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Effect of Human Resource Planning on Man Power Utilization in Public Secondary Schools in Cross River State

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Abstract

This study investigated the effect of human resource planning on manpower utilization in public secondary schools in Cross River State, Nigeria. Guided by three research questions and three null hypotheses, the study adopted a descriptive survey research design. The target population comprised 427 teachers across 24 public secondary schools in Obudu Local Government Area. A researcher-developed instrument titled Human Resource Planning and Manpower Utilization Questionnaire (HRPMUQ), containing 15 structured items, was used for data collection. Mean and standard deviation were employed to answer the research questions, while Chi-square (χ^2) goodness-of-fit test was used to test the hypotheses. Findings revealed that human resource planning has a significant effect on teacher-student ratio, teacher workload management, and staff role appropriateness in the selected schools. The study concluded that effective human resource planning through data-driven staffing decisions, equitable workload distribution, and qualification-based role assignments is critical to enhancing manpower utilization and educational effectiveness. Based on these findings, the study recommended that the Cross River State Ministry of Education adopt strategic enrolment forecasting and census data for balanced teacher deployment, and that school administrators implement

structured workload management strategies to ensure fairness, reduce burnout, and promote teacher efficiency.

Keywords: Human resource planning, Manpower utilization, Teacher-student ratio, Teacher workload management and staff role appropriateness

Introduction

In recent decades, global attention has shifted towards the effective utilization of educational manpower as a strategic component of quality education delivery. Across the world, nations are grappling with how to match the supply of human resources in schools with actual needs, especially within the public sector. For instance, in countries like India and Indonesia, disproportionate teacher deployment and ineffective workforce planning have led to overcrowded classrooms in rural areas and redundant staffing in urban centres (Sharma, 2020; Hadad, 2019). Similarly, in parts of Latin America, poor alignment between staff skills and role responsibilities undermines educational quality and equity (Martinez, 2021; De Souza, 2020).

In Africa, the challenge of human resource mismanagement in schools is even more pronounced. Scholars such as Muwonge (2020) have identified teacher underutilization, skewed deployment, and poor accountability structures as persistent challenges to educational development across the continent. In countries such as Kenya and Ghana, despite increased teacher recruitment, ineffective planning has resulted in significant disparities in teacher distribution between urban and rural schools (Asare, 2021; Otieno, 2022). In Nigeria, manpower utilization in secondary schools remains a matter of concern. States like Cross River face challenges such as uneven teacher-student ratios, high absenteeism, and unqualified staff handling critical teaching roles (Adepoju & Akinola, 2021). Despite national policies on teacher management and planning, many public secondary schools still suffer from inefficient use of human resources, which affects learning outcomes and school effectiveness. This situation calls for a critical inquiry into the factors influencing manpower utilization, especially the role of Human Resource Planning (HRP) in optimizing staff deployment and performance.

Manpower utilization refers to the degree to which human resources are effectively used to achieve organizational goals. According to Owan (2020), manpower utilization in education is the process of ensuring that teachers and staff are properly assigned, optimally engaged, and adequately productive in their roles. It includes the alignment of staff skills, placement, workload, and time management in a way that enhances institutional effectiveness. Similarly, Ibukun and Oyewole (2019) explain that manpower utilization involves not just the presence of personnel, but their actual contribution to teaching, administration, and school improvement. It considers whether the right people are in the

right positions, whether they are underutilized, overworked, or misallocated, and whether their outputs reflect efficient use of their capacities.

The main objective of manpower utilization in secondary education is to ensure the efficient deployment of qualified personnel where and when they are needed, so as to maximize their impact on student learning and school outcomes. Effective manpower utilization promotes balanced teacher-student ratios, reduces redundancy, improves instructional quality, and supports equitable access to education. It ensures that the school system is not burdened by idle staff or overstressed personnel and that each staff member contributes meaningfully to educational delivery (Okorie, 2021). In the context of secondary schools, manpower utilization is crucial for maintaining instructional balance, fostering accountability, and enhancing teacher motivation. It ensures that teaching and non-teaching staff operate at optimum capacity, thereby supporting school administration and student achievement (Nwangwu, 2017).

