

Evaluation of Human Resources Management Challenges in the Administration of Public Senior Secondary Schools in Sokoto Metropolis, Sokoto State, Nigeria: Recruitment/Induction and Teacher Motivation

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Abstract

The study investigated the evaluation of human resources management challenges in the administration of public senior secondary schools in Sokoto metropolis, Sokoto State: Recruitment/induction and teacher motivation. Three research objectives and three research questions were formulated to guide the conduct of the study. The designed adopted for the study was descriptive survey while the population of the study was 28 Principals and 1400 Teachers in public senior secondary school in Sokoto Metropolis, Sokoto state, Nigeria. Research advisors (2006) table was used to select 28 Principals and 263 teachers sampled for the study using stratified simple random sampling technique. Instrument used for data gathering was a 25-items questionnaire tagged "Evaluation of Human Resources Management Challenges Questionnaire" (EHRMCQ) was used to collect data using four (4) modified likert rating scales to measure participant's responses. The questionnaire was faced and content validated by three experts from educational administration and planning, test measurement and evaluation at Usmanu Danfordiyo University. Reliability of the questionnaire was 0.74 using Cronbach alpha statistic. The research questions were answered using descriptive statistic of frequency count, percentage and mean. The result of the study found that recruitment of teachers posted great challenges to principals in secondary schools in Sokoto Metropolis. This implies that recruitment is not done on the basis of merit and the principals are not involved in the recruitment process. School principals faced a lot of challenges on teacher motivation such as lack of incentives, accommodation, rewards and welfare package etc. The study recommended that, Government should direct its recent policy on state of emergency on education to management of human resources. This could be done through Educational Authorities, Ministries and Boards by monitoring and implanting policies that would enhance efficiency in the recruitment of teacher base on merit and involve principals in the recruitment process. Principals also have a role to play in recognizing teachers who are hard-working by awarding them. This could be done by organizing programmes with presenting certificate of excellent to hardworking teachers to motivate them on the job.

Keywords: Recruitment, Teacher Motivation, Strategies, Administration, Challenges

Introduction

The study is attempted at studying the challenges of principals in managing human resources in secondary schools, the challenges faced by principals in teaching and non-teaching staff could not be over emphasized. It is important to note that education is the tool for national development and it cannot be an instrument per excellence for national development where secondary education teaching is not effectively managed to accomplish its aims and objectives (Alimba, 2017). In the administration of secondary schools, the principals have the highest say, he is the central. He is the man at the helm of the affairs who receives all praises and blame in the school. The efficiency of human resources management in schools is called to question both within and outside the profession. Many educationists will fully admit that the school resources are being mismanaged and under-utilized simply because the school lacks qualified personnel and management resources needed for the improvement of instructions.

Recruitment and induction are one of the key HRM practices and assist in formal policies, and philosophies that are designed to attract, develop, motivate and retain teachers who ensure the effective functioning of the organization (Syombu, et al., 2019). Recruitment is however, not just a simple selection process but also requires management decision making and extensive planning to employ the most suitable manpower. Competition among school organizations for recruiting the best potential candidate has increased focus on innovation, and management decision making and the selectors aim to recruit only the best candidates who suit the corporate culture, ethics and climate specific to the potential organization. The process of recruitment does not however end with application and selection of the right people but involves maintaining and retaining the employees chosen.

The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of teachers for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in teacher motivation. Intangible or psychological rewards like appreciation and recognition play a vital role in motivating teachers and increasing their performance. Nwosu (2018) lamented that commitment of teachers is based on rewards and recognition, prosperity and survival of the organizations is

determined through how they treat their human resource. Intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

According to Hezekiah and Foscar (2022) motivation is the causes that lead people to behave the way they do. He goes on to say that behaviorists consider it extrinsic, whilst others believe it is intrinsic. In general, administrators have the difficulty of developing highly motivated teachers who are actively involved in teaching and learning, open to new ideas and techniques, and devoted to students and change throughout their teaching careers. Secondary school teachers, like employees at all levels of education, must be motivated in order to address individual needs while also achieving organizational goals of improving the quality of education in Sokoto State. For institution such as Teachers Service Board (TSB) to increase performance, it should have highly committed teachers with right attitude toward work.

