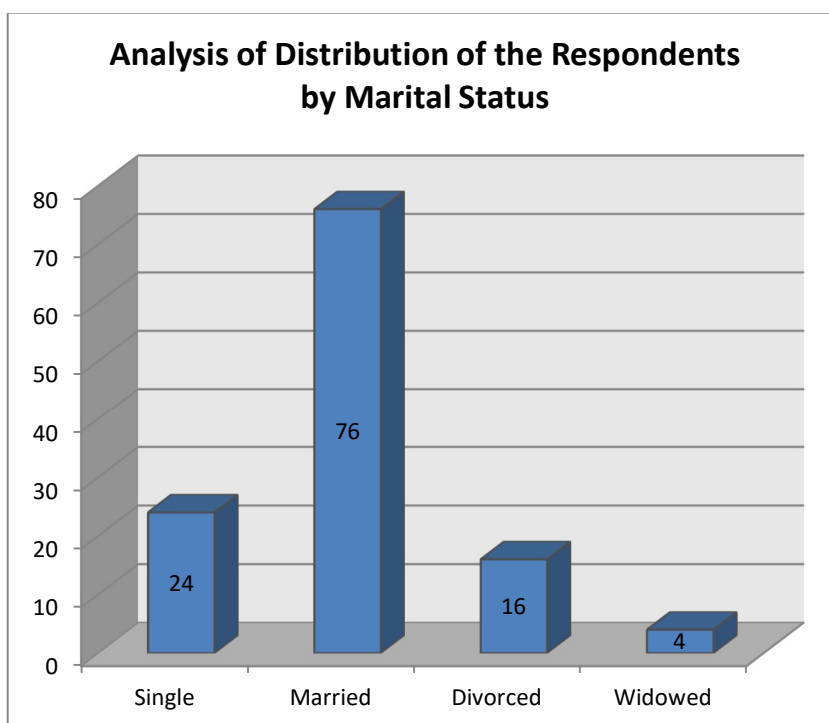


Figure 3. Analysis of Distribution of the Respondents by Marital Status

Figure 3 shows the frequency distribution of the respondents by marital status. Out of 120 respondents, 24 were single, 76 married, 16 divorced while 4 widowed. Therefore, it can be deduced from the analysis above, that people of different marital

status were Principals and Vice-Principals of secondary schools in Ondo West of Ondo State, Nigeria.

Presentation of Findings on Research Questions

Research Question One: What are the categories of human resource available for administration in secondary schools in Ondo West of Ondo State, Nigeria?

Table 1. Categories Of Human Resource Available for Administration

S/N	Items	SA	A	D	SD	N	X	STD	Remarks
1	Science teachers	34	64	22	-	120	3.41	0.61	3
2	Art teachers	58	42	20	-	120	3.47	0.60	2
3	Technical teachers	26	80	10	4	120	2.85	0.92	5
4	Social science teachers	70	41	9	-	120	3.50	0.54	1
5	Vocational science teachers	36	50	20	4	120	2.72	1.01	6
6	Non-teaching staff	52	38	19	11	120	3.00	1.04	4
Average Mean						120	3.16		

The results in Table 1 indicate that all items pertaining to the availability of human resources for the administration of secondary schools in the research area had mean scores exceeding the criterion of 2.50. The respondents (staff) feel that the human resources available for the management of secondary schools in the research area include science, art, technical, social science, vocational science, and non-teaching personnel. Their mean scores are 3.41, 3.47, 2.85, 3.50, 2.72, and 3.00, with an overall mean of 3.16. Table 1 indicated that, in terms of ranking, social science instructors achieved the highest mean scores, followed by art teachers, science teachers, non-teaching personnel, technical teachers, and finally vocational science teachers.

Research Question Two: What are the factors militating against human resources on the effective administration of secondary schools in Ondo West of Ondo State, Nigeria?

Table 2. Human Resource Factors Militating Against the Effective Administration

S/N	Items	SA	A	D	SD	N	X	STD	Remarks
7	Poor staffing	44	64	12	-	120	3.47	0.54	2
8	Student factor	70	56	4	-	120	3.50	0.53	1
9	Staff low skill	40	60	12	8	120	3.40	0.96	3
10	Lack of development	45	55	6	4	120	3.39	0.66	4
11	Poor staff development and training	38	56	18	6	120	3.10	0.87	5
12	inadequate government involvement	24	54	20	12	120	3.81	0.60	7
13	Delay in payment	20	60	28	12	120	3.03	0.82	6
14	Denial of promotion and incentive	30	40	28	22	120	2.66	1.07	9
15	Lack of enabling and conducive environment	32	38	28	22	120	2.75	0.99	8
16	Poor flow of communication and initiative and between	41	48	16	14	120	2.60	1.08	10

S/N	Items	SA	A	D	SD	N	X	STD	Remarks
	ranks files with the school management system								
	Average Mean						3.07		

The results in Table 2 indicated that the mean scores for items 7 to 16 are 3.47, 3.50, 2.81, 3.39, 3.10, 3.40, 3.03, 2.66, 2.75, and 2.60, respectively. The average scores of 3.07 for the items exceed the criterion mean score of 2.50. Consequently, it is recognized that the elements hindering the efficacy of human factors in the effective administration of secondary schools in the study area include inadequate funding, student-related issues, insufficient staff competencies, lack of motivation, inadequate staff development and training, minimal government engagement, delays in salary disbursement, postponements in promotions, absence of incentives, an unfavorable environment, and poor communication and initiative between staff and school leadership.

