Influence of Administrative Roles and Human Resources Management in Nigerian Navy Secondary School Borokiri, Port Harcourt, Rivers State

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Abstract: *This study examined the relationship between administrative roles and human resources management in Nigerian Navy Secondary School Borokiri, Port Harcourt, Rivers State. Three research questions guided the study and three null hypotheses were tested. The correlational research design was adopted. The population was 184 staff, out which 114 are teaching staff and 70 are non-teaching staff; 20 staff each was randomly selected from both groups to form the sample of 40 respondents. An instrument titled "relationship between administrative roles and human resources management" (RARHRM) was drafted using modified 4 point Likert scale of SA, A, D and SD was used to elicit information from respondents. The instrument was duly validated by Measurement and Evaluation experts, while the test re-test method of testing reliability was used to test the reliability coefficient of the result and it yielded a reliability index of 0.66. The research questions were answered and hypotheses were analyzed using Pearson Product Moment Correlation (PPMC) with the aid of Statistical Package for Social Science (SPSS) version 21 at 0.05 level of significant. The result revealed that there is a very low level of relationship between administrative planning and placement of staff in Nigerian Navy Secondary School. Therefore, it is recommended that teachers should be motivated and administrators should employ more strategies on human resource development, such that every staff shall benefit from.*

Key words: *Influence, Administrative and Human Resources.*

Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Therefore, for education to be sustained in our society, the following factors; manpower (human resources); financial resources, infrastructural resources and so on must be considered. Resource management is acquiring, allocating and managing the resources, such as individuals and their skills, finances, technology, materials, machinery and natural resources required for a project. Resource management ensures that internal and external resources are used effectively on time and for budgeting. Resources may be obtained internally from the host organization or procured from external sources.

Human resources (HR) is the division of a business that is charged with finding, screening, recruiting, and training job applicants, as well as administering employee-benefit programmes.

Human resources play a key role in Nigerian Navy secondary school with a fast-changing pedagogy which has led to greater demand for admission in the 21st century.

The presence of qualified and quality manpower is an essential component in every institutions of learning, regardless of its size and location. Human resources are tasked with maximizing employee capacity and protecting the school environment from any issues that may arise within the workforce. Human resource responsibilities include compensation and benefits, recruitment, firing, and keeping up to date with any laws that may affect the school and its employees.

Amie-Ogan and Eziri (2021) opined that among others that principals should use the conflicts management strategies to resolve issues amicably with teachers to enhance teachers' performance in public senior secondary schools.

Therefore, human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. As a field, human resource management has undergone many changes over the last twenty years, giving it an even more important role in today's schools. "Remember, human resource is important in good times, human resource is defined in hard times" (Frasch, David & Jared, 2010).

Human Resource Management (HRM) is a vital function performed in organizations says a school that facilitates the most effective use of people to achieve organizational and individual goals (Hashim, 2009). Human resources, are the most valuable assets of any organization or institution of learning with the machines materials and even the money, nothing get done without manpower. HRM is referring to the policies, practices and systems that influence teachers' behaviour, attitudes and performance (De Cieri, Kramar, Noe, Hollenbeck, Gerhart & Wright, 2008). Human resource practices include determining human needs, recruitment and selection, training, rewarding, appraising and also attending to labour relations, safety and health and fairness concerns (DeCieri *et al.*, 2008; Dessler, 2007).

Educational administration needs integration and co-ordination at all level, especially the physical and human resources and other educational elements. Besides this it requires a great efficiency with it based on human sympathy, understanding, knowledge and skill. The physical resources mainly contribute building equipment's and instructional materials.

The human resources include pupils, teachers, supervisors, administrators and parents. While, the additional elements comprise the various aspects of educational theory and practice including philosophy of education, objectives of education, curriculum, method of teaching, discipline, role of the teacher, rules and regulations and so on.

These elements are "parts, made into whole" and are components brought into harmonious relationship. So the purpose of doing such vital task is to fulfill different purposes which are known as the objectives of educational administration.

The provision of proper education to students does not mean education at a very high cost as is practiced in modern public schools. Rather it means the right type of education from the right type of teachers within reasonable cost. This objective also implies quantitative expansion and qualitative improvement of education through adequate utilization of all resources such as human, material and financial resources.

As teachers are the senior and mature human elements to accelerate the programme in time their role is highly felt in this regard. They are to be encouraged and given the facility to devise and try

out innovative ideas on instruction and to participate in service education programmes. In this context, it can be visualized that educational administration should aim at developing a desire for hard work, dedication and commitment for their job among teachers.

The most important objective of administration is to get the work done effectively, efficiently and with satisfaction to the individuals and benefits to the society. Good education can be provided to students by bringing qualitative improvement in instruction. Regular supervision of teaching and guidance of teachers help to ensure quality teaching in schools. **The scope of educational administration** encompasses all the levels of education in its jurisdiction. While, the prime concern of administration of any programme is proper accomplishment of the pre-fixed purposes and goals. This becomes possible through adequate utilization of both human and material resources with the purpose of bringing qualitative improvement of the programme. For this there is the necessity of different aspects of management which are accepted as the functions of administration. In order to simplify it we can be said here that proper management of a programme needs various aspects that are regarded as the functions of administration.

Planning and control is a predetermined process that plans, manages and controls the allocation of human resource, raw material, and machinery to achieve maximum efficiency.

