



Demand and supply of human resources in senior public secondary schools in Rivers State

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Abstract

The study examined the demand and supply of human resources in secondary schools in Rivers State. Four research questions and four hypotheses were formulated to guide the study. A descriptive design was adopted. The population of the study consisted of all the two hundred and forty-seven (247) Public Senior Secondary Schools and 247 principals in Rivers State. The sample size consisted of all the 247 principals of Public Senior Secondary Schools representing 100% of the entire population of study. A self-constructed questionnaire instrument tagged "Demand and supply of Human Resources in Secondary School Questionnaire (DSHSSSQ)" was used for data collection. The mean, standard deviation and weighted mean were used to answer the research questions, while z-test was used in testing the hypotheses at 0.05 level of significance. The findings revealed that there are more teachers with master's degrees, poor salary for teachers leads to low teachers in public senior secondary schools. Also, irregular payment of pension leads to the inadequacy of human resources in public senior secondary schools and stable payment of gratuities pension will lead to a high supply of teaching staff in public secondary schools. Furthermore, the mean ratings of male and female principals on the quality of human resources demand in secondary schools and ways of tackling the challenges in the supply of human resources in public secondary schools was the same. It was discovered that the quality of teachers supplied to public senior secondary schools should be of importance because the quality of students produced is determined by the quality of teachers that they have. It was therefore recommended that there should be a proper plan for the payment of pensions to teaching and non-teaching staff retirees and budgetary allocation for education should be increased, especially as it has to do with accommodating more human resources in secondary schools.

Keywords: demand, supply, human resource

Introduction

Human resources are indispensable tools enhancement of effective teaching and learning process in senior secondary schools. For a secondary school to get the highest attainment of educational goals and objectives the supply of human resources are absolutely necessary. The human resources of a secondary school include the Academic and Non-academic staff, such as the administrative staff, teachers, drivers, securities, drivers, cleaners, messengers. Over the years, there has been an increasing demand for an adequate supply of human resources in public secondary schools in Nigeria and Rivers State in particular. The supply of human resources in secondary schools in Rivers State is largely tied to the dividing funds allocated to the educational sector compared to the rapidly increasing population of student's enrolment over the years.

The social demand for education and its associated human resources needs are steadily on the increase. Following the realization of Rivers State Government on the importance of education and its human resources, positive attention was conceived on the need for adequate supply of human resources in 2013 by Rotimi Chibike Amaechi led government and this led to the recruitment of about 13,000 teachers in Rivers State, out of which over (9,100) was deployed to public secondary schools in Rivers State. However, people are of the opinion that there are existing gaps between the demand and supply of human resources to public secondary schools in Rivers State in spite of the most recent massive recruitment of teachers in 2013 by Rivers State government. This is clearly seen in a mostly rural school where some basic subjects such as English Language, mathematics, Physics, and Chemistry are being taught by

persons posted to these areas for their one year mandatory National Youth Service Corps (NYSC) without the presence of the core subject teachers. It is the responsibility of the Rivers State Government to provide or supply human resources to secondary school in Rivers State, Paul (2010) [11].

The Supply for human resources implies the actual quantity of human resources need that is provided for the use in educational institutions. This is determined by the demand for human resources and the level of financial commitment to education. The human resources are the fulcrums of any organization and therefore to the educational organization, the human resources are like fuel to a car's engine. This means that human resources in educational institutions are absolutely indispensable for the achievement of a qualitative educational system. In this study, the primary focus will be on the public secondary schools in Rivers State and the extent of the demand and supply of the educational human resources. The importance of formal education as the most predictable and significant tool for sustainable human and material development is fully acknowledged in Nigeria, ever since the colonial era. Even the illiterate in Nigeria appreciate the importance of sound and quality education. Indeed before starting an educational programme, adequate provision of skilled manpower i.e. qualified teachers must have been put in the place. The quality and quantity of human resources put in place will have a high influence on the kind of secondary school students produced to society. A sound educational system is accepted, the world over as the bedrock of human development. There is no educational system that can rise above the level of its teaching staff. This statement has proven the key function teachers play in any society, Robert

