



HUMAN RESOURCE MANAGEMENT STRATEGIES AND TEACHERS' ATTITUDE TO WORK IN PUBLIC SECONDARY SCHOOLS IN NORTH EAST SENATORIAL DISTRICT, AKWA IBOM STATE

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Abstract

The study examined the Influence of Human Resource Management Strategies on Teachers' Attitude to Work in Public Secondary School in North East Senatorial District, Akwa Ibom State. Two research questions and two research hypotheses were raised to guide the study. The study adopted ex-post facto research design and the population of the study consisted of 3,548 teachers from 87 public secondary schools. A sample size of 355 was selected using a multi-stage sampling approach. Structured questionnaire titled "Human Resources Management Strategies Questionnaire (HRMSQ)" and "Teachers Attitude to Work Questionnaire (TAWQ)" were used as instruments for data collection. The instruments were subjected to validation and reliability test. Cronbach Alpha statistics was used to test the reliability of the instrument and an overall reliability coefficient index of 0.87 and 0.88 were obtained for the two instruments. Data analysis was conducted using linear regression statistics. The results revealed that staff development and staff compensation significantly influenced teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State. Based on the findings of the study, it was recommended, among others, that Akwa Ibom State Secondary Education Board should further strengthen staff development by organizing seminar in order to consolidate the skills of teachers to drive positive attitude.

Keywords: Human Resource Management Strategies, Staff Development, Staff Compensation Teachers' Attitude to Work

Introduction

Human resource management (HRM) is the strategic approach to managing an organization's workforce and human capital. It encompasses a wide range of activities and processes aimed at effectively utilizing and developing the organizations employees to achieve its goals and objectives. Human resource management refers to the process of managing people

within an organization, focusing on maximizing employee performance and achieving strategic objectives. It involves the recruitment, selection, orientation, compensation, appraisal, training and development of employees. It is designed to maximize employee performance in service of an employer's strategic objectives. Human resource management is specifically the business of the human



resource management department in every organization, including the school system. Human resource department is therefore responsible for overseeing employee-benefits design, employee recruitment, training and development, performance appraisal and reward such as managing pay and employee benefits systems. Apart from meeting its goal, human resource also known as HR, concerns itself with organizational change and industrial relations, balancing of organizational practices with requirements arising from collective bargaining and governmental laws (Johanson 2019).

Human resource management is a crucial part of any organization, as it helps to ensure that the organization has the right people in the right roles, properly trained and motivated to contribute to the its success. On this note, Armstrong (2015) sees human resource management as a strategic, integrated, and coherent approach to the employment, development, and well-being of the people working in organizations. The author further emphasizes that human resource management focuses on recruiting, managing, and providing direction for employees to ensure they contribute effectively towards achieving organizational goals. The main functions of human resource management are staffing, training and development, compensation and benefits, employee relations and ensuring compliance with employment laws (Amadi, 2023). The effective human resource management allows businesses to effectively manage their most critical asset, which is the workforce, to achieve strategic objectives and maximize employee engagement and satisfaction. These functions of human resource management are also referred to as human resource management strategies in this study. Human resource management strategies refer to the deliberate plans and systematic approaches adopted by organizations to

effectively manage their human capital and align it with their overall business objectives.

Human resource management (HRM) strategies constitute a critical framework for guiding organizational practices and decision-making related to the effective management of employees, particularly within educational institutions. In school systems, strategies such as staff development, compensation, participation, appraisal, and safety among others are central to shaping teachers' professional experiences and work-related attitudes. Staff development enhances teachers' pedagogical competence, professional growth, and instructional effectiveness, while equitable and competitive compensation systems serve as powerful mechanisms for attracting, motivating, and retaining committed personnel (Dessler, 2022). Teachers' attitude to work which is reflected in their levels of commitment, enthusiasm, punctuality, instructional engagement, and participation in school activities, has been widely acknowledged as a key determinant of school effectiveness and student learning outcomes (Ogbonnaya, 2022; Khan et al., 2020).

Despite the importance of these factors, evidence from many public secondary schools indicates the prevalence of negative work attitudes among some teachers, manifested in lateness, absenteeism, irregular classroom engagement, and limited involvement in school-wide activities, which collectively undermine institutional efficiency and educational quality. These persistent challenges raise important questions regarding the adequacy and effectiveness of existing HRM strategies implemented by school administrators. Therefore, this study investigates the influence of human resource management strategies on teachers' attitude to work in public



secondary schools in the North East Senatorial District of Nigeria.

Statement of the Problem

The observed poor attitude to work among some secondary school teachers, particularly in public schools, has become an issue of concern. This issue of poor attitude to work among teachers has become worrisome among the stakeholders of education, including students, parents, and the general public. In public secondary schools today, there are cases of coming to work late, irregular attendance to classes, lack of improper record-keeping, leaving work before the official closing time, non-involvement in school programmes, and other related issues among teachers. This problem may have negatively contributed to the poor teachers' productivity and subsequent job dissatisfaction among teachers in public secondary schools.