Consequently, many devoted educationists in all institutions are seriously in demand of dynamic principal who are competent to search for professional growth. This growth coupled with development become necessary in order for school administrator to know the rudiment f proper management of school resources. This is because education is indispensable ingredient of development and a functional right of every individual, it provides mental, physical, ideological and moral training to individuals so as to enable them have full consciousness of their purpose in life and equip the to achieve that purpose. In order to achieve the goals and objectives of educational system particularly in post-primary education Board, there is need for staff professional development.

The paper hinged on scientific theory propounded by Taylor (1963) in Manga (2014) view management as the organization and mobilization of human and material resources in a particular system for achievement of identified objectives. The scientific management theory assumes that the primary functions of management is to maximize production and profit at maximum cost. According to the theory, functional management should be designed to avoid strict military control which in turns people into robot, full pay should only be given for successful completion of work and reduction of in pay for failure to complete tasks. The chief executives should supervise and control

subordinates. A large daily task should be assigned to a worker; there should be train and retraining of workers to make them higher skilled. This theory is still influenced in educational sectors, especially in relation to teaching and learning process in the school.

As observed by Olalube (2011) teacher is expected to render a very higher job performance and the ministry of education is always curious regarding the job performance growth of teachers. This can only be achieved through effective administration and professional growth of teachers. These Taylor principles simply support that administrator and teachers should not be over worked, salaries and wages should be paid accordingly to work done, teachers should be supervised, school administrators should engage in workshops, seminars for training and to update their skill, so as to improve effective and efficient teaching and learning in the school administrators.

This section focused on literature on the evaluation of human resources management challenges in the administration of public senior secondary school in Sokoto metropolis, Sokoto state: Recruitment/induction and teacher motivation.

Samba et al., (2017) assess the decentralized approach process and examined the challenges faced in the application of the approach in secondary teacher recruitment and selection. Arising from the descriptive survey research analysis and interpretation is that despite the crucial role decentralized approach play in Secondary teacher recruitment and selection, there are still some negative aspects that hinder the applicability and implementation of the approach. It was noted that, the approach has led to better staffing in rural remote schools, equity and equality in employment leading to community development and high rate of teacher trainee absorption in the employment sector. However, very little attention is paid to competence of the BOG/PTA, adequate funds, corruption, political interference and teacher performance that challenge the efficiency and effectiveness of the approach.

Abimbowo and Okiki (2024) evaluate the challenges experienced in recruiting teachers in public schools in Nigeria. Some forms of obstacles presented are characterized by bureaucratic bottlenecks, flaws in transparency, lack of adequate funding, and nepotism among others. This paper attempts to explore the chances to improve the method of recruiting teachers through policy reforms, increased financing and merit based choosing criteria. The challenges

include bureaucratic bottlenecks, impunity, and lack of transparency, inadequate funding, and nepotism.

Gizem (2023) conducted a study on challenges in achieving high motivation and performance in educational management: case study of a North Cyprus Public High School, The participants group included 62 teachers. Data were collected using structured interviews. Content and narrative analyses were used to analyze the collected data. Results reveal motivational techniques employed by the school administration to increase performance and their effectiveness as well as the existing limitations to achieve motivation.

Mohammed and Abdulai (2022) examine factors affecting teachers' motivation at secondary schools in the Elliotdale Circuit, South Africa. The research approach adopted was qualitative. The design used was a case study. The purposive sampling technique was used to select a sample size of twenty-two (22) respondents, which comprised principals, teachers, subject advisors and teacher union representatives. Face-to-face interviews were conducted while data collected were analyzed thematically. Findings revealed inadequate teacher-learner support materials in schools, non-payment of temporary teachers' salaries, lack of access roads to schools, lack of secured accommodations for teachers, poverty and lack of electricity and running water in some schools were the factors affecting teachers' job satisfaction and motivation in the secondary schools.

Uzosike (2024) investigated and identifies the key factors influencing teacher motivation in in Junior Secondary Schools in Agbor, Ika South Local Government Area of Delta State. The paper adopted the qualitative research approach a descriptive research design and sampled ten (10) teachers selected from five schools with two teachers selected from each school. Data was collected using interviews and the data was analyzed using thematic analysis based on the objectives and research questions of the study. The paper revealed that the current motivational techniques used by the ministry of education and the Nigerian education service are ineffective. Intrinsic motivations like teachers enjoy teaching as a profession that gives them great deal of satisfaction, teachers recognition and respect, increase the moral of teachers to a lower extent. The paper also showed that, extrinsic motivation such as teachers receiving low salaries, lack of free accommodation, lack of prompt payment of salaries, lack of recognition and financial assistance does not increase teachers' moral to a large extent.