Manpower utilization in schools is influenced by several interrelated factors that determine how effectively human resources are engaged in the education system. One key factor is recruitment and placement policies; when staff are appointed without aligning their qualifications and competencies to specific job roles, inefficiencies and mismatches often arise, which hinder productivity (Adeniji, 2019; Ukeje, 2020). Another critical factor is the availability of professional development opportunities. In the absence of continuous training and capacity building, teachers and non-teaching staff may become underprepared or demotivated, thereby limiting their contribution to school goals (Ogunyemi & Onifade, 2021; Okorie, 2018). Monitoring and supervision systems also play a vital role, as weak oversight mechanisms can lead to laxity, increased absenteeism, and reduced accountability, all of which negatively affect workforce performance (Nwangwu, 2017; Yusuf, 2020). Moreover, the absence of effective Human Resource Planning (HRP) can result in overstaffing or understaffing, inequitable teacher distribution, and poor succession planning, further exacerbating the challenges of optimal manpower deployment and utilization in schools (Ezeugbor, 2018; Owan & Agi, 2021).

Among these factors, Human Resource Planning stands out as a potentially critical mechanism for addressing manpower utilization challenges. Human Resource Planning refers to the systematic process of forecasting an organization's future human resource needs and aligning them with the supply of qualified personnel (Fajana, 2020). It includes identifying skill gaps, planning recruitment, forecasting retirements, training needs, and deploying personnel based on institutional goals. Another perspective by Ofojebe and Ezugwu (2019) defines HRP as the proactive alignment of an institution’s workforce with its strategic goals, ensuring that the right number of people with the right skills are in the right roles at the right time. Generally, HRP helps organizations minimize human resource wastage, prepare for future workforce changes, and optimize productivity. In secondary schools, HRP enables school administrators and education boards to project teacher needs, plan for equitable deployment, and make informed decisions about training and replacement. It ensures that schools are adequately

staffed, that recruitment is need-based, and that staff are not misused or misallocated (Adebayo & Fagbohun, 2020).

Human Resource Planning (HRP) plays a pivotal role in enhancing manpower utilization in public secondary schools by providing a structured approach to aligning human capital with institutional needs. One of the foremost ways HRP supports manpower utilization is by balancing the teacher-student ratio; through proper forecasting of student enrolment trends, education planners can ensure that the supply of teachers corresponds with the demand across different school locations, thereby preventing both overcrowding and teacher redundancy. In addition, HRP facilitates effective teacher workload management by promoting equitable distribution of teaching periods and subject assignments, which helps to prevent teacher burnout on one hand and underutilization on the other (Adebayo & Fagbohun, 2020). Furthermore, it ensures staff role appropriateness by aligning personnel qualifications, skills, and experience with their designated responsibilities, which is essential for effective teaching and administrative outcomes (Okorie, 2018). HRP also contributes to improving job performance and productivity by deploying staff where their competencies are most needed and supporting them with relevant professional development opportunities. Moreover, through well-defined supervision and accountability mechanisms, HRP can reduce absenteeism and enhance punctuality, both of which are vital for consistent instructional delivery and school efficiency (Yusuf, 2020). Finally, HRP enhances resource optimization by minimizing duplication of roles and ensuring that each staff member is fully engaged in a capacity that contributes meaningfully to school objectives (Owan & Agi, 2021). When properly implemented, HRP thus becomes a strategic tool for achieving effective manpower utilization in the secondary education sector.

This study will focus on three key indices of manpower utilization: Teacher-Student Ratio, Teacher Workload Management, and Staff Role Appropriateness. These indicators were selected because they are fundamental to instructional quality, teaching effectiveness, and equitable service delivery in schools. More importantly, they represent critical dimensions of manpower utilization that are most visibly impacted by poor Human Resource Planning (HRP) in the context of public secondary schools in Cross River State. Persistent complaints from stakeholders, ranging from teachers' unions to parent associations, point to ongoing crises in these three areas. Consequently, understanding the link between HRP and these specific manpower indicators is not only relevant but urgent, particularly in light of recent education quality reviews and field reports from the Cross River State Ministry of Education.