Despite efforts by scholars to provide solution, the problem still remains. The researcher, therefore, wonders if these negative attitudes to work among teachers could be a result of the seemingly poor human resources management strategies implemented by some school administrators. This could be because some administrators do not place sufficient importance and attention on staff development, staff compensation, staff appraisal, staff participation, and staff safety. On the other hand, many school administrators may not handle these human resource management issues effectively. It is against this background that this study attempted to ascertain the influence of Human Resource Management Strategies on Teachers' Attitude to Work in Public Secondary Schools in North East Senatorial District, Akwa Ibom State.

Purpose of the Study

The general purpose of this study was to determine the influence of Human Resource Management Strategies on

Teachers' Attitude to Work in Public Secondary Schools in North East Senatorial District, Akwa Ibom State. Specifically, this study sought to:

1. determine the influence of staff development on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State;
2. determine the influence of staff compensation on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State;

Research Questions

The following research questions guided the study:

1. What is the influence of staff development on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State?
2. How does staff compensation influence teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State?

Hypotheses

The study was guided by the following null hypotheses:

1. There is no significant influence of staff development on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.
2. There is no significant influence of staff compensation on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.

Methodology

This study adopted an ex-post facto research design. The design seeks to establish possible cause and effect relationships where the independent variable cannot be manipulated (Uyanga and Etudor-Eyo, 2015). The design was



considered appropriate and suitable for identifying patterns and trends related to human resource management strategies and their influence on teachers' attitudes to work in public secondary schools in North East Senatorial District, Akwa Ibom State. The population of the study comprised all the 3,548 teachers in all the public secondary schools in the North East Senatorial District of Akwa Ibom State. At the time this study was conducted, records showed 87 public secondary schools. (State Secondary Education Board, 2023).

The sample size for this study was 355, which is ten percent of the total population of this study. A multi-staged sampling technique was employed to select the sample size. At the first stage, a stratified random sampling technique was used to divide the areas into 9 strata, corresponding to the 9 local government areas in the senatorial district. At the second stage, the proportionate sampling technique was used to adopt 10 percent of secondary school teachers from each local government area. Thereafter, simple random sampling technique, through hat and draw method to ensure fair representation, precision and generalization of the sample of all the teachers in public secondary schools within the North East Senatorial District of Akwa Ibom State.

A researchers-developed questionnaire titled "Human Resources Management Strategies Questionnaire (HRMSQ)" and "Teachers Attitude to Work Questionnaire (TAWQ) were designed as instruments for data collection for the research work. The instruments were divided into sections A and B each. HRMSQ comprised of 30 items developed in line with the objectives, research questions and hypotheses of the study. The Teachers Attitude to Work Questionnaire (TAWQ) had 18 items developed to gather information on the attitude of teachers to work. The

instruments were structured on 4 four-point rating scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

The questionnaire was validated by three lecturers from the University of Uyo, to ensure clarity and matched the purpose of the study. Two of the lecturers were from the Department of Curriculum Studies, Educational Management and Planning, and one from the Psychological Foundation of Education Department. Their feedbacks were used to improve the questionnaire before the final version was printed for data collection. The reliability of the questionnaire was tested to ensure that it consistently measures what it was intended to measure. This involved conducting a split-half test administered with a small group of teachers from a similar setting. The internal consistency of the instrument was checked using Cronbach's Alpha statistical tools, where a reliability coefficient index of 0.87 and 0.88 were obtained. This showed that the instrument was reliable and suitable for the study

Data collected were analyzed using simple linear regression. The regression coefficient R^2 value was used to answer the research questions while F-value and p-value were used for testing the hypotheses at .05 level of significance. In testing the null hypotheses, the p-value was compared with the .05 alpha level. When the calculated p-value is less than .05 alpha level, the null hypotheses were rejected and when it is greater than or equal to .05 alpha level, the null hypotheses were retained.

Results

Research Question 1: What is the influence of staff development on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State?



Table 1: Regression Analysis of influence of staff development on teachers’ attitude to work in public secondary schools

Variables	R	R ²	Extent of Influence	AdjustedR ²	Remarks
Staff Development	.887	.786	78.6%	.786	High Influence

Source: from Researcher’s survey (2025)

The analysis in Table 1 showed that the regression analysis gave a correlation coefficient (R) of .887, R² of .786 and adjusted R of 0.786. This shows that staff development contributed about 78.6% of the variation in teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State. This implies that staff development has a high

influence on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.

Research Question 2: How does staff compensation influence teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State?