Hezekiah, and Foscar, (2022) investigate factors affecting teacher's motivation in public secondary schools in Teso South Sub-County. Descriptive research design was used. Prior to the study, content validity was determined by incorporating the opinions of content expert, and reliability was determined by testing and retesting, yielding a correlation of 0.8. The study targeted the school principals and teachers. A total of 31 respondents participated in the study. Questionnaires were used to collect data from both teachers and the principal. Data collected quantitatively was analyzed using descriptive statistics such as frequencies and percentages. The study found out that most teachers (64.52%) were satisfied with their jobs, most teachers would seek promotional opportunity elsewhere (32.23%). The study also found out that most of the respondents were satisfied with their current pay (67.74%) teachers are promoted on the basis of their qualifications and performance (38.71%).

Saifillah, et al., (2024) investigate the principal's strategies for enhancing the quality of education through human resource management at MTs Al Anwar Sarang. A qualitative research method was employed and involving in-depth interviews to gather data on the strategies used by the school principal to improve education quality. The data were analyzed using data condensation techniques as described by Miles and Huberman, the study revealed that the principal implemented several effective strategies. These included granting educators the freedom to develop professionally, providing motivation and support, delegating training responsibilities, and involving resource persons. These strategies led to improvements in individual skills and fostered a dynamic, collaborative, and reward-focused school environment.

Barkwang, et al., (2024) the study sought to establish the relationship between the principals' human resource management skills and institutional performance in public secondary schools in the south Rift region, Kenya. It adopted descriptive cross sectional survey research design and correlational research design. Multistage sampling was used to select 166 Principals, 166 senior teachers and 4 County Quality Assurance and Standards Officers. Questionnaires and interview schedules were used to collect data from sampled respondents. Data was cleaned coded and analyzed descriptively and inferentially. Frequency and percentages were used to describe the existing relationship between the variables while hypothesis was tested using regression analysis at 0.05 level of significance. The study established that there is a positive and significant relationship between Principals' human

resource management skills and institutional performance. It also established that some Principals are faced with a lot of challenges relating to human resources management culminating into poor institutional performance.

Ogbouna, *et al.*, (2023) investigate strategies adopted by principal in the management of human resources in public secondary schools in Enugu Education Zone. Two research questions and two null hypotheses were formulated by the study. Questionnaire was used as the instrument used to collect data from the participants. The reliability coefficient of the instrument was determined using Cronbach alpha method. Alpha value of 0.86 was obtained indicated higher reliability of the instrument. Mean and standard deviation were used to answer research questions and t-test inferential statistic was used to test the null hypotheses at 0.05 level of significance. Generally, the study finds out that both male and female agreed that principals should adopt certain strategies involving teachers and student in decision making especially on issues that are of interest to coordinate both staff and student.

Statement of the Problem

In Nigeria schools, two groups of personnel are employed; they are trained and untrained human resources. Managing of human resources in the schools is not an easy task. For a staff to be able to give learning instruction efficiently and effectively for a desired output, he or she must have the teaching methods; one may leave some gaps in the accepted teaching procedures. Human resource management is central to the effective administration of public senior secondary schools. Principals, as school administrators, are directly responsible for ensuring the recruitment of qualified personnel and sustaining teacher motivation for improved teaching and learning outcomes. However, in many public schools, the recruitment process is often fraught with bureaucratic delay, inadequate autonomy for principals in staff selection and a shortage of qualified candidates.

Further evidence, according to Mohammed and Abdulai (2022) demonstrated that African teachers face tremendous challenges and demotivation, several of which are poorly in recruiting/induction of teachers, poor remuneration, poor leadership, students' ill-discipline and lack of career advancement. Hezekiah and Foscar (2022) also present evidence that toward the end of the 1990s; factors that affected teachers' motivation were classified according to the

degree of importance, such as attractive career choices, comparative wages, being praised, favourable working conditions, availability of promotions, the existence of participative decision-making leadership style and good manager-staff relations. These challenges result in staffing gaps, the employment of unqualified teachers. Beyond recruitment/induction, sustaining teacher motivation remains a pressing issue. Many teachers in public senior secondary schools operate under poor working conditions, low remuneration, irregular promotions and inadequate recognition of their efforts. Consequently, morale is low, absenteeism is frequent, and commitment to instructional delivery is often compromised. The cumulative effect of these challenges is a decline in teaching quality, poor student performance, and reduced overall school effectiveness.