Teacher-Student Ratio refers to the number of students assigned to a single teacher in the classroom. A balanced teacher-student ratio is essential for promoting effective classroom management, individualized learning, teacher-student interaction, and meaningful assessment practices. Globally, UNESCO (2021), recommends a maximum ratio of 1:40 in secondary schools, but evidence suggests that many public secondary schools in Cross River State, particularly in rural LGAs such as Obanliku, Boki, and Yala, operate far beyond this benchmark—sometimes with over 70 students per class (Ushie & Eyo, 2022). Such

overcrowding makes it difficult for teachers to engage learners effectively, compromises lesson delivery, and weakens student learning outcomes. This imbalance is often linked to poor forecasting of enrolment trends and ineffective teacher deployment—gaps that proper HRP is meant to address. The researcher's concern was heightened by field observations revealing that teachers in these overcrowded settings often express frustration, citing diminished morale and declining performance. Hence, teacher-student ratio was selected as a critical focus of this study.

Teacher Workload Management pertains to how teaching responsibilities are distributed among teachers in terms of number of periods, subjects, and additional duties. Proper workload distribution is crucial in ensuring that teachers are not overstressed or underutilized. However, preliminary investigations in the study area indicate significant workload disparities. In some schools, teachers handle more than 30 teaching periods per week, while others—often due to administrative favoritism or poor planning—teach less than 10 periods (Effiom & Inyang, 2023). Such inequity leads to burnout, job dissatisfaction, and inefficiency among overburdened staff, while underutilized teachers experience reduced engagement and productivity. Moreover, the absence of workload policies and HR data systems in most secondary schools suggests a lack of strategic manpower planning. The researcher was particularly motivated by interviews with school heads who admitted that there is "no standardized system" guiding workload distribution. This inefficiency, which directly compromises teacher effectiveness and school output, necessitates a focused inquiry into how HRP may correct such workload imbalances.

Staff Role Appropriateness involves assigning school personnel—particularly teaching staff—to roles that match their qualifications, specialization, and experience. When appropriately assigned, teachers are more likely to be confident, competent, and motivated in delivering curriculum content. Unfortunately, in many public secondary schools across Cross River State, it is still common to find teachers trained in Social Studies handling core subjects like Mathematics, Physics, or Chemistry due to shortages or misplaced deployment (Okon & Esu, 2021). Such mismatches arise from reactive placement policies, lack of accurate teacher databases, and absence of school-level input in recruitment decisions—all signs of poor HRP. This situation was confirmed during a school visitation where the researcher observed a literature teacher assigned to teach Government simply because the actual Government teacher was transferred without replacement. This practice not only undermines curriculum integrity but also reduces students' chances of success in high-stakes examinations like WAEC and NECO. Hence, addressing the issue of staff-role appropriateness within the broader framework of HRP is a pressing concern that this study intends to tackle.

Cross River State, located in South-South Nigeria, has a mix of urban and rural public secondary schools managed by the State Secondary Education Board. Despite various reforms, the state continues to face challenges in staffing policies and manpower management, particularly in hard-to-reach communities. Previous studies have focused more on teacher quality and performance but less on how human resource planning structures impact actual

manpower utilization. This study, therefore, seeks to fill this gap by examining the effect of HRP on manpower utilization in the state's public secondary schools.

Statement of the Problem

Effective manpower utilization remains a critical determinant of educational quality, yet it continues to pose a significant challenge in many public secondary schools in Cross River State. Despite increasing awareness of the importance of teacher deployment and performance management, schools in the state still grapple with persistent issues such as overcrowded classrooms, disproportionate teacher workloads, and mismatches between staff qualifications and assigned roles. The researcher's concern was further heightened by reports from school heads and education officers indicating that some teachers in rural schools handle up to 70 students per class, while others in urban centres are underutilized. In several cases, teachers with no academic background in core subjects like Physics or Mathematics are routinely assigned to teach them due to staffing shortages or administrative misplacement. This situation raises critical concerns about the impact of poor Human Resource Planning (HRP) on manpower utilization.