(2001) ^[12]. Hence teachers play a very significant function in the attainment of the objectives of any educational system. With the introduction and implementation of Universal Basic Education (UBE) education has greatly diversified and many schools have introduced new subjects. The question is will the stakeholders be proud of how adequate the teachers are in terms of quantity and quality? How competent are these teachers? Therefore it may be too much to say that if education is to meet the demand of time and of the coming generation, the school system must adequately look into the area of human resources. Adesina (2004) ^[11] has confirmed that the demand and supply of human resource in secondary schools in Nigeria are critical in determining the quality of learning in the school. He also noted in his study the gross inadequacy of human resources in secondary schools in Nigeria. Nwadiani (2006) ^[8] stated that the supply of teachers in secondary schools is determined by the teachers' salaries or wages. Maduagwu and Nwogu (2006) ^[6] deduced that functional education cannot be allowed when adequate human resources are not provided. Arising from this assertion, therefore, human resources in secondary schools have been argued by scholars required by secondary schools administrators and supplied by the government and other stakeholders. So the two sides have to be at equilibrium for a functional educational system. There is a mismatch between the demand and supply of human resources in secondary schools in Rivers State and it is particularly on this background that this study intends to examine the demand and supply of human resources in secondary schools in Rivers state. Buduka (2015) identified the gap between the demand and supply of resources in secondary schools in Rivers State, in spite of the most recent recruitment of teachers by the Rivers State government in 2013. In this study, the researchers primarily focused on the public senior secondary schools in Rivers State and the extent of the demand and supply of the educational resources.

Statement of the Problem

In Rivers State, the demand for teachers in secondary schools increased tremendously with the introduction of free and compulsory primary and secondary education. This has probably affected the quality of education at that level in the state. This current situation of falling standard of secondary education has left parents with the option of patronizing private secondary schools. It is in this regard that several pieces of literature asserted that the fall in the standard of public schools and parents' aspiration to give the best education to their children has led to greater patronage of private schools. This was evident following the demand for teachers recorded during Governor Chibuike Amaechi's administration, which among other things observed that the standard of secondary education has been watered down in the state as a result of inadequate resources vested in the sector. It is also on record that there exists a high teacher-student ratio at secondary schools in Rivers State. Teacher-student ratio is the number of students enrolled in secondary school divided by the number of secondary school teachers regardless of their teaching assignment. The UNESCO standard and the National policy on Education specify a maximum of 30 and 40 students respectively per teacher. This means that the demand for teachers in Rivers State Secondary Schools is relatively higher compared to their supply. Many convincing reasons have been advanced at

various points as being responsible for this ugly trend. Just like any other commodity or services, demand and supply of teachers in any society are largely determined by many market forces.

However, since most education services are publicly provided, demand and supply of teachers are determined largely by the political process and national or state economic growth. This might be the reason why some schools, especially in urban centres have adequate teachers while others are lacking. Several other factors could be responsible for this inequality in the demand and supply of teachers. It is in the realization of this disequilibrium that characterizes demand and supply of teachers at one time or the other and at one place or the other that this study was conceived to examine in Rivers State secondary schools.

Aim and objectives of the study

The aim of this study is to investigate the demand and supply of human resources in secondary schools in Rivers State. Specifically, the objectives of this study are to;

1. Find out the quality of human resources demand in secondary schools in Rivers State
2. Examine the factors that affect the demand and supply of human resources in public secondary schools in Rivers State.
3. Ascertain the challenges confronting the adequate supply in quality and quantity of human resources in public secondary schools in Rivers State.
4. Identify ways of solving the challenges in the supply of human resources in public secondary schools in Rivers State.

Research Questions

The following questions have been formed to guide this study

1. What is the quality of human resources demand in secondary schools in Rivers State?
2. What factors affect demand and supply of human resources in public secondary schools in Rivers State?
3. What challenges confront the adequate supply in quality and quantity of the human resource in public secondary schools in Rivers State?
4. What are the ways of solving the challenges in the supply of human resources in public secondary schools in Rivers State?

Hypotheses

The following hypotheses have been formulated to guide this study.

1. HO₁: There is no significant difference between the mean ratings of urban and rural principals on the quality of human resources demand in secondary schools in Rivers State.
2. HO₂: There is no significant difference between the mean rating of male and female principals on the factors that affect the demand-supply of human resources in public secondary schools in Rivers State.
3. HO₃: There is no significant difference between the mean ratings of experienced and less experienced principals on the challenges confronting the quality of human resources in public secondary schools in Rivers State.
4. HO₄: There is no significant difference between the mean ratings of male and female principals on ways of solving the challenges in the supply of human resources in public secondary schools in Rivers State.

