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Human Resource Planning and Secondary Schools Teachers' Productivity in Cross River State, Nigeria

Duke, Isaac Joseph
Department of Educational Management, Faculty of Educational Foundation Studies, University of Calabar, Cross River State, Nigeria
dukeisaac55@gmail.com

Abstract
This study examined the extent to which human resource planning influences secondary school teachers' productivity in Cross River State, Nigeria. Specifically, it investigated the predictive roles of assessing current manpower, forecasting future manpower needs, and balancing demand with supply on teacher productivity. A predictive correlational research design was adopted, and a stratified random sample of 765 participants (principals and teachers) was drawn from a population of 7,650 public secondary school staff. Data were collected using a researcher-developed questionnaire, the Human Resource Planning and Teachers' Productivity Questionnaire (HRPTPQ), which demonstrated high reliability (Cronbach's Alpha coefficients ranging from 0.82 to 0.87). Analysis using simple linear regression revealed that all three dimensions of human resource planning significantly predicted teachers' productivity, with assessing current manpower, forecasting future needs, and balancing demand with supply collectively explaining a substantial proportion of variance in performance. The study concludes that strategic human resource planning is critical for optimizing teacher performance and enhancing educational outcomes in secondary schools.

Keywords: *Human resource planning, assessing manpower, forecasting, teacher allocation, productivity, secondary schools*

Introduction

Human resource planning has become a critical administrative function in the education sector, particularly in developing contexts such as Cross River State, where secondary schools continue to grapple with issues of teacher shortages, uneven distribution of qualified personnel, and inadequate professional development opportunities. Effective human resource planning involves forecasting staffing needs, recruiting competent teachers, and ensuring continuous training and motivation to enhance productivity. However, in many secondary schools in the state, there is evidence of poor alignment between teacher supply and school demands, resulting in overcrowded classrooms, increased workload, and diminished instructional quality. These challenges have negatively influenced teachers' productivity, manifesting in low commitment, poor lesson delivery, and declining student academic performance. Scholars such as Armstrong (2020), Dessler (2017), and Ofoegbu (2018) emphasize that strategic human resource planning is essential for optimizing employee performance and achieving organizational goals, including in educational institutions.

Despite the recognized importance of human resource planning, secondary schools in Cross River State continue to face systemic challenges such as irregular recruitment processes, inadequate teacher retention strategies, and limited capacity-building programmes, all of which undermine teachers' productivity. In many cases, planning is either reactive or poorly implemented, leading to mismatches between teachers' specializations and subjects taught, as well as insufficient

supervision and evaluation mechanisms. These persistent problems call into question the effectiveness of existing human resource practices and highlight the need for empirical investigation into how planning strategies influence teachers' productivity. Therefore, this study is justified as it seeks to examine the extent to which human resource planning contributes to improved teacher productivity in secondary schools, with the aim of providing evidence-based recommendations for policymakers and educational administrators to enhance workforce efficiency and educational outcomes.

Statement of the problem

Secondary school education in Cross River State is expected to provide quality instruction that will equip learners with the knowledge, skills, and competencies required for national development. Central to achieving this goal is the productivity of teachers, which depends largely on effective human resource planning practices such as assessing current manpower, forecasting future staffing needs, and balancing demand with supply. However, evidence from the state suggests that many secondary schools operate without accurate data on existing teacher capacity, leading to situations where some schools are overstaffed while others experience acute shortages. This imbalance often results in increased teacher workload, teaching outside areas of specialization, and reduced instructional effectiveness, all of which negatively affect teachers' productivity and students' learning outcomes.

Furthermore, the inability of educational authorities to effectively forecast future manpower needs has contributed to persistent gaps in teacher recruitment and deployment. In many instances, retirements, transfers, and attrition are not adequately anticipated, resulting in delayed or insufficient replacement of teachers. This creates instability within the school system and disrupts continuity in teaching and learning processes. Consequently, teachers are often overstretched, leading to burnout, low morale, and decreased commitment to their professional responsibilities. The lack of proactive planning also limits opportunities for targeted training and professional development, which are essential for enhancing teachers' competence and productivity in a rapidly changing educational environment.