The consequences of these inefficiencies are far-reaching. When teacher-student ratios are excessively high, the quality of instructional delivery suffers, and individualized attention to learners becomes practically impossible. Likewise, inequitable workload distribution leads to burnout among overburdened teachers and disengagement among underutilized staff, negatively affecting their motivation, efficiency, and job satisfaction. The misalignment of roles—placing unqualified personnel in sensitive subject areas—results in poor student outcomes, low examination performance, and a decline in public confidence in the education system. If these issues are not urgently addressed through strategic HR planning, the long-term implications could include diminished learning outcomes, systemic inefficiencies, and a widening educational gap between rural and urban areas.

Although several studies have addressed aspects of teacher quality, deployment, and performance in Nigeria, few have specifically investigated the link between Human Resource Planning and manpower utilization using multiple indices. For instance, studies by Owan and Agi (2021) and Ezeugbor (2018) explored general HR challenges and teacher productivity but did not delve into the operational aspects of HRP as they relate to key indicators such as teacher-student ratio, workload distribution, and staff-role appropriateness. Moreover, many existing works adopt a generalized national or regional perspective, often overlooking localized conditions that uniquely affect states like Cross River, which faces logistical challenges, teacher shortages in remote areas, and weak data systems for manpower planning. This study, therefore, seeks to fill this critical gap by examining how Human Resource Planning affects manpower utilization in public secondary schools in Cross River State, focusing on the most visible and measurable dimensions: teacher-student ratio, teacher workload management, and staff role appropriateness.

Purpose of the Study

The aim of this study is to examine effect of human resource planning on man power utilization in public secondary schools in Cross River State. The specific objectives are to:

1. examine the effect of human resource planning on teacher-student ratio in public secondary schools in Cross River State.
2. ascertain the effect of human resource planning on teacher workload management in public secondary schools in Cross River State.
3. find out the effect of human resource planning on Staff Role Appropriateness in public secondary schools in Cross River State.

Research Questions

1. What is the effect of human resource planning on teacher-student ratio in public secondary schools in Cross River State?
2. What is the effect of human resource planning on teacher workload management in public secondary schools in Cross River State?
3. What is the effect of human resource planning on staff role appropriateness in public secondary schools in Cross River State?

Hypotheses

1. There is no significant effect of human resource planning on teacher-student ratio in public secondary schools in Cross River State.
2. There is no significant effect of human resource planning on teacher workload management in public secondary schools in Cross River State.
3. There is no significant effect of human resource planning on staff role appropriateness in public secondary schools in Cross River State.

Methodology

The area of this study is Cross River State, located in the South-South geopolitical zone of Nigeria. However, the study specifically focused on Obudu Local Government Area, one of the 18 LGAs in the state. Obudu LGA was created in 1976 and is situated in the northern part of Cross River State. It shares boundaries with Bekwarra and Obanliku LGAs and lies close to the Cameroon border. The area is known for its scenic landscape, most notably the Obudu Mountain Resort, which draws both local and international tourists. The people of Obudu are predominantly of the Bette ethnic group, with farming, teaching, and petty trading as major occupations. The LGA is home to a mix of urban and rural communities and has a notable presence of public secondary schools, making it suitable for studies related to manpower utilization in education.

The study adopted a descriptive survey research design. This design involves collecting data from a defined population or sample to describe characteristics, opinions, behaviors, or conditions without manipulating any variables. The choice of this design is justified because descriptive survey is suitable for this purpose as it allows for the systematic collection and interpretation of data from a large population in a natural setting.

The population of this study comprised 427 teachers drawn from 24 public secondary schools in Obudu Local Government Area of Cross River State. These schools are managed by the Cross River State Secondary Education Board and reflect a diverse range of settings—urban, semi-urban, and rural—thus offering a comprehensive perspective on manpower utilization practices in the area. Using the Krejcie and Morgan (1970) sample size determination table, a sample of 205 respondents was selected from the population of 427 teachers. The study employed a simple random sampling technique to ensure that each teacher in the population had an equal chance of being selected. This method was considered appropriate to reduce selection bias and enhance the generalizability of the findings within the study area.