Methodology

The study adopted a descriptive design. The population of the study consisted of all the two hundred and forty- seven (247) Public Senior Secondary Schools and 247 principals in Rivers State. The sample size consisted of all the 247 principals of Public Senior Secondary Schools representing 100% of the entire population of study. A self-constructed questionnaire instrument tagged “Demand and supply of Human Resources in Secondary School Questionnaire

(DSHSSSQ)” was used for data collection. The mean, standard deviation and weighted mean were used to answer the research questions, while z-test was used in testing the hypotheses at 0.05 level of significance.

Results

Research Question One: What is the quality of human resources demand in public senior secondary schools in Rivers State?

Table 1: Mean (\bar{x}), Standard Deviation (SD) and rank order on the Responses of Male and Female Principals on the quality of human resources demand in secondary schools in Rivers State.

S/N	ITEMS	Male Principal		Female Principal		Weighted Mean $\bar{x} \bar{x}$	Rank Order
		\bar{x}	SD	\bar{x}	SD		
1	There are more teachers with Masters’ degree in public senior secondary school	3.20	1.32	3.21	1.32	3.21	1 st
2	There are more experienced teachers with over 20 years of service in public secondary schools in Rivers State	3.10	1.27	3.20	1.32	3.15	3 rd
3	There are more teachers that have undergone teachers training in public senior secondary schools in Rivers State.	3.10	1.27	3.20	1.32	3.15	3 rd
4	There are more qualified teachers with bachelor’s degrees in public secondary schools in Rivers State.	3.10	1.27	3.21	1.32	3.16	2 nd
	Average mean	3.13		3.21		3.17	

Data on Table 1 show that all the items (1-4) had weighted mean scores above the criterion mean of 2.50 and were declared as the quality of human resources demands in secondary schools in Rivers State. In summary, with an aggregate weighted mean of 3.17 which is above the criterion mean of 2.50, the respondents agreed that there are more teachers with masters’ degree in public secondary schools, there are more experienced teachers in public secondary

schools, there are more teachers that have undergone teachers training in public secondary schools in Rivers State and there are more qualified teachers in public secondary schools in Rivers State.

Research Question Two: What factors affect demand and supply of human resources in public senior secondary schools in Rivers State?

Table 2: Mean (\bar{x}), Standard Deviation (SD) and rank order on the Responses of Male and Female Principals on the factors that affect demand and supply of human resources in public secondary schools in Rivers State.

S/N	Items	Male Principal		Female Principal		Weighted Mean $\bar{x} \bar{x}$	Rank Order
		\bar{x}	SD	\bar{x}	SD		
5	Poor salary for teachers leads to low teachers in secondary schools in Rivers State	3.28	1.36	2.57	1.12	2.93	1 st
6	Irregular payment of salaries leads to low supply of teachers	3.20	1.32	2.56	1.12	2.88	4 th
7	Poor school infrastructure such as staff quarters, electricity, and many others will lead to low supply of teachers.	3.21	1.32	2.59	1.12	2.90	3 rd
8	Location of secondary schools in rural areas without basic amenities will lead to high demand for teachers and non-teaching staff.	3.28	1.36	2.56	1.12	2.92	2 nd
	Average mean	3.24		2.57		2.91	

Data on Table 2 show that all the items (5-8) had weighted mean scores above the criterion mean of 2.50 and were declared as the factors that affect demand and supply of human resources in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.91 which is above the criterion mean of 2.50, the respondents agreed that poor salary for teachers leads to low teachers in secondary schools, irregular payment of salaries leads to low supply of teachers, poor school infrastructure such as staff

quarters, electricity, and many others will lead to low supply of teachers and the location of secondary schools in rural areas without basic amenities will lead to high demand for teachers and non-teaching staff.

Research Question Three: What challenges confront the adequate supply in quality and quantity of human resource in public senior secondary schools in Rivers State?

Table 3: Mean (\bar{x}), Standard Deviation (SD) and rank order on the Responses of Male and Female Principals on the challenges that confront the adequate supply in quality and quantity of human resource in public secondary schools in Rivers State.