Table 2 indicates that the student factor is the primary impediment to effective human resource management in secondary school administration, succeeded by inadequate staffing, insufficient staff skills, lack of motivation, salary payment issues, limited government involvement, and the absence of a supportive and conducive environment. The overall mean score of 3.07 signifies that all factors adversely affect human resources in the administration of secondary schools at a high level.

Research Question Three: Are secondary schools well-staffed in Ondo West of Ondo State, Nigeria?

Table 3. Frequency Counts and Simple Percentages on Whether

S/N	Items	Yes	%	No	%
17	Human resources are enough in the school	29	24.2	91	75.8
18	Human resources are few in the schools	110	91.7	10	8.3
19	Human resources in the school are relevant to school system	84	70	36	30
20	Human resources in the school are adequate for each of the units of the school system	90	75	30	25

Table 3 shows the findings for research question 3. For items (17), (18), (19), and (20), 29 (24.2%) and 91 (75.8%), 110 (91.7%) and 10 (8.3%), 84 (70%) and 36 (30%), and 90 (75%) and 30 (25%) of the respondents responded yes and no, respectively.

Discussion

Building upon an analysis of data obtained from respondents (Principals, Vice Principals, and Ministry of Education personnel), several crucial points were identified regarding the condition of human resources (HR) in secondary schools in Ondo West, Nigeria.

Availability and Composition of Human Resources

The results showed that all categories of teaching and administrative staff (Science, Social Studies, Language/Arts, Technical, Vocational, and non-academic teachers) were available in these secondary schools, with an aggregate average score of 3.16, which is above the standard criterion of 2.50. Interestingly, Social Studies (Social Studies) teachers were the most abundant category, followed by Language/Arts and Science teachers. The result is in consonance with [Alqarni et al. \(2023\)](#); [Okonkwo \(2024\)](#), that availability of human resources in any organization, including school systems, is very vital for the administration of schools to be effective and efficient.

Although population data indicates that respondents were from a productive age group (mostly under 45 years old), there was a striking gender imbalance, with leadership positions (Principals and Vice Principals) dominated by men (60%) compared to women (40%). This indicates the need for an evaluation of gender equality in educational managerial career paths in the region.

Factors Inhibiting Administrative Effectiveness

The data revealed various factors hindering human resource performance in school administration, with an average score of 3.07. The result also, aligns with the opinion of [Ighor et al. \(2023\)](#), that there are several challenges besieging effective management and administration of schools at all levels in Nigeria. It was contended that these challenges have been jeopardizing achieving the stated objectives of the school organization. The main issues identified include:

- Student Factors: This is ranked highest as the main obstacle. This could be related to a suboptimal teacher-student ratio or student discipline issues that burden teachers' administrative duties.
- Staff Quality and Development: Lack of staff skills and a lack of development and training programs are serious obstacles. Staff who do not receive ongoing training will struggle to adapt to the demands of modern administration.
- Welfare Issues: Delays in salary payments, delayed promotions, and lack of incentives are significant demotivators for personnel.
- Environment and Communication: An unfavorable work environment and poor communication between school management and staff contribute to weakened administrative coordination.

Additionally, the findings on research question three indicated that human resources were not adequate thus affecting the smooth administration of the school. This aligns with the contention of [Akinwale et al. \(2025\)](#), that most schools in Ondo State are understaffed.

The Reality of Staff Adequacy in Schools

There are contradictory but crucial findings in this section. Although the first point mentions the availability of human resources (various types), these schools lack adequate staffing in terms of quantity.

- 75.8% of respondents stated that the number of human resources is insufficient to meet school needs.
- 91.7% of respondents explicitly stated that their schools still lack sufficient human resources.

This suggests that while schools have a variety of teaching types (science, social studies, etc.), the number of teachers per category is far from sufficient to effectively handle the school's workload. This imbalance forces existing staff to work harder, ultimately reducing the effectiveness of school administration. The primary problem in Ondo West is not a lack of competency types, but rather a shortage of personnel and weak support for welfare and professional development (Omoniyi & Oyetade, 2024). School administration will not be effective if staff consistently face delays in salaries and work in a hostile environment with excessive workloads due to a lack of colleagues.

4. CONCLUSION

In general, secondary schools in Ondo West have a wide range of human resource categories, ranging from subject teachers (science, arts, social studies, engineering, and vocational) to non-academic staff. Social studies teachers are the category with the highest availability. Despite this availability, these schools experience an acute shortage of staff. Most respondents (75.8%) stated that the number of human resources is insufficient, and 91.7% confirmed that the available personnel are very limited. Effective school administration is significantly hampered by student factors, low staff skills, a lack of development programs, and welfare issues such as delayed salaries and promotions. Furthermore, there is a male predominance (60%) in school leadership positions (principals and vice-principals) compared to females (40%).

As a suggestion, the government and education providers should immediately conduct additional recruitment to address the significant staff shortage, ensuring a balanced staff-to-student ratio. Regular training and skills development for teachers and administrative staff are needed to address the low-skills problem. The government should ensure timely salary payments, provide incentives, and ensure a smooth promotion process to increase employee motivation. In addition, school management needs to build better communication between leaders and staff and create a conducive work environment to support smooth administrative processes.

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