The instrument used for data collection was a researcher-designed questionnaire titled "Human Resource Planning and Manpower Utilization Questionnaire (HRPMUQ)." The questionnaire consisted of 15 structured items organized into three clusters, each corresponding to one of the study's main variables: Cluster A focused on Human Resource Planning and Teacher-Student Ratio (5 items), Cluster B addressed Human Resource Planning and Teacher Workload Management (5 items), and Cluster C covered Human Resource Planning and Staff Role Appropriateness (5 items). The items were presented using a four-point Likert scale, with response options coded as: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. To ensure the instrument's content and construct validity, it was subjected to expert review by professionals in educational management as well as specialists in measurement and evaluation.

The data collected were analyzed using mean and standard deviation to answer the research questions, which provided insights into the general patterns and central tendencies in respondents' views. To test the null hypotheses, the study employed the Chi-square (χ^2) goodness-of-fit test, which is suitable for determining whether the observed distribution of responses significantly differs from the expected distribution under the null hypothesis. The choice of chi-square was guided by the categorical nature of the data and the goal of establishing statistical relationships between the variables.

RESULTS

The result is presented in line with the research questions and hypotheses that guides the study:

Research Question 1: What is the effect of Human Resource Planning on Teacher-Student Ratio in public secondary schools in Cross River State?

Table 1: Mean and Standard Deviation on the Effect of Human Resource Planning on Teacher-Student Ratio in Public Secondary Schools in Cross River State (n = 205)

S/No	Item Description	SA	A	D	SD	$\bar{x}$	σ	Remark
1	The recruitment of teachers in this school is based on student population forecasts.	62	68	43	32	2.78	1.03	Agreed
2	Human resource planning in this school ensures adequate teacher-student ratio in classrooms.	60	74	40	31	2.81	1.00	Agreed

S/No	Item Description	SA	A	D	SD	$\bar{x}$	σ	Remark
3	Teacher deployment in this school is regularly reviewed to reflect enrolment changes.	58	69	48	30	2.76	1.04	Agreed
4	There is a strategic plan in place to address overcrowded classrooms through balanced staffing.	64	72	39	30	2.84	1.02	Agreed
5	Staffing decisions in this school are informed by school census data or projections.	61	70	44	30	2.80	1.01	Agreed
	Cluster Mean and Standard Deviation					**2.80**	**1.02**	**Agreed**

The findings from Table 1 show that respondents agreed that Human Resource Planning (HRP) positively affects the teacher-student ratio in public secondary schools in Cross River State. Item 1, with a mean score of 2.78, indicates that recruitment is often based on projected student enrolments. Item 2, which has a mean of 2.81, suggests that HRP contributes to achieving a balanced teacher-student ratio. In Item 3 (mean = 2.76), the responses reflect moderate agreement that teacher deployment is adjusted in response to enrolment changes. Item 4 (mean = 2.84) confirms the presence of strategic planning to address overcrowding, while Item 5 (mean = 2.80) shows that data-driven staffing decisions are commonly practiced. The cluster mean of 2.80, which is above the benchmark mean of 2.50, implies that HRP has a positive effect on managing teacher-student ratio in the study area.

Research Question 2: What is the effect of Human Resource Planning on Teacher Workload Management in public secondary schools in Cross River State?

Table 2: Mean and Standard Deviation on the Effect of Human Resource Planning on Teacher Workload Management in Public Secondary Schools in Cross River State (n = 205)

S/No	Item Description	SA	A	D	SD	$\bar{x}$	σ	Remark
6	Teaching periods are assigned equitably among teachers in this school.	59	70	45	31	2.77	1.03	Agreed
7	Human resource planning is used to prevent teacher burnout due to excessive workload.	60	72	42	31	2.79	1.02	Agreed
8	There is a system in place to monitor and adjust workload distribution among teachers.	63	71	41	30	2.82	1.01	Agreed
9	Staffing decisions consider the number of subjects and class arms each teacher handles.	65	68	42	30	2.82	1.02	Agreed