S/N	ITEMS	Male Principal		Female Principal		Weighted Mean \bar{x}	Rank Order
		\bar{x}	SD	\bar{x}	SD		
9	Poor remuneration of both teaching and non-teaching staff leads to the inadequacy of human resources in secondary schools in Rivers State	3.21	1.32	2.59	1.12	2.90	2 nd
10	Poor retirement plan for teaching and non-teaching staff leads to the inadequacy of human resources in a secondary school in Rivers State	3.21	1.32	2.56	1.12	2.89	3 rd
11	Irregular payment of pension leads to the inadequacy of human resources in secondary schools in Rivers State.	3.28	1.36	2.59	1.12	2.94	1 st
12	Very low government budget to the education sector leads to the inadequacy of human resources in secondary schools.	3.09	1.26	2.57	1.12	2.83	4 th
Average mean		3.20		2.58		2.89	

Data on Table 3 show that all the items (9-12) had weighted mean scores above the criterion mean of 2.50 and were declared as the challenges that confront the adequate supply in quality and quantity of human resource in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.89 which is above the criterion mean of 2.50, the respondents agreed that poor remuneration of both teaching and non-teaching staff leads to the inadequacy of human resources in secondary schools, poor retirement plan for teaching and non-teaching staff leads to inadequacy of

human resources in secondary schools, irregular payment of pension leads to inadequacy of human resources in secondary schools and very low government budget to education sector leads to the inadequacy of human resources in secondary schools in Rivers State.

Research Question Four: What are the ways of resolving the challenges in the supply of human resources in public secondary schools in Rivers State?

Table 4: Mean (\bar{x}), Standard Deviation (SD) and rank order on the Responses of Male and Female Principals on the ways of resolving the challenges in the supply of human resources in public secondary schools in Rivers State.

S/N	Items	Male Principal		Female Principal		Weighted Mean \bar{x}	Rank Order
		\bar{x}	SD	\bar{x}	SD		
13	Good remuneration of teaching and non-teaching staff will boost their supply in secondary schools in Rivers State	2.81	1.16	2.59	1.12	2.70	2 nd
14	Stable regular payment of salaries will boost the supply of teaching and staff in secondary schools in Rivers State	2.61	1.12	2.57	1.12	2.59	4 th
15	Provision of certain school infrastructures such as staff quarters, electricity and many others will lead to a high supply of teaching/non-teaching staff in secondary schools in Rivers State.	2.59	1.12	2.75	1.15	2.67	3 rd
16	Stable/ regular payment of gratuities pension will lead to a high supply of teaching staff in secondary schools in Rivers State.	2.81	1.16	2.71	1.14	2.76	1 st
Average mean		2.71		2.66		2.68	

Data on Table 4 show that all the items (13-16) had weighted mean scores above the criterion mean of 2.50 and were declared as the ways of tackling the challenges in the supply of human resources in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.68 which is above the criterion mean of 2.50, the respondents agreed that good remuneration of teaching and non-teaching staff will boost their supply in secondary schools, stable regular payment of salaries will boost the supply of teaching and staff in secondary schools, provision of certain school infrastructures such as staff quarters, electricity and many others will lead to a high supply of teaching non-teaching

staff in secondary schools and stable regular payment of gratuities pension will lead to a high supply of teaching staff in secondary schools in Rivers State.

Test of Hypotheses

The null hypotheses formulated for the study were tested using z-test analysis, at 0.05 level of significance.

HO₁: There is no significant difference between the mean ratings of male and female principals on the quality of human resources demand in public senior secondary schools in Rivers State.

Table 5: Summary of z-test Analysis of the mean ratings of male and female principals on the quality of human resources demand in secondary schools in Rivers State.

Principal	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	100	3.13	1.28	0.05	238	0.47	1.96	Not Significant(Accept Ho ₁)
Female	140	3.21	1.32					

Data on Table 5 show z-test of difference between the mean rating of the male and female principals on the quality of human resources demand in secondary schools in Rivers State. At 0.05 level of significance and 238 degrees of freedom, the calculated z-value of 0.47 is less than the Z-

critical value of 1.96. Hence there is no significant difference between the responses of the respondents. Consequently, the researcher accepted the null hypothesis and concluded that there is no significant difference between the mean ratings of male and female principals on the quality of human resources

demand in secondary schools in Rivers State.

HO₂: There is no significant difference between the mean

rating of male and female principals on the factors that affect the demand-supply of human resources in public senior secondary schools in Rivers State.

Table 6: Summary of z-test Analysis of the mean ratings of male and female principals on the factors that affect the demand-supply of human resources in public secondary schools in Rivers State.