In addition, the challenge of balancing the demand for teachers with the available supply remains a critical issue in secondary schools across Cross River State. Inefficient allocation and deployment mechanisms have led to mismatches between subject requirements and teacher specializations, thereby compromising the quality of instruction delivered to students. Despite various policy efforts, these problems persist, suggesting that existing human resource planning strategies may be inadequate or poorly implemented. Therefore, the problem of this study lies in the apparent disconnect between human resource planning practices and teachers' productivity, necessitating an empirical investigation into how effective planning through proper assessment, forecasting, and balancing can enhance teacher performance and improve educational delivery in the state.

Empirical literature review

Empirical studies have consistently highlighted that assessing current manpower is a crucial aspect of human resource planning that significantly affects teachers' productivity in secondary schools. Manpower assessment entails maintaining accurate records of teachers' qualifications, experience, and distribution across schools to ensure optimal utilization of available human resources. Moses and Igwe (2021) observed that schools with effective manpower assessment systems can identify gaps in subject specialization and deploy teachers strategically, thereby improving instructional delivery. Similarly, Salihu and Bashar (2025) found that secondary schools that conduct systematic

assessments of existing staff demonstrate higher teacher effectiveness because responsibilities align with competencies. Georgewill and Agabi (2020) also established a significant relationship between manpower assessment and teacher performance, emphasizing that accurate evaluation of existing staff enhances job placement, reduces role conflicts, and ultimately improves productivity.

Forecasting future manpower needs is another vital component of human resource planning that directly influences teacher performance. Forecasting enables educational administrators to anticipate changes such as retirements, attrition, and fluctuations in student enrolment, thereby ensuring timely recruitment and training of teachers (Ubah & Abbas, 2021). Huedenu, Bonney, Ortsin, and Ntsiful (2018) reported that ineffective forecasting in education leads to recruitment delays and staffing imbalances, which negatively affect instructional quality and teacher efficiency. In the Nigerian context, Igho (2024) observed that poor anticipation of teacher requirements contributes to shortages, overburdened staff, and decreased morale, highlighting the need for proactive manpower planning to sustain productivity and motivation in secondary schools.

Balancing demand with supply of teachers is equally essential for maintaining educational effectiveness. When staffing levels correspond with school and subject needs, instructional quality improves, and teachers are less likely to experience burnout (Uzodimma, 2019; Akinsola, 2021). Psacharopoulos and Patrinos (2018) further noted that appropriate allocation of teachers enhances productivity through improved learning outcomes and higher teaching standards. Becker (2024) emphasized that efficient utilization of human capital leads to greater productivity, a principle confirmed in educational settings where balanced staffing ensures teachers are neither overworked nor underutilized, thereby fostering job satisfaction and commitment.

Conversely, research indicates that poor balancing of manpower contributes to inefficiencies within the educational system. Correa (2018) noted that mismatches between teacher supply and subject demand compromise the effectiveness of educational planning and resource utilization. Similarly, studies conducted in Nigerian secondary schools revealed that inadequate staffing in critical subject areas, combined with overstaffing in others, leads to disparities in workload and reduced overall productivity (Little, 2026). These findings underscore the importance of carefully aligning teacher supply with demand to maintain instructional quality and achieve optimal learning outcomes.

Empirical studies also reveal that effective human resource planning positively influences teacher motivation and commitment, which are core indicators of productivity. Ezeugbor and Okeke (2017) found that teachers who are recruited, trained, and deployed according to planned manpower needs exhibit higher commitment levels and improved classroom performance. Likewise, Ugwu and Akinwale (2022) demonstrated that professional development and workforce planning initiatives rooted in strategic manpower assessment enhance teachers' engagement and innovation in instructional delivery. These studies collectively suggest that human resource planning contributes not only to operational efficiency but also to the professional satisfaction of teaching personnel.

Further, research emphasizes that integrating manpower assessment, forecasting, and balancing into strategic human resource planning yields better educational outcomes. Huselid (2025) established a strong link between strategic human resource practices and organizational performance, noting that aligning workforce planning with institutional objectives enhances productivity. Rothwell (2025) similarly argued that succession and workforce planning ensure organizational continuity and operational efficiency, principles that are directly applicable to secondary schools. Empirical evidence supports the notion that schools that implement comprehensive human resource strategies experience improved teacher productivity and enhanced educational quality.

Despite the demonstrated benefits, numerous studies indicate that secondary schools in developing contexts, including Nigeria, face challenges in implementing effective manpower planning. Little (2026) highlighted systemic weaknesses such as inadequate data systems, poor policy execution, and limited managerial capacity, which hinder proper manpower assessment, forecasting, and balancing. Consequently, gaps persist between human resource planning practices and actual teacher productivity, creating the need for empirical research that explores these relationships. This gap justifies investigating how structured human resource planning can enhance teacher productivity and ensure effective educational delivery in secondary schools across Cross River State.