Table 2: Regression Analysis of influence of staff compensation on teachers’ attitude to work in public secondary schools

Variables	R	R ²	Extent of Influence	AdjustedR ²	Remarks
Staff Compensation	.674	.454	67.4%	.452	Moderate influence

Source: from Researcher’s survey (2025)

The analysis in Table 2 showed that the regression analysis gave a regression coefficient (R) of .674, R² of .454 and adjusted R of 0.452. This showed that staff compensation contributed about 67.4% of the variation in teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State. This implies that staff compensation has

positively influence teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom.

Hypothesis 1: There is no significant influence of staff development on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.

Table 6: Summary of Linear Regression Analysis of staff development on teachers’ attitude to work in public secondary schools

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2856.026	1	2856.026	1199.17	.025
Residual	776.458	326	2.382		
Total	3632.485	327			



The result in Table 6 revealed the calculated F-value of 1199.117 and the corresponding p-value of .025 which is less than .05 level of significance with 1 and 327 degrees of freedom. With this result, the null hypothesis which stated that there is no significant influence of staff development on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State was rejected. This implies that there is significant

influence of staff development on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.

Hypothesis 2: There is no significant influence of staff compensation on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.

Table 7: Summary of Linear Regression Analysis of staff compensation on teachers’ attitude to work in public secondary schools

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1649.743	1	1649.743	271.249	.000
Residual	1982.741	326	6.082		
Total	3632.485	327			

The result in Table 7 revealed the calculated F-value of 271.249 and the corresponding p-value of .000 which is less than .05 level of significance with 1 and 327 degrees of freedom. From the above result, the null hypothesis which stated that there is no significant influence of staff compensation on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State was rejected. This implies that there is significant influence of staff compensation on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State.

Discussion of Findings

The findings of the study revealed that There is a significant influence of staff development on teachers’ attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State. This could be to the fact that senior school teachers believe that frequent staff development by attaining seminars and conferences would enhance attitudinal adjustment of teachers towards work. This

finding aligns with David (2023) who found that professional development is critical to teachers since it aids the improvement of their subject mastery, methods of teaching, beliefs and general attitude towards working, and diverse teaching, learning and other activities. The findings of the study also support Kaki (2023) who revealed that staff development influence teachers’ performance since it helps in fostering collaboration, mitigate current faced challenges and also contributed to teachers’ capability to meet the different needs of learners. The findings of the study also align with Gallup (2020) who found that by investing in employee training, organizations can cultivate a workforce that is not only skilled but also engaged and satisfied in their roles. Argote *et al.*, (2018) also found that investing in employee development, organizations can build a workforce that is capable of sharing knowledge and expertise, and driving innovation and growth.

The findings of the study revealed that There is a significant influence of staff



compensation on teachers' attitude to work in public secondary schools in North East Senatorial District, Akwa Ibom State. This is due to the fact that when secondary school teachers rewarded with financial and none financial compensation their attitude toward work improves. This finding aligns with Adegoke (2022) who found that salary, allowances, and welfare packages had a significant positive relationship with teachers' punctuality, lesson preparation, and overall job commitment. Therefore, when teachers are well-compensated, their attitude to work improves significantly, leading to better job outcomes. In the same vein, Banu (2024) found that pay level and incentive were found to have a significant correlation with job satisfaction and positive attitude to work among teachers. The findings of the study support Garba and Yusuf (2020) who found a significant positive correlation between compensation and positive work attitude, that teachers who received adequate compensation were more punctual, enthusiastic, and dedicated to their duties. The finding is in agreement with Tremblay and Massé (2019) who found that competitive compensation packages can significantly enhance employee motivation and organizational loyalty. Maintaining a competitive compensation structure through regular reviews, promotion and retention, participation and organizational effective.

Conclusion

Based on the findings of the study, it is concluded that human resource management strategies such as staff development, staff compensation, staff appraisal, staff participation, and staff safety positively influence teachers' attitude to work in public secondary schools in North East Senatorial District of Akwa Ibom State. Each of these strategies contributes in varying degrees to fostering a more positive, committed, and motivated teaching workforce. While some factors, such as staff participation in decision-

making, showed a strong and significant influence, others, like staff compensation, were found to have less impact on teachers' attitudes. Nonetheless, the collective implementation of these strategies promotes a more supportive and productive working environment. Therefore, enhancing these areas within the framework of human resource management can serve as a vital tool for improving teachers' morale, job satisfaction, and general effectiveness in public secondary schools.

Recommendations

Based on the findings of the study, it was recommended that:

- 1 Teachers are encouraged to take full advantage of staff development opportunities provided by the government and school management. Engaging in continuous training, workshops, and professional growth initiatives will enhance their teaching competence, improve instructional delivery, and strengthen their motivation and commitment to work.
- 2 School administrators should ensure fair, timely, and adequate compensation for teachers. Regular payment of salaries, provision of allowances, and implementation of welfare packages will not only boost morale but also encourage punctuality, lesson preparation, and dedication to duty.

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