Principal	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	100	3.24	1.34	0.05	238	4.09	1.96	Significant(Reject Ho ₂)
Female	140	2.57	1.12					

Data on Table 6 show z-test of difference between the mean rating of male and female principals on the factors that affect the demand-supply of human resources in public secondary schools in Rivers State. At 0.05 level of significance and 238 degrees of freedom, the calculated z-value of 4.09 is greater than the Z-critical value of 1.96. Hence there is a significant difference between the responses of the respondents. Consequently, the researcher rejected the null hypothesis and concluded that there is a significant difference between the

mean rating of male and female principals on the factors that affect the demand-supply of human resources in public secondary schools in Rivers State.

HO₃: There is no significant difference between the mean ratings of male and female principals on the challenges confronting the quality of human resources in public senior secondary schools in Rivers State.

Table 7: Summary of z-test Analysis on the mean ratings of male and female principals on the challenges confronting the quality of human resources in public secondary schools in Rivers State

Principal	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	100	3.20	1.32	0.05	238	3.83	1.96	Significant (Reject Ho ₃)
Female	140	2.58	1.12					

Data on Table 7 show z-test of difference between the rating of male and female principals on the challenges confronting the quality of human resources in public secondary schools in Rivers State. At 0.05 level of significance and 238 degrees of freedom, the calculated z-value of 3.83 is greater than the Z-critical value of 1.96. Hence there is a significant difference between the responses of the respondents. Consequently, the researcher rejected the null hypothesis and concluded that there is a significant difference between the

mean ratings of male and female principals on the challenges confronting the quality of human resources in public secondary schools in Rivers State.

HO₄: There is no significant difference between the mean ratings of male and female principals on ways of tackling the challenges in the supply of human resources in public senior secondary schools in Rivers State

Table 8: Summary of z-test Analysis on the mean rating of male and female principals on ways of tackling the challenges in the supply of human resources in public secondary schools in Rivers State

Principal	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	100	2.71	1.14	0.05	238	0.34	1.96	Not Significant (Accept Ho ₄)
Female	140	2.66	1.13					

Data on Table 8 show z-test of difference between the mean rating of male and female principals on ways of tackling the challenges in the supply of human resources in public secondary schools in Rivers State. At 0.05 level of significance and 238 degrees of freedom, the calculated z-value of 0.34 is less than the Z-critical value of 1.96. Hence there is no significant difference between the responses of the respondents. Consequently, the researcher failed to reject the null hypothesis and concluded that there is no significant difference between the mean rating of the male and female principals on ways of tackling the challenges in the supply of human resources in public secondary schools in Rivers State.

Discussion and Findings

Quality of human resources demand and supply in secondary schools

From the study, the respondents agreed that there are more teachers with masters’ degree in public secondary schools, there are more experienced teachers in public secondary schools more dedicated teachers are needed in public secondary schools and there are more qualified teachers in

public secondary schools in Rivers State. According to Stinbrick (2001) ^[14], the demand for teachers arises where the number of available teachers is not equal to the number of teachers required by the education system. Zambia Country Report (2011) ^[17] in “Educational Human Resources Allocation” emphasized that a major constraint to effective learning in Secondary schools is the shortage of qualified human resources. The conclusion of this study was that for the overall growth and development of the educational system in any society, the adequate supply of human resources is a key factor to consider the supply of human resources, especially in secondary schools which is very important to the implementation of the educational programmes in any country. This is in line with the present study, therefore the implication is that the quality of teachers supplied to public secondary schools should be of importance because the quality of students produced is determined by the quality of teachers that they have. Emphasis should, therefore, be laid on the competence, qualification and experience of teachers deployed to secondary schools.

Factors that affect demand and supply of human resources in public secondary schools

From this study, the respondents agreed that poor salary for teachers leads to low teachers in secondary schools, irregular payment of salaries leads to low supply of teachers, poor school infrastructure such as staff quarters, electricity, and many others will lead to low supply of teachers and the location of secondary schools in rural areas without basic amenities will lead to high demand for teachers and non-teaching staff. According to Boe (1990) ^[3], a large number of factors affect the magnitude of teacher demand and teacher shortages. The factors influencing teacher demand vary considerably between countries. The most common factors that affect demand and supply of teachers are lack of interest in teaching as a career, the ageing of the teaching workforce, increase in secondary school student enrolment, and lack of teachers in key subject areas (Santiago, 2002) ^[13]. Canadian Teachers' Federation (2000) ^[5] in their analysis of French districts reported that lack of interest in teaching as a career was seen as the fourth most significant factor impacting on teacher shortages over the last five years. The decline in the attractiveness of teaching may also be associated with the decline of teachers' salaries relative to other occupations. This implies that the teacher's quest to teach in schools will be determined by how favourable the welfare scheme is. In other words, when the welfare package is attractive, it will bring about more supply of teachers in secondary schools. Also, most people lack interest in teaching profession compared to other professions as most studies have pointed out.