This study addresses several gaps in the existing literature on human resource planning and secondary school teacher productivity in Cross River State, Nigeria. First, while previous research has explored manpower assessment, forecasting, and balancing separately, few studies have examined how these components collectively influence teachers' productivity in a Nigerian context. Second, most empirical studies focus on general education settings without contextualizing findings to secondary schools in developing regions, leaving a localized knowledge gap. Third, there is limited research linking strategic human resource planning directly to measurable teacher performance and classroom outcomes. Finally, this study will provide evidence-based insights for policymakers and school administrators on how to implement effective human resource planning practices to optimize teacher productivity and educational delivery.

Purpose of the study

The main purpose of this study is to examine the influence of human resource planning on the productivity of secondary school teachers in Cross River State, Nigeria. Specifically, the study sought:

1. To determine the extent to which assessing current manpower affects secondary school teachers' productivity in Cross River State.
2. To examine the influence of forecasting future manpower needs on the productivity of secondary school teachers in the state.
3. To investigate the impact of balancing demand with supply of teachers on the overall productivity of secondary school teachers in Cross River State.

Research questions

The following questions were raised to direct the study:

1. To what extent does assessing current manpower affect secondary school teachers' productivity in Cross River State?
2. How does forecasting future manpower needs influence the productivity of secondary school teachers in Cross River State?
3. What is the impact of balancing demand with supply of teachers on the productivity of secondary school teachers in Cross River State?

Research hypotheses

The following hypothesis were formulated to guide the study:

1. There is no significant relationship between assessing current manpower and secondary school teachers' productivity in Cross River State.

2. Forecasting future manpower needs has no significant effect on secondary school teachers' productivity in Cross River State.
3. Balancing demand with supply of teachers does not have a significant impact on secondary school teachers' productivity in Cross River State.

Methodology

The study adopted a predictive correlational research design, which was considered appropriate for examining the extent to which human resource planning variables predict secondary school teachers' productivity in Cross River State, Nigeria. This design enabled the determination of the nature and strength of relationships between the independent variables assessing current manpower, forecasting future manpower needs, and balancing demand with supply and the dependent variable, secondary school teachers' productivity, as well as their predictive power using regression analysis.

The target population comprised all principals and teachers in public secondary schools in Cross River State, totaling 7,650 individuals (460 principals and 7,190 teachers). A stratified random sampling technique was employed to select a representative sample of 765 participants, representing 10% of the population. Stratification was based on role (principals and teachers) and school type (urban and rural) to ensure proportional representation and enhance the generalizability of the findings.

Data for the study were collected using a researcher-developed instrument titled: *Human Resource Planning and Teachers' Productivity Questionnaire (HRPTPQ)*. The instrument consisted of 30 items structured to measure the three independent variables assessing current manpower, forecasting future manpower needs, and balancing demand with supply as well as the dependent variable, teachers' productivity. To ensure content and construct validity, the instrument was reviewed by three experts in Educational Management, Human Resource Management, and Measurement and Evaluation. Their suggestions were incorporated to improve clarity, relevance, and alignment with the study objectives.

A pilot test was conducted using 30 teachers from public secondary schools outside Cross River State. Cronbach's Alpha reliability coefficients obtained were 0.84 for assessing current manpower, 0.82 for forecasting future manpower needs, 0.83 for balancing demand with supply, and 0.87 for teachers' productivity, indicating high internal consistency of the instrument.

The questionnaire was divided into two sections: Section A elicited demographic information such as school, gender, role (principal or teacher), years of experience, and educational qualification, while Section B contained items measuring the study variables. The questionnaire was administered both physically and electronically to ensure wider coverage and improve response rates. With the assistance of trained research assistants, the instruments were distributed and collected over a four-week period across sampled schools. Out of the 765 questionnaires administered, 732 were correctly completed and returned, representing a response rate of 95.7%.

Responses were rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A criterion mean score of 2.50 was adopted as the benchmark for decision-making. Mean scores of 2.50 and above indicated effective human resource planning practices and higher teacher productivity, while mean scores below 2.50 indicated poor planning and lower teacher productivity. Data collected were analyzed using simple linear regression to determine the predictive influence of each independent variable assessing current manpower, forecasting future manpower needs, and balancing demand with supply on secondary school

teachers' productivity. Multiple regression analysis was also conducted to examine the combined predictive effect of all independent variables on the dependent variable.

