
Dr. Mathew Sunday Dada  
Faculty of Education, University of Abuja, Nigeria  
Sunday.dada@uniabja.edu.ng

Tarfa Orvanya, Tarfa  
FCT-Universal Basic Education Bord

Abstract: Management of human resource is a key factor in achieving organizational goals. Achieving internal efficiency requires relating organizational input and output. The study investigated the influence of Human Resource Management HRM practices of Benue State Ministry of Education on the internal efficiency of secondary education. The study answered four research questions and tested three hypotheses. Descriptive survey and correlational research designs were adopted. The population of the study was 305 school principals and vice from 23 Senior Secondary Schools spread across the 7 Local Government Areas in zone A. A sample size of 177 Principal and vice principals participated in the study selected by a multi Stage random sampling. Two instruments were used for the study; a self-constructed questionnaire title Benue State Ministry of Education Personnel Management Practices Questionnaire (BSMEPMPQ) and Secondary School Enrolment Proforma (SSEP). Four statistical tools were employed for data analysis; Mean, Percentage, Regression and t-test. The study revealed that BSMoE was rated low in compliance to the laid down teacher recruitment, deployment practices. The study established that the internal efficiency of secondary education was generally low. It was recommended that BSMoE should endeavour to follow the laid down teacher recruitment and deployment practices as enshrined in the civil service guidelines, doing this would improve teacher productivity for increase internal efficiency in the secondary education.

Keywords: Human resource, Management, Internal efficiency Secondary School, Administration.

Introduction

Human Resource Management (HRM) is a major component in educational management and central to the achievement of the predetermined educational goals. Educational management entails coordination of human and material resources. The human resource of any organization is a key factor upon which all other resource, activities and programmes revolve around. Human resource activates other material resources. Yeung and Berman (2012) suggested that employee skills, is very important elements of HRM policies that influence organisational performance. Brito and Oliveira. (2016) found significant positive relationship between HRM practices and organization’s performance. They influence employees’ skills and impact organizational performance for more effective and efficient in achieving organization goal (Akeel, Omar, and Masrom, 2019).

Educational system at every all levels depends heavily on teachers in the implementation of its
programmes. Maintaining and improving educational standards to a large extent rest on teachers. Teachers are the major human resource in the education sector and indispensable actors in the sector. The responsibility of managing teachers in secondary education majorly reside with the state governments through the ministry of education. The National Policy on Education, (Federal Republic of Nigeria-FRN, 2013) the management and administrative of education in Nigeria is a shared responsibility between the Federal, State and Local government.

The specific functions and responsibility of State Ministries of Education includes:

a. policy and control over primary, secondary education and tertiary institutions owned by the state in accordance with the requirements of the National policy on Education;
b. planning, research and development of education;
c. inspectorate services for monitoring and improving standards;
d. the provision of broad educational services;
e. co-ordination of the activities of School boards and/or Local Education Authorities as prescribed by law;
f. examinations, testing and evaluation at primary and junior secondary school levels; and proving appropriate education laws and ensuring their implementation

g. Developing and maintaining State Education Management Information System (FRN, 2013: pp 41).

The Ministry of Education human resource practices include recruiting and training staff, developing workplace policies, administering employee benefits, and motivating employees to stay with the organization. Omah. and Adolphus (2019) Dike (2022) argued that Human Resources Management is the process of recruiting, selecting, inducting employees, providing orientation, imparting training and development, appraising the performance of employees, deciding compensation and providing benefits, motivating employees, maintaining proper relations with employees and their trade unions, ensuring employees safety, welfare and health measures in compliance with labour laws of the land.

HRM is that specialized and organized branch of management which is concerned with the acquisition, maintenance, development, utilization and coordination of people at work for efficiency. It is a systematic function of planning for the human resource needs and demands, selection, training, compensation, and performance appraisal, to meet those requirements (Surbhi, 2022). It is a continuous process of ensuring the availability of eligible and willing workforce; putting the right man at the right job. Surbi argues that human resource management involves numerous activities aimed at improving the skills of personnel for the achievements of organizational goal.