S/No	Item Description	SA	A	D	SD	$\bar{x}$	σ	Remark
10	The school leadership uses data to plan for fair workload distribution.	62	73	40	30	2.81	1.00	Agreed
	Cluster Mean and Standard Deviation					**2.80**	**1.02**	**Agreed**

The findings in Table 2 reveal that Human Resource Planning contributes positively to teacher workload management in public secondary schools in Cross River State. Item 6, with a mean of 2.77, indicates agreement that teaching periods are distributed equitably. Item 7 (mean = 2.79) shows that HRP is used to prevent burnout caused by excessive workload. Item 8, which has a mean of 2.82, confirms the existence of systems to monitor and adjust workload. In Item 9 (mean = 2.82), respondents agree that HRP takes into account the number of subjects and class arms per teacher when assigning duties. Item 10 (mean = 2.81) further reinforces the use of data by school leadership in planning workload distribution. With a cluster mean of 2.80, the results suggest that Human Resource Planning significantly enhances equitable and effective workload management among teachers in the study area.

Research Question 3: What is the effect of Human Resource Planning on Staff Role Appropriateness in public secondary schools in Cross River State?

Table 3: Mean and Standard Deviation on the Effect of Human Resource Planning on Staff Role Appropriateness in Public Secondary Schools in Cross River State (n = 205)

S/No	Item Description	SA	A	D	SD	$\bar{x}$	σ	Remark
11	Teachers in this school are assigned to teach subjects related to their academic qualifications.	64	69	42	30	2.81	1.02	Agreed
12	Human resource planning ensures that only trained personnel handle core academic subjects.	62	73	40	30	2.81	1.01	Agreed
13	Role assignment considers teachers' specialization and area of certification.	61	71	42	31	2.79	1.02	Agreed
14	Instances of non-specialists teaching technical subjects are rare in this school.	60	69	44	32	2.75	1.04	Agreed
15	Job roles are clearly defined and aligned with each teacher's qualification and experience.	63	72	40	30	2.81	1.01	Agreed
	Cluster Mean and Standard Deviation					**2.79**	**1.02**	**Agreed**

The results in Table 3 show that respondents agreed that Human Resource Planning positively influences staff role appropriateness in public secondary schools in Cross River State. Item

11, with a mean of 2.81, indicates that teachers are generally assigned to teach subjects aligned with their qualifications. Item 12 (mean = 2.81) supports the assertion that trained personnel are prioritized in the handling of core academic subjects. Item 13 (mean = 2.79) reflects that teachers' specialization and certification are usually considered in assigning roles. Although Item 14 has a slightly lower mean of 2.75, it still meets the cutoff and suggests that non-specialist teaching of technical subjects, though present, is not widespread. Item 15 (mean = 2.81) affirms that job roles are clearly defined and appropriately aligned. The cluster mean of 2.79 confirms that Human Resource Planning significantly contributes to ensuring that staff are properly matched with roles that fit their training and expertise.

Testing of Hypotheses

Hypothesis 1: Human Resource Planning has no significant effect on Teacher-Student Ratio in public secondary schools in Cross River State.

Table 4: Chi-Square Analysis on the Effect of Human Resource Planning on Teacher-Student Ratio in Public Secondary Schools in Cross River State (n = 205)

Responses	Fo	Fe	df	χ^2	p	Remark
Strongly Disagree	32	51.25				
Disagree	43	51.25				
Agree	68	51.25	3	21.47	0.00	Significant
Strongly Agree	62	51.25				
Total	205					

Table 4 shows that the Chi-square (χ^2) value is 21.47, with a p-value of 0.00. Since the p-value is less than the alpha level of 0.05, the null hypothesis is rejected. This implies that Human Resource Planning has a significant effect on the Teacher-Student Ratio in public secondary schools in Cross River State.

Hypothesis 2: Human Resource Planning has no significant effect on Teacher Workload Management in public secondary schools in Cross River State.