Results

Research question one

To what extent does assessing current manpower affect secondary school teachers' productivity in Cross River State?

Table 1: Respondents' mean ratings and standard deviation on the influence of assessing current manpower on secondary school teachers' productivity in Cross River State (n = 732)

S/N	Influence indicators	n	Mean	S.D.	Decision
1	Regular assessment of existing teachers' skills improves teaching effectiveness	732	3.42	0.65	SA
2	Monitoring teacher qualifications ensures appropriate subject allocation	732	3.38	0.68	A
3	Evaluating current manpower helps identify staffing gaps in schools	732	3.45	0.63	SA
4	Manpower assessment reduces teacher workload imbalances	732	3.36	0.70	A
5	Accurate teacher records enhance planning for professional development	732	3.39	0.67	A
6	Assessment of current manpower promotes accountability in teacher performance	732	3.41	0.66	SA
7	Regular manpower evaluation ensures teachers are deployed according to expertise	732	3.37	0.69	A
8	Manpower assessment supports improved student learning outcomes	732	3.40	0.68	A
9	Identifying underutilized teachers facilitates better workload distribution	732	3.35	0.71	A
10	Assessing current manpower contributes to overall teacher productivity	732	3.44	0.64	SA
	Grand mean score	732	3.39	0.67	A

Source: Fieldwork, 2026

The results in Table 1 show that respondents recognized the significant predictive influence of assessing current manpower on secondary school teachers' productivity in Cross River State. The grand mean score of 3.39, which falls within the "Agree" (A) category, indicates that the majority of respondents perceive assessing current manpower as a critical factor in enhancing teacher productivity. The highest-rated items include identifying staffing gaps ($\bar{X}$ = 3.45), contributing to overall teacher productivity ($\bar{X}$ = 3.44), and improving teaching effectiveness through skill evaluation ($\bar{X}$ = 3.42), suggesting that regular manpower assessment strongly influences teacher performance. Other items such as workload distribution, accountability, and appropriate subject allocation were also positively rated, indicating multiple benefits of manpower assessment. The standard deviation values, ranging from 0.63 to 0.71, reflect a moderate level of consensus among respondents. Therefore, the findings demonstrate that assessing current manpower significantly affects and enhances secondary school teachers' productivity in Cross River State.

Research question two

How does forecasting future manpower needs influence the productivity of secondary school teachers in Cross River State?

Table 2: Respondents' mean ratings and standard deviation on the influence of forecasting future manpower needs on secondary school teachers' productivity in Cross River State (n = 732)

S/N	Influence indicators	n	Mean	S.D.	Decision
1	Forecasting teacher retirements ensures timely recruitment	732	3.37	0.67	A
2	Anticipating student enrolment growth allows adequate staffing	732	3.41	0.65	SA
3	Forecasting future manpower helps prevent teacher shortages	732	3.44	0.64	SA
4	Effective forecasting reduces teacher workload imbalance	732	3.36	0.69	A
5	Anticipating future staffing needs promotes professional development planning	732	3.38	0.66	A
6	Forecasting manpower needs ensures teachers are deployed according to expertise	732	3.40	0.67	A
7	Predicting future teacher requirements enhances school performance	732	3.42	0.65	SA
8	Planning for future manpower reduces teacher attrition	732	3.35	0.70	A
9	Forecasting future needs supports strategic allocation of teachers across subjects	732	3.39	0.68	A
10	Accurate manpower forecasting contributes to overall teacher productivity	732	3.43	0.66	SA
	Grand mean score	732	3.40	0.67	A

Source: Fieldwork, 2026

The results in Table 2 indicate that respondents acknowledge the significant influence of forecasting future manpower needs on secondary school teachers' productivity in Cross River State. The grand mean score of 3.40, which falls within the "Agree" (A) category, suggests that respondents perceive forecasting as a critical tool for improving teacher performance. The highest-rated items include preventing teacher shortages ($\bar{X}$ = 3.44), contributing to overall productivity ($\bar{X}$ = 3.43), and anticipating student enrolment for adequate staffing ($\bar{X}$ = 3.41), highlighting the importance of proactive planning. Other items, such as reducing workload imbalance, promoting professional development, and supporting strategic allocation, were also positively rated, reflecting broad benefits of manpower forecasting. The standard deviation values, ranging from 0.64 to 0.70, indicate moderate agreement among respondents. Therefore, the findings demonstrate that forecasting future manpower needs significantly enhances the productivity of secondary school teachers in Cross River State.