HRM covers a broad spectrum of activities which includes, Employment, Recruitment and Selection, Training and Development, Salary and Wages, Industrial Relations, providing good working conditions among others. HRM in education involves personnel utilization, the utilization rate of personnel could potentially affect the efficiency of workers. A study by Abdulkareem, Fasasi, and. Akinnubi, (2011). found out that there was a significant relationship between human resource utilization and internal efficiency in Nigerian state universities. In another study, Pitan (2012) established a highly positive relationship between resource utilization and internal efficiency of the school system.

Internal efficiency of an education system is concerned with the relationship between the inputs and outputs of an education system (Yang, 2014, Mutegi,2019). The internally efficient of educational system is one which turns out graduates without wasting any student-year or without dropouts or repeaters. It refers to the number of students who pass from one grade to the other and complete that cycle within the stipulated period of time (Abdulkareem, Fasasi, and. Akinnubi, 2011). The internal efficiency measures flow Internal efficiency and the proportion of
students that successfully complete a given level of the education system using minimum resource.

The common indicators of internal efficiency are the dropout, repetition, progression and completion rates in the school system (Afolabi, 2005). Internal efficiency occurs when there is reduction in dropout and repetition rates in a given cycle of the education system. Oluchukwu, (2011) stated that the measurement of internal efficiency of secondary school system involves queries on the inputs and outputs from education. He further stressed that the educational internal efficiency can be measured by cohort analysis of the educational system.

UNESCO (Issahaque 2010) reported that a number of things account for the efficiency of education service. The most commonly used indicators for measuring the efficiency of the education system are promotion, repetition and dropout rates. Accordingly, these three indicators are not only closely inter-related but also inform us about pupils’ progress through the school system to which they have been admitted. The report indicated some of the difficulties involved in using these rates to determine school efficiency. It was of the view that the difficulty lies in two areas: one is the fact that the data are not always available and secondly the methods applied do not usually totally ‘dissipate ambiguity’ in calculating the promotion, repetition and dropout rates. The report added that the three rates are normally deduced by comparing total enrolments for two consecutive years and taking the number of repeaters into account. The third problem report identified was migration phenomena which was said to be more complicated than the others. What this means is that, note is taken of leakages and injections into the system.

The internal efficiency of education can be measured by using cohort analysis of educational system which will show the student’s flow pattern through the educational cycle as it will show the promotion rate, repetition rate and drop-out rate. Many complete at a very high cost in terms of financial and time implications when one weight the time spent for this level of education by each student in terms of student-year (Ayodele, Adaralegbe and Adeleke, 2015).

A number of studies have focussed on identifying determinants of internal efficiency in a school system. Abdulkareem, Fasasi, and Akinnubi, (2011) studied human resource utilization and internal efficiency. Ithuta (2014) investigated the influence of parents’ economic background, school physical facilities and teaching learning resources on the internal efficiency in a school. Yang (2014) assessed the internal efficiency of primary schools with a view of determining causes of dropout and repetition in primary school. Mutegi (2019) worked to determine the trends in retention in public primary schools, to establish the reasons for absenteeism, repetition and wastage and to suggest recommendations on how to curb this negative trend in order to improve internal efficiency in public primary schools. The focus of this study is to investigate BSMoE HRM practices influence of the internal efficiency of secondary schools in Benue State, Nigeria.

Over the years stakeholder have continued to raise concerns on the ever-increasing number of out of school children in Nigeria. In 2018, Benue State recorded 24,315 Repeaters and 3,044 dropped out of primary schools. The situation was not different at the Junior Secondary School components of basic education recorded 22,278 Repeaters in different classes with a total of 7,034 dropout from the cycle (Universal Basic Education Commission-UBEC, 2018). It is also worrisome to observed that from the analysis of school attendance rate in Nigeria, Benue State Adjusted Net Attendance Ration (ANAR) was 82.7% with a Net Attendance Ratio (NAR) of 28.9 %. Meaning 53.8 % were attending either primary or junior secondary, while 27.3% of the children of senior secondary-going age were found not attending any school; they were out of the school. (Federal Republic of Nigeria, FRN,2021).