While principals are expected to devise strategies to mitigate these problems, their efforts are frequently constrained by limited authority, insufficient resources, and lack of professional support from educational authorities. It is, therefore, imperative to systematically assess the challenges principal's faces in recruitment/induction and teacher motivation, as well as the strategies they employ in addressing them

Objectives of the Study

The main thrust of this study is to investigate evaluation of human resources management challenges in the administration of public senior secondary school in Sokoto Metropolis, Sokoto state: Recruitment/induction and teacher motivation. Specifically, the study is to find out:

1. The challenges faced by principals in recruitment and induction of teachers in the administration of senior secondary school in Sokoto Metropolis, Sokoto state, Nigeria.
2. The challenges faced by principals in teacher motivation of teachers in the administration of senior secondary school in Sokoto Metropolis, Sokoto state, Nigeria.
3. The extent level of strategies employed by principals in dealing with the challenges of managing human resources in the administration of senior secondary school in Sokoto metropolis, Sokoto state, Nigeria.

Research Questions

The following research questions were answered in the study.

1. What are the challenges faced by principals in recruitment and induction of teachers in the administration of senior secondary school in Sokoto metropolis, Sokoto state, Nigeria.
2. What are the challenges faced by principals in teacher motivation of teachers in the administration of senior secondary school in Sokoto metropolis, Sokoto state, Nigeria.
3. What are the extents of strategies employed by principals in dealing with the challenges of managing human resources in the administration of senior secondary school in Sokoto metropolis, Sokoto state, Nigeria.

Methodology

The design of the study was descriptive survey as the study focused on the investigating phenomena that is ongoing. The population of the study consisted of 28 Principals and 1400 Teachers in public senior secondary school in Sokoto Metropolis, Sokoto State, Nigeria. Research advisors (2006) table for determine sample size from a given population was used to select 28 Principals and 263 teachers sampled for the study using stratified simple random sampling technique. Instrument used for data gathering was a 25-items questionnaire adapted by the researcher tagged “Evaluation of Human Resources Management Challenges Questionnaire” (EHRMCQ) was used to collect data using four (4) modified Likert rating scale such as Strongly Agreed (SA) = 4, Agreed (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1 to measure participants responses. The questionnaire was faced and content validated by three experts from educational administration and planning, test measurement and evaluation at Usmanu Danfordiyo University. In order to ensure the Reliability of the questionnaire, the questionnaire was pilo-tested using test-retest method and the reliability coefficients of 0.74 was obtained using Cronbach alpha statistic. The research questions were answered using descriptive statistics of frequency count, percentage and mean.

Results

The research questions were answered and presented in table 1 below.

Research Question One: What are the challenges faced by principals in recruitment and induction of teachers in the administration of senior secondary school in Sokoto metropolis, Sokoto state, Nigeria. The research question was answered and presented in table 1 below:

Table 1: Mean Rating on the Challenges of Teachers Recruitment/Induction

S/N	Items statement	A		D		Mean	Remark
		Freq	%	Freq	%		
1	Teachers/Principals are involved in the recruitment of new teaching staff.	67	23.1%	224	76.9%	2.46	disagreed
2	Recruitment of teachers and appointment of principals are based on merit.	40	13.7%	251	86.2%	2.27	disagreed
3	Enough teachers are recruited to replace higher teacher turn over.	61	21%	230	79%	2.41	disagreed
4	Workshop and training are often organized for both teachers and principals..	61	21%	230	79%	2.41	disagreed
5	Induction programs are organized for new teaching staff and principals.	120	41.2%	171	58.7%	2.82	Agreed
6	Principals are contacted to submit proposal of required teaching staff before recruitment is done.	240	82.3%	51	17.5%	3.64	Agreed
7	Teachers are providing with the transportation allowances during induction training.	61	20.9%	235	80.8%	3.72	Agreed
8	Teachers are provided with food for feeding allowance during the induction training.	260	89.3%	31	10.5%	3.78	Agreed
	Total	114	40%	177	60%	2.94	Agreed
	Grand Mean (x̄)						2.94

Field Survey, 2025

Table 1 showed the responses of the participants sampled for the study to items 1,2,3,4, 5, 6, 7 and 8. Items above the criterion mean score of 2.50 used for decision making implied that they are agreed while items below the criterion mean implied that they are disagreed in response to the item raised. In summary item one (2.46, disagreed), item two (2.27, disagreed), item three (2.41, disagreed), item four (2.41, disagreed) while 5,6,7 and 8 agreed participants views in the effect of politics on school funding and it impact on technology integration in instructional delivery in public senior secondary schools in Sokoto State. The average mean score of 2.93 however implied that the participants agreed on the effect of politics on school funding in public senior secondary schools in Sokoto state.