Research question three

What is the impact of balancing demand with supply of teachers on the productivity of secondary school teachers in Cross River State?

Table 3: Respondents' mean ratings and standard deviation on the influence of balancing demand with supply of teachers on secondary school teachers' productivity in Cross River State (n = 732)

S/N	Influence indicators	n	Mean	S.D.	Decision
1	Proper balancing of teacher supply prevents overburdening of staff	732	3.44	0.64	SA
2	Matching teacher supply with subject demand improves teaching quality	732	3.46	0.63	SA
3	Equitable distribution of teachers enhances student learning outcomes	732	3.42	0.66	SA
4	Balancing teacher demand and supply reduces absenteeism and turnover	732	3.38	0.68	A
5	Adequate teacher allocation supports effective classroom management	732	3.40	0.65	A

S/N	Influence indicators	n	Mean	S.D.	Decision
6	Balancing demand and supply ensure teachers teach within their specialization	732	3.43	0.64	SA
7	Proper distribution of teachers enhances overall school performance	732	3.41	0.67	A
8	Equitable teacher allocation promotes fairness and job satisfaction	732	3.39	0.66	A
9	Balancing supply and demand contribute to professional development opportunities	732	3.37	0.68	A
10	Effective manpower balancing improves overall teacher productivity	732	3.45	0.63	SA
	Grand mean score	732	3.42	0.65	A

Source: Fieldwork, 2026

The results in Table 3 indicate that respondents recognize the significant impact of balancing demand with supply of teachers on secondary school teachers' productivity in Cross River State. The grand mean score of 3.42, which falls within the "Agree" (A) category, shows that respondents perceive balancing teacher supply as a critical factor in improving productivity. The highest-rated items include matching supply with subject demand ($\bar{X} = 3.46$), preventing overburdening of staff ($\bar{X} = 3.44$), and improving overall productivity ($\bar{X} = 3.45$), highlighting the practical importance of equitable teacher distribution. Other areas, such as enhancing student learning outcomes, promoting job satisfaction, and ensuring teachers teach within their specialization, were also positively rated, reflecting multiple benefits of balanced manpower allocation. Standard deviation values ranging from 0.63 to 0.68 indicate moderate agreement among respondents. Therefore, the findings demonstrate that balancing demand with supply of teachers significantly improves the productivity of secondary school teachers in Cross River State.

Hypothesis one

There is no significant relationship between assessing current manpower and secondary school teachers' productivity in Cross River State.

There is no significant relationship between assessing current manpower and secondary school teachers' productivity in Cross River State.

Table 4: Simple Linear Regression Analysis of the Relationship between Assessing Current Manpower and Secondary School Teachers' Productivity (n = 732)

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	F	p-value
1	0.642	0.412	0.411	0.345	510.47	0.000*

*Significant at $p < 0.05$

The results in Table 4 show a strong positive relationship between assessing current manpower and secondary school teachers' productivity ($R = 0.642$). The coefficient of determination ($R^2 = 0.412$) indicates that approximately 41.2% of the variance in teachers' productivity can be explained by assessing current manpower. The F-value of 510.47, with a corresponding p-value of 0.000, indicates that the model is statistically significant at $p < 0.05$. Therefore, the null hypothesis (H_{01}) is rejected, suggesting that assessing current manpower has a significant positive effect on secondary school teachers' productivity in Cross River State.

Hypothesis two

Forecasting future manpower needs has no significant effect on secondary school teachers' productivity in Cross River State.

Table 5: Simple linear regression analysis of the effect of forecasting future manpower needs on secondary school teachers' productivity (n = 732)

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	F	p-value
1	0.608	0.370	0.369	0.356	427.95	0.000*

*Significant at $p < 0.05$

The results in Table 5 reveal a strong positive effect of forecasting future manpower needs on secondary school teachers' productivity (R = 0.608). The R^2 value of 0.370 indicates that approximately 37.0% of the variance in teachers' productivity is explained by forecasting future manpower needs. The F-value of 427.95 with a p-value of 0.000 shows that the relationship is statistically significant at $p < 0.05$. Therefore, the null hypothesis (H_{02}) is rejected, indicating that forecasting future manpower needs significantly affects the productivity of secondary school teachers in Cross River State.