Challenges that confront the adequate supply in quality and quantity of human resource in public secondary schools

From the study, the respondents agreed that poor remuneration of both teaching and non-teaching staff leads to the inadequacy of human resources in secondary schools, poor retirement plan for teaching and non-teaching staff leads to inadequacy of human resources in secondary schools, irregular payment of pension leads to inadequacy of human resources in secondary schools and very low government budget in education sector lead to the inadequacy of human resources in secondary schools in Rivers State. World Bank (2005) ^[16] in a study of teacher education issues and problems found out that equilibrium is difficult to attain in the demand and supply of teachers. Okebukola (2010) ^[10] carried out a study on the demand and supply of qualitative science teachers in Kogi State. The study revealed that there was a big gap between demand and supply of qualitative science teachers in State secondary schools and that qualitative science teachers were in short supply. The study revealed a higher demand for qualitative science teachers in the rural areas than the urban areas. According to the result, the demand for qualitative science teachers is high. Nwagwu (1994) ^[9] has also identified the dominance of low quality of teachers in secondary schools as, one of the problems hindering the effectiveness of secondary schools, as he puts it, "the issue of a large number of untrained or unqualified teachers in our secondary schools has/been a perennial problem". Ayere (2006) identified the activities of unqualified teachers in particular as greatly affecting teaching and learning and hence the performance of their students in both internal and external examinations. All these studies

agree with the present study. Therefore, the implication of this present study is that government and educational stakeholders have a high stake in the quality and quantity of teachers supplied to schools. This is because, when the teaching profession is made attractive, it will not only encourage people to be interested in the profession but will attract qualified ones.

Ways of resolving the challenges in the supply of human resources in public secondary schools

From the study, the respondents agreed that good remuneration of teaching and non-teaching staff will boost their supply in secondary schools, stable and regular payment of salaries will boost the supply of teaching and staff in secondary schools, provision of certain school infrastructures such as staff quarters, electricity and many others will lead to a high supply of teaching non-teaching staff in secondary schools and stable regular payment of gratuities pension will lead to a high supply of teaching staff in secondary schools in Rivers State. Nnamdi (2002) ^[7] noted that the greatest human resource need in secondary schools is qualified teachers, he further noted that only qualified teachers know how and when to present learning material to the students in such a way that could encourage them. Also, UNESCO (2001) Suggested that if we want effective performance from our secondary school students, then we must ensure that the right leadership is provided, that is those with the right educational background, training and experience as teachers. The implication of this study is that enabling environment should be created in the teaching profession. By this, both teaching and non-teaching staff will be willing to undergo more training that can both enhance them and improve on the quality of students they produce. Furthermore, for retirees not to panic when they are due for retirement, the government needs to put all the needed procedures regarding their retirement in place beforehand. By this, the challenge of lack of finance to settle will be resolved ahead of time.

Conclusion

Based on the findings of the study it is concluded that the quality of teachers supplied to public secondary schools should be of importance because the quality of students produced is determined by the quality of teachers that they have. Emphasis should, therefore, be laid on the competence, qualification and experience of teachers deployed to secondary schools. Teacher's quest to teach in schools will be determined by how favourable the welfare scheme is. In other words, when the welfare package is attractive, it will bring about more supply of teachers in secondary schools. Also, government and educational stakeholders have a high stake in the quality and quantity of teachers supplied to schools. This is because, when the teaching profession is made attractive, it will not only encourage people to be interested in the profession but will attract qualified ones.

Recommendations

Based on the findings and conclusion of the study, it is recommended as follows

1. Ministry of education, through the state ministry, should ensure that only qualified teachers are employed, especially in secondary schools. As it will go a long way in determining the quality of students produced.

2. Ministry of education and other educational stakeholders should ensure that teachers are paid regularly, as this will encourage interested and gifted persons to come into the profession.
3. There should be a proper plan for the payment of pensions to teaching and non-teaching staff retirees. By this, human resources will always be available in the teaching profession.
4. Budgetary allocation for education should be increased, especially as it has to do with accommodating more human resources in secondary schools. By this, more qualified teachers will be employed.
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