The concern is that the end was not justifying the mean, much of the human, material and financial resources seems wasted on the account low internal efficiency. In the 2022, Benue State budget; education received a total of NGN27. 5 billion naira (Benue State of Nigeria 2022). In 2021 Federal Republic of Nigeria (FRN) reported that household expenditure on secondary education in Benue State was placed at an average of NGN24,120 (FRN,2021). The startling
number of out of school children seems not to support the financial outlays devoted to education in the state. Beyond financial and material inputs in the provision of secondary education, human resource is key in the efficiency of the education sector, the human factor is organic in every organization that brings every other factor together for efficiency. The problem of the study therefore is how does Benue state Ministry of Education manages human resources for internal efficiency in senior secondary education?

Research Questions

1. How do teacher recruitment practices influence the internal efficiency of secondary education in Benue State?

2. To what extent do teacher deployment practices influence the internal efficiency of secondary education in Benue State?

3. What is the influence of teacher supervisory practices on internal efficiency of secondary education in Benue State?

4. What is the internal efficiency in senior Secondary education in Benue?

Hypotheses

HO₁ Human resource recruitment management practices do not have significant influence on the internal efficiency of secondary education in Benue State.

HO₂ Human resource deployment management practices do not have significant influence on the internal efficiency of secondary education in Benue State.

HO₃ Human resource supervisory management practices do not have significant influence on the internal efficiency of secondary education in Benue State.

Methods

This study adopted descriptive survey and correlational research design. Descriptive survey research design determines the frequency with which something occurs (Kothari 2004). On the other hand, correlation research design describes the degree of which two or more quantitative variables are related and it does so by use of a correlation coefficient (Asamoah2014). The purpose of these designs was to gather data to investigate the influence BSMoE HRM practices on the internal efficiency in secondary education. The population of the study comprise of 305 school principals and vice principals across the three geo-political zones; A, B and C. The study was carried out in Zone A with 166 secondary schools. A sample size of 177 Principal and vice principals from the 23 Senior Secondary Schools. A multi stage sampling technique was adopted for sample selection; Schools were first stratified by Local Government Areas (LGAs). 50 %of Senior Secondary Schools principals and vice principals were randomly sampled from each LGA for the study.

Two instruments were used for the study. a self-constructed questionnaire title Benue State Ministry of Education Personnel Management Practices Questionnaire (BSMEPMPQ) for the rating of the Ministry of Education HRM practices, and proforma for harvesting data of student enrolment for internal efficiency in secondary schools. BSMEPMPQ was peer reviewed for the validity, data from the pilot study was collated for the reliability of the instrument, the internal consistence reliability of the instrument was measured by alpha coefficient reliability and Cronbach Alpha 0.68 was obtained, this was adjudged reliable. Ghazali, (Mohamad, Sulaimanb, Sern, & Sallehd (2015) suggested that α value 0.60 is the acceptable in social science research. Four statistical tools were employed in the data analysis; Mean, Percentage, Regression and t-Test. The mean rating was used to analyze principal responses of the BMoE HRM practice, percentage measured internal efficiency; the Percentage was converted to a four-point scale by dividing the percentage of the completion rates by four to obtain the mean for the internal efficiency of secondary school and result presented in bar chart. Linear Regression was used to examine the influence BSMoE HRM practices on the internal efficiency of Secondary schools.
Finally, t-Test ascertained the significance relationship of the variables of the study.

**Results**

1. How does a teacher recruitment practice influence the internal efficiency of secondary education in Benue State?

**Table 1: Teacher Recruitment Practices in Benue State**

\[ \text{N} = 177 \]