Research Question Two: What are the challenges faced by principals in teacher motivation of teachers in the administration of senior secondary school in Sokoto Metropolis, Sokoto state, Nigeria. The research question was answered and presented in table 2 below.

Table 2: Mean Rating on the Challenges of Teacher Motivation

S/N	Items statement	A		D		Mean	Remark
		Freq	%	Freq	%		
1	Principals/teacher is provided with houses for their accommodation.	141	48.5%	150	51.5%	2.91	Agreed
2	Principals/teachers are provided with welfare package such as food stuffs.	50	17.2%	241	82.8%	2.34	Disagreed
3	Principals/teachers are provided with incentives.	70	24%	221	75.7%	2.48	disagreed
4	Hardworking principals/teachers are rewarded at the end of every term or session.	34	11.7%	257	88.3%	2.24	disagreed
5	Govts provide principals/teachers with loan to cater for their need.	242	83.2%	62	16.8%	3.75	Agreed
6	Promotion of teachers is done automatically in due time.	91	31.3%	200	68.7%	2.62 2.48	Agreed
7	Teachers are provided with office equipment and instructional materials.	80	30.6%	202	69.4%		disagreed
Total		101	35.2	190	64.8	2.68	Agreed
Grand Mean (x)						2.68	

Field Survey, 2025

Table 2 showed the responses of the participants sampled for the study to items 1,2,3,4, 5, 6 and 7. Items above the criterion mean score of 2.50 used for decision making implied that they are agreed while items below the criterion mean implied that they are disagreed in response to the item raised. In summary item 1, 5, and 6 agreed with mean score of (2.91, 3.75, and 2.62), while item 2, 3, 4 and 7 disagreed with mean scores of (2.34, 2.48, 2.24 and 2.48) in the effect of politics on school location and its impact on technology integration in instructional delivery in public senior secondary schools in Sokoto State. The average mean score of 2.99 however implied that the participants agreed on the effect of politics on school location in public senior secondary schools in Sokoto state.

Research Question Three: What are the extents of strategies employed by principals in dealing with the challenges of managing human resources in the administration of senior secondary school in Sokoto metropolis, Sokoto state, Nigeria. The research question was answered and presented in table 2 below.

Table 3: Mean Rating on the Strategies Employed by Principals on Managing Challenges of Human Resources

S/N	Items statement	HE		LE		Mean	Decision
		Freq	%	Freq	%		

1	The principal introduces induction policy for newly appointed teachers.	79	27 %	212	79.2 %	2.54	High Ext
2	Principal do writes to inform the Teachers Service Board fir the required teachers needed by school.	48	16.5 %	200	68.7 %	2.03	Low Extent
3	The principal encourage team work so teachers can achieve their target.	291	100 %	0	0%	4.00	High Ext
4	The principal often rewards hardworking teachers for motivation	226	77.7 %	65	22.3 %	3.55	High Ext
5	The principal organized end of the year party for his staff in order to thank them for a job well-done.	55	18.9 %	236	81.1 %	2.37	Low Extent
6	Remuneration is given to teachers who were engaged in other activities that are not part of their job.	50	17.1 %	214	82.8 %	215	Low Extent
7	To compensate government efforts the principals organize workshop/seminar for his teacher.	71	24.4 %	220	75.6 %	1.73	Low Extent
8	The principals try as much as he can to provide accommodation for teachers.	22	7.6 %	269	92.4 %	1.22	Low Extent
9	The principal involves his teachers in decision making.	68	23.3 %	223	76.6 %	2.46	Low Extent
10	The principal's cheeks scheme of work so that teachers can achieve their target.	285	97.9 %	6	2%	3.95	High Ext
Total		132	46.2	159	53.7	2.06	Low Ext
Grand Mean (%)			6		4	3.06	Low Ext