Table 5: Chi-Square Analysis on the Effect of Human Resource Planning on Teacher Workload Management in Public Secondary Schools in Cross River State (n = 205)

Responses	Fo	Fe	df	χ^2	p	Remark
Strongly Disagree	31	51.25				
Disagree	42	51.25				
Agree	70	51.25	3	24.71	0.00	Significant
Strongly Agree	62	51.25				
Total	205					

Table 5 shows that the Chi-square (χ^2) value is 24.71, with a p-value of 0.00. Since the p-value is less than the alpha level of 0.05, the null hypothesis is rejected. This indicates that Human

Resource Planning has a significant effect on Teacher Workload Management in public secondary schools in Cross River State.

Hypothesis 3: Human Resource Planning has no significant effect on Staff Role Appropriateness in public secondary schools in Cross River State.

Table 6: Chi-Square Analysis on the Effect of Human Resource Planning on Staff Role Appropriateness in Public Secondary Schools in Cross River State (n = 205)

Responses	Fo	Fe	df	χ^2	p	Remark
Strongly Disagree	30	51.25				
Disagree	42	51.25				
Agree	71	51.25	3	26.03	0.00	Significant
Strongly Agree	62	51.25				
Total	205					

Table 6 shows that the Chi-square (χ^2) value is 26.03, with a p-value of 0.00. Since the p-value is less than the alpha level of 0.05, the null hypothesis is rejected. This result implies that Human Resource Planning has a significant effect on Staff Role Appropriateness in public secondary schools in Cross River State.

Discussion of Findings

The first finding revealed that Human Resource Planning has a significant effect on Teacher-Student Ratio in public secondary schools in Cross River State. This finding means that effective human resource planning practices—such as forecasting student enrolment, data-driven teacher recruitment, and strategic deployment—help maintain balanced teacher-student ratios in schools. The finding agrees with that of Udu & Ojediran (2019) who found that teacher recruitment linked to population data significantly improved classroom management and teaching outcomes. This finding is justified by the fact that schools with overcrowded classrooms often struggle with instructional quality and student discipline, while those with balanced ratios allow teachers to give more individual attention, ultimately enhancing student performance. However, the continued existence of teacher shortages in some rural schools in Obudu suggests that implementation of such planning measures is still uneven.

The second finding showed that Human Resource Planning significantly affects Teacher Workload Management in public secondary schools in the study area. This means that through proper planning—such as equitable distribution of teaching periods, subject assignments, and use of staff data—workload can be fairly managed, preventing burnout or underutilization. This finding supports the study by Effiom and Inyang (2023), who concluded that workload imbalances negatively affect teacher morale and productivity. This finding is justified given that in Obudu, reports still indicate that some teachers handle over 30 periods weekly while others have less than 10, highlighting the need for systematic workload monitoring as part of HR planning.

The third finding revealed that Human Resource Planning significantly influences Staff Role Appropriateness in public secondary schools in Cross River State. This means that schools that apply proper HR planning tend to assign teachers to roles that align with their qualifications and areas of specialization, thereby enhancing instructional quality. The finding is consistent with Okon and Esu (2021) who found that teacher-role misalignment, especially in science and mathematics subjects, leads to poor student outcomes. This finding is justified because assigning teachers outside their areas of expertise weakens lesson delivery and contributes to students' underachievement, particularly in critical subject areas. In some schools in the study area, the continued presence of non-specialists teaching core subjects indicates the need for stricter adherence to qualification-based placement.

Conclusion

Based on the findings, the study concludes that Human Resource Planning plays a vital role in enhancing manpower utilization in public secondary schools. Proper HRP practices such as data-informed staffing, equitable workload distribution, and qualification-based role assignment are essential for improving teaching effectiveness and educational outcomes.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. The Cross River State Ministry of Education should strengthen its human resource planning system by using reliable enrolment forecasts and school census data to ensure equitable teacher deployment and maintain balanced teacher-student ratios.
2. School administrators should apply structured workload planning strategies to distribute teaching assignments fairly among staff, thereby reducing burnout and improving teacher efficiency.
3. Teachers should be assigned strictly based on their qualifications and areas of specialization through effective human resource planning to enhance instructional quality and student outcomes.

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