<table>
<thead>
<tr>
<th>S/N Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 State ministry of education always advertise vacancies before embarking on recruitment exercise</td>
<td>10</td>
<td>124</td>
<td>0</td>
<td>43</td>
<td>2.57</td>
<td>0.92</td>
<td>Agree</td>
</tr>
<tr>
<td>2 Staff in secondary schools are recruited based on their area of specialization and competency</td>
<td>34</td>
<td>82</td>
<td>35</td>
<td>26</td>
<td>2.70</td>
<td>0.94</td>
<td>Agree</td>
</tr>
<tr>
<td>3 State ministry of education recruit teachers based on needs</td>
<td>19</td>
<td>8</td>
<td>26</td>
<td>124</td>
<td>1.56</td>
<td>0.99</td>
<td>Disagree</td>
</tr>
<tr>
<td>4 State ministry of education always interview applicants to get the best before employing them</td>
<td>28</td>
<td>7</td>
<td>10</td>
<td>34</td>
<td>2.16</td>
<td>0.92</td>
<td>Disagree</td>
</tr>
<tr>
<td>5 Recruitment in Benue state ministry of education is based on merit than political affiliation.</td>
<td>17</td>
<td>6</td>
<td>32</td>
<td>122</td>
<td>1.54</td>
<td>0.94</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Sectional Mean | 2.11 | 0.94 | Disagree

Table 1 Presents the responses of Principals mean ratings of recruitment practices of teachers by Benue State Ministry of Education. Generally, principals disagreed that Benue State Ministry of Education (BSMoE) complies with the laid down teacher recruitment practice as this recorded a mean rating of 2.11 and a standard deviation of 0.94.

However, details of the analysis revealed that principals agreed that BSMoE recruited staff based on area of specialization and competency as this recorded a mean score and standard deviation of 2.70 and SD of 0.94. The analysis also revealed that BSMoE always advertised vacancies before recruitment exercise showing a mean score and standard deviation of 2.57 and SD of 0.92 respectively. However, the responses from principals disagreed that recruitment is based on merit than political affiliation as shown in the mean score and standard deviation of 1.54 and SD 0.94. it was disagreed that BSMoE recruited teachers based on needs depicted by a mean score and standard deviation of 1.56 and SD of 0.99. Furthermore, the analysis of the response ratings of the principals disagreed that the Ministry interviews applicants to get the best before employing them with mean score and standard deviation of 2.16 and SD of 0.92 respectively.

Table 2 further presents influence of recruitment practices on the internal efficiency in senior secondary schools.

**Table 2: Coefficient of Determination and Least Square Regression Results for Teacher Recruitment Practices on Internal Efficiency**

\[ \text{N} = 177 \]

<table>
<thead>
<tr>
<th>Variable (X)</th>
<th>( R^2 )</th>
<th>R</th>
<th>Alpha</th>
<th>Beta Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Recruitment Practices</td>
<td>1.7551</td>
<td>-1.3248</td>
<td>6.5343</td>
<td>-1.8934</td>
</tr>
</tbody>
</table>

Source: Researcher’s Computation, 2021

The analysis from the table 2 established that teacher recruitment practices in BSMoE have negative influence on internal efficiency at 175.51%. The beta coefficient, with negative sign,
indicates the decrease rate in the compliance to the laid down recruitment practices at 189.34% while the alpha remains constant at 6.5343. This implies that the laid down recruitment practices were not wholly adopted where best recruitment practice are adopted, there could be a positive influence on the internal efficiency in secondary schools in Benue State.

**Research Question Two:** What is the influence of teacher deployment practices on internal efficiency of secondary education in Benue State?

**Table 3: Teachers’ deployment practices in Benue State**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Deployment of personnel in State ministry of education is based on need</td>
<td>80</td>
<td>40</td>
<td>27</td>
<td>30</td>
<td>2.57</td>
<td>0.92</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>Teachers are deployed in schools base on area of specialization</td>
<td>13</td>
<td>147</td>
<td>0</td>
<td>17</td>
<td>2.70</td>
<td>0.94</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>Classes are allocated to teachers base on their capabilities</td>
<td>93</td>
<td>27</td>
<td>32</td>
<td>25</td>
<td>1.56</td>
<td>0.99</td>
<td>Disagree</td>
</tr>
<tr>
<td>9</td>
<td>During deployment schools that are lacking teachers receive highest number of teachers</td>
<td>17</td>
<td>16</td>
<td>106</td>
<td>38</td>
<td>2.16</td>
<td>0.92</td>
<td>Disagree</td>
</tr>
<tr>
<td>10</td>
<td>State ministry of education abide by guidelines in deployment of its personnel</td>
<td>28</td>
<td>14</td>
<td>63</td>
<td>72</td>
<td>1.54</td>
<td>0.95</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Table 3 presents responses of Principals mean ratings of personnel deployment practices of BSMoE. Generally, the mean ratings of principals disagree that Benue State Ministry of Education complies with laid down practices of teachers’ deployment as indicated in a sectional mean score of 2.10 and SD of 0.94.