Field Survey, 2025

Table 3 showed the responses of the participants sampled for the study to items 1,2,3,4 to 10. Items above the criterion mean score of 2.50 used for decision making implied that they are higher extent level while items below the criterion mean implied that they are low extent level in response to the item raised. In summary item one (2.54. high extent), item three (4.00, higher extent) and item ten (3.95, higher extent) answered higher extent level on the strategies employed by principals on managing the strategies employed by principals on managing challenges of human resources challenges of human resources, while item 2, 5, 6, 7, 8 and 9 responded lower extents. The average

mean score of 2.69 however implied that the participants agreed on the effect of politics on

Summary of the Findings

The following, are the summary of the findings:

1. Recruitment of teachers posted great challenges to principals in secondary schools in Sokoto Metropolis. This implies that recruitment is not done on the basis of merit and the principals are not involved in the recruitment process.
2. School principals faced a lot of challenges on teacher motivation such as lack of incentives, accommodation, reward and welfare package etc. in dealing with the
3. Despite the school principals faces challenges in senior secondary both little efforts were employed by the principals in dealing with the challenges.

Discussion

This section further discussed the summary of major findings.

The finding of research question one indicated that major challenges lie in the recruitment of teachers. Recruitment is not based on merit and school principal are not involved in the recruitment process. This could result in recruiting in competent teachers or those who do not met the needs of schools. These challenges could adversely affect instructional practice in the school. For example, when incompetent teachers are recruited on the basis of politics and power, overall academic success of students is likely to be affected in respective of measures taken by the principals. This finding concurred with the finding of Kipsoi and Sang (2008) who found out that selection and recruitment of teachers is not fairly and transparency done as priority is given to certain individuals. The finding is in line with the finding of Samba et al., (2017) who revealed that very little attention is paid to competence of the BOG/PTA, adequate funds, corruption, political interference and teacher performance that challenge the efficiency and effectiveness of the approach

Finding of the study in research question two showed that school principals faced a lot of challenges on teacher motivation. These challenges could be summed on the basis of incentives, reward, promotion and provision of

teaching materials. The stage of this motivational element is poor and could present drastic challenge in the retention of teachers. This finding was consisted with the finding of Bennel (2004) who found out that teacher working in public secondary school systems are poorly motivated. He maintained that standards of professional conduct and performance of teachers are low and failing in many countries as a result of lack of incentives, welfare package, accommodation and good working environment to boost the morale of teachers on of the general response of the respondents indicates that despite of the fact that recruitment/induction of teacher and motivation of teachers pose a great challenges to school principals, yet little effort were made by the principals in dealing with these challenges. The finding agrees with the finding of Mohammed and Abdulai (2022) who found that there are inadequate teacher-learner support materials in schools, non-payment of temporary teachers' salaries, lack of access roads to and from schools, lack of secured accommodations for teachers, poverty and lack of electricity and running water in some schools were the factors affecting teachers. The finding is in agreement with the finding of Uzosike (2024) who revealed that the current motivational techniques used by the ministry of education and the Nigerian education service are ineffective.

Finding of the study in research question three showed that school principals make a little effort on applying of strategies for dealing with the challenges of recruitment /induction and teacher motivation. The finding contradicts with the finding of Saifillah, *et al.* (2024) whose study revealed that the principal implemented several effective strategies. These included granting educators the freedom to develop professionally, providing motivation and support, delegating training responsibilities, and involving resource persons. These strategies led to improvements in individual skills and fostered a dynamic, collaborative, and reward-focused school environment. the finding collaborates with the finding of Ogbouna, *et al.* (2023) who found that both male and female agreed that principals should adopted certain strategies involving teachers and student in decision making especially on issue that are of interest to coordinate both staff and student.

Conclusion

In line with the findings of the study, the study concluded that human resources management posed a great challenge to principals in senior secondary schools. This could be witnessed from improper recruitment of

staff, lack of training among others. School principal also faced a lot of challenges on teacher motivation such as lack of incentives, accommodations, medical health services, rewards, welfare package that will serve as extrinsic motivation to teachers.

Recommendations

1. Government should direct its recent policy on state of emergency on education to management of human resources. This could be done through Educational Authorities, Ministries and Boards by monitoring and implanting policies that would enhance efficiency in the recruitment of teacher base on merit and involve principals in the recruitment process.
2. Principals also have a role to play in recognizing teachers who are hard-working by awarding them. This could be done by organizing programmes with presenting certificate of excellent to hardworking teachers to motivate them on the job.
3. The principals should also employ effective strategies in dealing with the challenges in senior secondary schools, where such challenges are be young capacity, he/she should imminently report to the appropriate body for proper measures.

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