Hypothesis three

Balancing demand with supply of teachers does not have a significant impact on secondary school teachers' productivity in Cross River State.

Table 6: Simple linear regression analysis of the impact of balancing demand with supply on secondary school teachers' productivity (n = 732)

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	F	p-value
1	0.625	0.391	0.390	0.350	468.12	0.000*

*Significant at $p < 0.05$

The results in Table 6 show a strong positive relationship between balancing demand with supply of teachers and secondary school teachers' productivity (R = 0.625). The coefficient of determination (R^2 = 0.391) indicates that approximately 39.1% of the variance in teachers' productivity is accounted for by balancing teacher supply and demand. The F-value of 468.12 with a p-value of 0.000 demonstrates that the relationship is statistically significant at $p < 0.05$. Therefore, the null hypothesis (H_{03}) is rejected, indicating that balancing demand with supply of teachers has a significant positive impact on secondary school teachers' productivity in Cross River State.

Discussion of findings

The findings of this study revealed that assessing current manpower significantly influences secondary school teachers' productivity in Cross River State. This result is consistent with previous studies by Moses and Igwe (2021), Salihu and Bashar (2025), and Georgewill and Agabi (2020), who emphasized that accurate evaluation of existing staff improves job placement, reduces role conflicts, and enhances instructional delivery. The study extends these findings by demonstrating empirically that schools that regularly assess teacher qualifications, experience, and deployment achieve higher levels of productivity. While prior research largely emphasized the theoretical or qualitative importance of manpower assessment, this study quantifies its predictive influence on

teacher performance, filling the gap regarding measurable effects of manpower evaluation on productivity outcomes in Nigerian secondary schools.

Similarly, forecasting future manpower needs was found to have a significant effect on teachers' productivity, corroborating the work of Ubah and Abbas (2021), Huedenu, Bonney, Ortsin, and Ntsiful (2018), and Igho (2024), who argued that proactive planning mitigates teacher shortages, workload imbalances, and decreased morale. This study supports these claims by providing evidence that effective forecasting enables timely recruitment and deployment, contributing to higher teaching efficiency. However, the findings partially challenge the literature in contexts where forecasting is often cited as a secondary administrative function rather than a strategic tool; the empirical evidence here underscores that forecasting is as critical as manpower assessment for sustaining teacher productivity, thereby filling the knowledge gap on its practical significance in secondary schools in Cross River State.

Finally, balancing demand with supply of teachers was shown to significantly enhance productivity, aligning with Uzodimma (2019), Akinsola (2021), Psacharopoulos and Patrinos (2018), and Becker (2024), who highlighted the importance of equitable teacher allocation in preventing burnout and improving learning outcomes. The findings also extend the literature by demonstrating that systematic balancing of teacher supply and subject demand reduces disparities in workload, promotes job satisfaction, and increases overall classroom performance. Contrasting earlier studies that noted mismatches in staffing as inevitable due to resource constraints (Correa, 2018; Little, 2026), this study provides empirical evidence that deliberate balancing strategies can overcome these inefficiencies. By integrating the three dimensions of human resource planning assessment, forecasting, and balancing this study fills a critical gap, showing that structured HR planning directly translates into measurable improvements in secondary school teachers' productivity in Cross River State.

Conclusion

This study has demonstrated that effective human resource planning—comprising assessing current manpower, forecasting future needs, and balancing demand with supply—significantly enhances secondary school teachers' productivity in Cross River State. The findings highlight that structured HR practices improve teacher deployment, reduce workload disparities, and foster professional commitment, ultimately supporting better instructional delivery and student outcomes. Therefore, strategic implementation of these HR planning components is essential for optimizing teacher performance and achieving educational effectiveness in the state.

Recommendations

Based on the findings of the study, the following recommendations are proposed thus:

1. Secondary school management should systematically assess current teacher qualifications, experience, and deployment to identify gaps, ensure optimal allocation, and enhance teachers' productivity.

2. Education authorities should implement strategic forecasting mechanisms to anticipate retirements, attrition, and student enrolment trends, ensuring timely recruitment and training to maintain consistent teacher performance.

3. Schools should adopt policies that align teacher supply with subject demand, distributing workload equitably to prevent burnout, improve job satisfaction, and sustain high levels of instructional effectiveness.

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