The analysis shows that the Ministry deployed personnel base on area of specialization with mean score and standard deviation of 2.70 and SD 0.94. It also revealed that teachers were deployed based on the area of needs with mean score and standard deviation of 2.57 and SD of 0.92. However, the responses from principals disagreed that guidelines were followed in teachers deployment with mean score of 1.54 and SD of 0.95. The response of principals also disagreed that classes were allocated to teachers based on their capabilities with mean score of 1.56 and SD of 0.99. Furthermore, principals’ responses disagreed that during deployment of teachers, that schools in need received highest number of teachers with mean score of 2.16 and D of 0.92. Table 4 further presents influence of teacher deployment practices on the internal efficiency in senior secondary schools.

**Table 4: Coefficient of Determination and Least Square Regression Results for Teacher Deployment Practices on Internal Efficiency**

<table>
<thead>
<tr>
<th>Variable (X)</th>
<th>R²</th>
<th>R</th>
<th>Alpha</th>
<th>Beta Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Deployment Practices</td>
<td>3.8557</td>
<td>-1.9636</td>
<td>11.1090</td>
<td>-3.2931</td>
</tr>
</tbody>
</table>

Source: Researcher’s Computation

From the table 4, the study found out that teacher deployment practices have negative influence on internal efficiency in secondary education at 385.57%. This means that the due process for teacher deployment to schools in the State is about four (4) times deviated from the laid down deployment practices. Corroboratively, the r-coefficient has negative of -1.9636 (196.36%) and also beta coefficient of the regression equation has negative of -3.2931 (329.31%) to inform decrease rate in best practices for teacher deployment in Benue State. The alpha remains constant.
at 11.1090. This is an indication that an improvement in teacher deployment practices could positively influence internal efficiency in secondary education in Benue State.

**Research Question Three:** What is the influence of teacher supervisory practices on internal efficiency of secondary education in Benue State?

**Table 5: Teacher Supervisory Practices in Benue State**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>N=177</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>State ministry of education support internal supervision of secondary schools</td>
<td>41</td>
<td>120</td>
<td>16</td>
<td>0</td>
<td>3.14</td>
<td>0.55</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>State ministry of education often supervise secondary schools at least twice in a term</td>
<td>25</td>
<td>13</td>
<td>107</td>
<td>32</td>
<td>2.17</td>
<td>0.89</td>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>State ministry of education respond to the report of supervision by providing the necessary needed help to schools</td>
<td>16</td>
<td>5</td>
<td>146</td>
<td>10</td>
<td>2.15</td>
<td>0.65</td>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Senior Secondary school supervisors are well trained to carry out their work effectively</td>
<td>50</td>
<td>71</td>
<td>24</td>
<td>32</td>
<td>2.78</td>
<td>1.05</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Supervisors are supportive to secondary school principals</td>
<td>68</td>
<td>47</td>
<td>27</td>
<td>35</td>
<td>2.84</td>
<td>1.14</td>
<td>Agree</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows responses of principals’ ratings of personnel supervision practices of Benue State Ministry of Education. Generally, the mean ratings of principals’ responses agreed that BSMoE conforms to the laid down practices of teacher supervision as indicated in the sectional mean score of 2.62 and SD 0.85.

The table revealed that state ministry of education support internal supervision of secondary schools with mean score of 3.14 and SD of 0.55. Details of the analysis revealed that supervisors are supportive to secondary school principals with mean score of 2.84 and SD of 1.14. The analysis also revealed that Senior Secondary Education supervisors were well trained to carry out their work effectively with mean score of 2.78 and SD of 1.05. However, details of the analysis disagreed that the ministry responds to supervision reports for providing necessary needed help to schools with mean score of 2.15 and SD of 0.65. Furthermore, the analysis of the principals’ ratings disagreed that the ministry often supervises secondary schools twice in a term with mean score of 2.17 and SD of 0.89 respectively. Table 6 further shows the analysis of the influence of ministry’s supervisory practices on the internal efficiency in senior secondary education.

**Table 6: Coefficient of Determination and Least Square Regression Results for Teacher Supervisory Practices on Internal Efficiency**

<table>
<thead>
<tr>
<th>Variable (X3)</th>
<th>R²</th>
<th>R</th>
<th>Alpha</th>
<th>Beta Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Supervisory Practices</td>
<td>0.4136</td>
<td>0.6341</td>
<td>-0.7611</td>
<td>1.2746</td>
</tr>
</tbody>
</table>

**Source: Researcher’s Computation**

From the table 6, the study finds out, that teacher supervisory practices have positive influence on internal efficiency at R² = 0.4136 (41.36%) while the remaining 58.64% is being contributed by other variables which may be within or outside the scope of this study. This means that supervisory function on teachers in schools is active and this promotes efficiency in the Secondary Education. This is provable by the correlation coefficient 0.6341. As the alpha is held
constant at -0.7611 in the regression equation, the beta coefficient suggests that teacher supervisory practices have increase rate of 1.2746 (127.46%) of internal efficiency in secondary education.

**Research Question Four:** what is the internal efficiency of secondary education in Benue State

**Table 7: internal efficiency of secondary education in Benue State**

**Source:** Federal Ministry of Education. Nigeria Digest of Education Statistics 2012-2018

<table>
<thead>
<tr>
<th>Year/Class</th>
<th>SS1</th>
<th>SS2</th>
<th>PROG. RATE %</th>
<th>REPT RATE%</th>
<th>SS3</th>
<th>COMP. RATE %</th>
<th>WASTAGE %</th>
<th>INTERNAL EFFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>72,652</td>
<td>64,744</td>
<td>89.12</td>
<td>10.88</td>
<td>13,773</td>
<td>18.96</td>
<td>81.04</td>
<td>0.76</td>
</tr>
<tr>
<td>2014-2015</td>
<td>68,350</td>
<td>64,744</td>
<td>89.12</td>
<td>10.88</td>
<td>13,773</td>
<td>18.96</td>
<td>81.04</td>
<td>0.76</td>
</tr>
<tr>
<td>2015-2016</td>
<td>16,208</td>
<td>15,200</td>
<td>22.24</td>
<td>77.76</td>
<td>13,773</td>
<td>18.96</td>
<td>81.04</td>
<td>0.76</td>
</tr>
<tr>
<td>2016-2017</td>
<td>12,370</td>
<td>12,725</td>
<td>78.51</td>
<td>21.49</td>
<td>11,020</td>
<td>16.12</td>
<td>83.88</td>
<td>0.64</td>
</tr>
<tr>
<td>2017-2018</td>
<td>13,823</td>
<td>14,439</td>
<td>116.73</td>
<td>-16.73</td>
<td>12,647</td>
<td>78.03</td>
<td>21.97</td>
<td>3.12</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>28,578</td>
<td>42,364</td>
<td>58.94</td>
<td>41.06</td>
<td>37,440</td>
<td>23.82</td>
<td>76.18</td>
<td>1.50</td>
</tr>
</tbody>
</table>

Table seven presents the analysis of the internal efficiency of secondary education in Benue State. Within the years under review, the table shows that the progression rate was 58.94 % with a record of 41.06 % repetition/dropout rates from SS1 to SS2 while only 23.83 % completed SS3, the mean of the internal efficiency was as low as 1.50. This implies that 76.18 % of the three cohorts was the wastage recorded within the period of the study.

Details of the analysis show that in 2013/2014 cohort, 72,652 students enrolled into SS1, in 2014/2015, 64,744 students progress to SS2 representing 89.12 % progression rate while 10.88 % either repeated or dropout of the system. In the 2015/2016, 13,773 (18.96 %) students of the cohort progressed and completed SS3 leaving behind 81.04 %. The table also showed an internal efficiency of 0.76 of cohort. In the 2014/2015 cohort, 68,208 students enrolled and 15,200 (22.24 Percent) students progressed to SS2 while 77.76 % repeated or dropout. In 2016/2017, 11,020 (16.12 %) students of the cohort progressed and completed SS3 leaving behind 83.88 % as wastage in the cohort with the mean internal efficiency of 0.64 recorded. Finally, In the 2015/2016 cohort, 16,208 students enrolled, 12,725 (78.51 %) students progressed to SS2 implying that only 21.49 % repeated or drop-out. In 2017/2018, 12,647 (78.03 Percent) students of the cohort progressed and completed SS3 leaving behind only 21.97 % as wastage in the cohort with the mean internal efficiency of 3.12 recorded. Worthy of note in the analysis was that in 2017/2018 cohort, 116.73 % progression rate was and a negative (-16.73 %) repetition rate were recorded. The possible cause could be that a number of students that left secondary school in SSI came back and joined their counterparts in SSII, other reasons was be transfers from other the neighbouring states or private to public secondary schools could have accounted for the negative sign in the repetition rate.
The completion rate was 18.98%, 16.12% and 78.03% respectively.

**Test of Hypotheses**

**HO₁:** There is no significant influence of personnel recruitment management practices on internal efficiency of secondary education in Benue State.

**Table 8: T-test Result for Teacher Recruitment Practices on Internal Efficiency of Secondary Education in Benue State**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal.</th>
<th>t-tab</th>
<th>P-value (0.025)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Practices</td>
<td>5</td>
<td>2.09</td>
<td>0.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Efficiency</td>
<td>5</td>
<td>2.57</td>
<td>1.30</td>
<td>6</td>
<td>0.3475</td>
<td>2.447</td>
<td>0.4875</td>
<td>Insignificant</td>
</tr>
</tbody>
</table>

Source: Research Field Work, 2022

From the tables 8 the t-value calculated is negative and less than the t-critical at 0.025 level of significance and degree of freedom. Therefore, the null hypothesis is accepted that recruitment practices do not significantly influence the internal efficiency of secondary schools. This could be due to non-application of laid down recruitment practices. Hence, where best recruitment practices are adhered to internal efficiency would be positively influenced.

**HO₂:** There is no significant influence of teacher deployment practices on internal efficiency of secondary education in Benue State.

**Table 9: T-test Result for Teacher Deployment Practices on Internal Efficiency of Secondary Education in Benue State**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal.</th>
<th>t-tab</th>
<th>P-value (0.025)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deployment Practices</td>
<td>5</td>
<td>2.59</td>
<td>0.46</td>
<td>6</td>
<td>0.0145</td>
<td>2.447</td>
<td>0.4875</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Internal Efficiency</td>
<td>5</td>
<td>2.57</td>
<td>1.30</td>
<td>6</td>
<td>0.0145</td>
<td>2.447</td>
<td>0.4875</td>
<td>Insignificant</td>
</tr>
</tbody>
</table>

Source: Research Field Work, 2022
From the table 9, the t-value calculated is less than the t-tabulated at 6 degree of freedom and 0.025 significant levels and so, the null hypothesis is accepted that there is no significant influence of teacher deployment practices on internal efficiency of secondary education in Benue State. This could be as a result of poor teacher deployment practices adopted by BSMoE, where laid down deployment practices are adhered to internal efficiency in secondary schools could be achieved.

**HO3:** There is no significant influence of teacher supervisory practices on internal efficiency of secondary education in Benue State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal.</th>
<th>t-tab</th>
<th>P-value (0.025)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Practices</td>
<td>5</td>
<td>2.62</td>
<td>0.44</td>
<td></td>
<td></td>
<td>0.0369</td>
<td>2.447</td>
<td>0.4875</td>
</tr>
<tr>
<td>Intern. Efficiency</td>
<td>5</td>
<td>2.57</td>
<td>1.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Insignificant</td>
</tr>
</tbody>
</table>

**Source:** Research Field Work, 2022

From the table ten, the t-value calculated is less than the t-value tabulated. The null hypothesis is then accepted at degree of freedom 6 and 0.025 significant that teacher supervisory practices do not have significant influence relatively on internal efficiency of secondary education in Benue State.

**Discussion of the finding**

The study revealed that state Ministry of Education did not conform well to the laid down personnel recruitment practices. This was fraught with different forms of interferences, as a result, this was found to negative influence internal efficiency of secondary education. The negative influence recorded could mean that where the lay down recruitment practices are adhered to, this could positively influence the internal efficiency in secondary schools. Recruiting teachers based on the laid down best practices could create a window for bringing in not only the best but also qualified human resources that would improve the internal efficiency in secondary schools. This supported by Yeung and Berman (2012) argued that employee skills, is very important elements of HRM policies that influence organizational performance.

The mean ratings of principals disagree that BSMoE complied with laid down practices of teacher deployment practices and was found to have a negative influence on internal efficiency of secondary education. Olatoye (2006) advised that distribution of personnel to various department or schools should be done according to their area of specialization and needs. When teachers are deployed based on need and qualification this may in turn result in the improvement of the internal efficiency. This suggests that the manner in which teacher recruitment are utilized in terms of their distribution could positively or negatively impact on the employees’ output. In a similar study by Abdulkareem, Fasasi, and. Akinnubi, (2011) found out that there was a significant relationship between human resource utilization and internal efficiency in Nigerian State Universities. In another study, Pitan (2012) established a highly positive relationship between resource utilization and internal efficiency in school system.

Generally, the mean ratings of principals’ responses agreed that BSMoE conforms to the laid down practices of supervision. The analysis further established that the teacher supervisory practices have positive influence on internal efficiency of secondary schools. This finding is supported by Masrom, (2019) who agreed that HRM practices influence employees’ skills. It impacts on organizational performance for effective and efficient achievement of organization goals. In addition, the finding of Apenteng (2012) Brought to light that supervision cannot be
overlooked since it is a major tool for better staff performance giving the right supervisors, tools and resources. Lamidi and Afariogun (2020) affirmed that school supervision improves the effectiveness and efficiency of teachers and also contributes maximally to the attainment of the educational goals. In any organization, where staff performance is not in doubt and all other things being equal, organizations would to a large extent experience internal efficiency.

The study showed that the internal efficiency of the Benue state ministry of education was generally low, although the finding of the study revealed that HRM practices have influence on the internal efficiency of secondary education in Benue state. The acceptance of the null hypotheses suggests that where best practices of HRM are adopted by the state ministry of education, this could significantly influence the internal efficiency of secondary education. Brito and Oliveira. (2016) established that there was a significant positive relationship between HRM practices and organizational performance. The performance index of secondary education can therefore be measured on the BSMoE adoption of HRM practices for the internal efficiency of secondary education in Benue State.

Conclusion

Human resource management is central to achievement of organizational goals. One of the indicators of the achievement of the goal of secondary education is improvement of the internal efficiency; in effect, this means increase in access, retention and completion and ultimately reduction in Out-of-School children. The level of wastage experienced in terms of human, materials and financial resource arising from the weak internal efficiency (input-output relationships analysis) in secondary school, leaves much to be desired. This is largely attributed to the ministry’s weak compliance to HRM practice in teacher recruitment and deployment practices in secondary education. when this persist, economic and social development of the state will be in doubt. As substantial numbers of youths will continue to loose opportunity to be prepared useful living and higher education in the state to contribute to the development of the state and Nigeria in general.

Recommendation

From the findings of the study, the following recommendations are made:

1. That Benue state ministry of education should follow the laid down principles and practice of recruitment of teachers as enshrined in the civil service guideline, doing this would guarantee the recruitment of qualified teachers in the secondary education.

2. That Benue state ministry of education should resist any form of interference on the deployment teacher in secondary education. teachers’ deployment should be deployed on the management principles of need and specialization for maximum teachers’ utilization to improve internal efficiency.

3. That Benue state ministry of education improve on the teacher supervision, the practices enhance teachers’ skills leading to the improvement in teachers’ performance and consequently increase internal efficiency in secondary education

References