Administrators like the Commandant, Principal, Dean, or Head Master are saddled with administrative responsibilities, one of which is to oversee the school staff (human resources) in their day-to-day activities within the school. Human resource management does not stop at recruitment stage, but exceeded to talent management, workplace safety, training/development and compensation/benefits of the individual employee.

However, the human resources function of administration in the Nigerian Navy Secondary School Borokiri Port-Harcourt need to be properly structured. The human resources function is not an identifiable entity or organization. Accountability and responsibility lies in disparate functions. For example while various human resources functions and processes are distributed among the Federal Civil Service, the Ministry of Defence, Naval Education Department, the Naval Command in the region and the local school administration.

This research intends to untie the conundrum around the human resources function, with a view to analysing its weaknesses and an effective way forwards.

The purpose of this study was to examine the relationship between administrative roles and human resources management. Specifically, the study sought to:

i. Determine how planning enhance staff placement in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.
ii. To find out how control enhance compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.
iii. Examine how administrative development enhances in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

This study was guided by the following research questions.
i. How does planning enhance staff placement in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State?

ii.   To what extent does administrative control enhance compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State?

iii.   In what way do administrative development enhances in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State?

The following null hypotheses guided the study:

i.   There is no relationship between planning and staff placement in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

ii.   There is no relationship between administrative control and compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

iii.   There is no relationship between development and in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Theoretical Framework

Theory of Human Motivation by Abraham Maslow (1943)
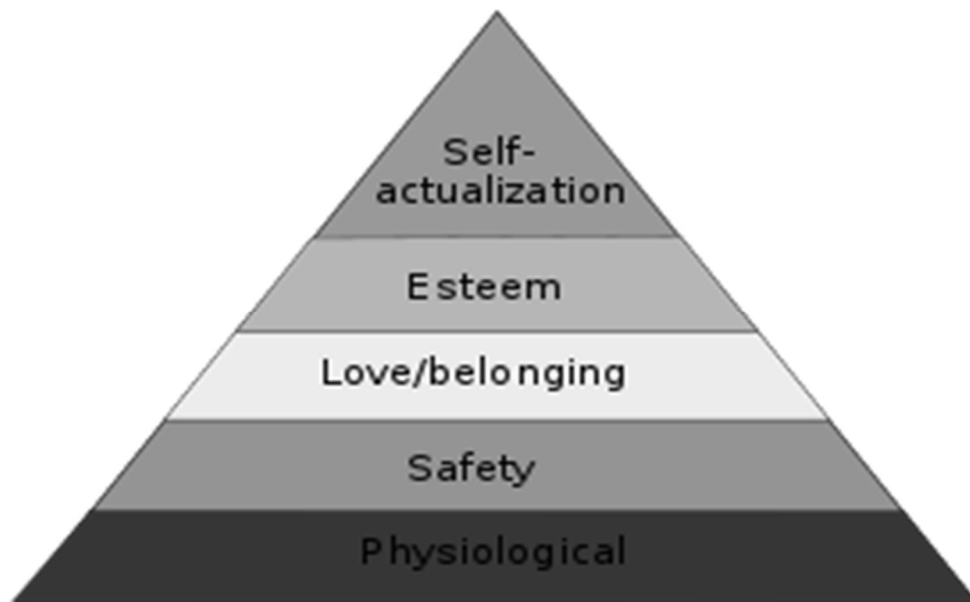
Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom.

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review (*Maslow, 1943*). Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. He then decided to create a classification system which reflected the universal needs of society as its base and then proceeding to more acquired emotions

(*Deckers, 2018*). Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms "physiological", "safety", "belonging and love", "social needs" or "esteem", and "self-actualization" to describe the pattern through which human motivations generally move. This means that in order for motivation to occur at the next level, each level must be satisfied within the individual themselves. Furthermore, this theory is a key foundation in understanding how drive and motivation are correlated when discussing human behavior. Each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy (*Deckers, 2018*). The goal in Maslow's theory is to attain the fifth level or stage: self-actualization (*Wills, 2014*).

Maslow's theory was fully expressed in his 1954 book Motivation and Personality. The hierarchy remains a very popular framework in sociology research, management training and secondary and higher psychology instruction. Maslow's classification hierarchy has been revised over time. The original hierarchy states that a lower level must be completely satisfied and fulfilled before moving onto a higher pursuit. However, today scholars prefer to think of these levels as continuously overlapping each other (*Deckers, 2018*). This means that the lower levels may take precedence back over the other levels at any point in time.

Physiological Needs

Physiological need is a concept that was derived to explain and cultivate the foundation for motivation. This concept is the basic foundation of Maslow's hierarchy of needs. This term was coined to represent a similar premise as drive (*Deckers, 2018*). Physiological needs are considered the main physical requirements for human survival. This means that Physiological needs are universal human needs. Physiological needs are considered the first step in internal motivation according to Maslow's hierarchy of needs.

This theory states that humans are compelled to fulfill these physiological needs first in order to pursue intrinsic satisfaction on a higher level. If these needs are not achieved, it leads to an increase in displeasure within an individual. In return, when individuals feels this increase in displeasure, the motivation to decrease these discrepancies increases. Physiological needs can be defined as both traits and a state. Physiological needs as traits allude to long-term, unchanging demands that are required of basic human life. Physiological needs as a state allude to the unpleasant decrease in pleasure and the increase for an incentive to fulfill a necessity. In order to pursue intrinsic motivation higher up Maslow's hierarchy, Physiological needs must be met first. This means that if a human is struggling to meet their physiological needs, which sleep is a paramount aspect of it and foam is the number one solution to quality sleep. Then they are unlikely to intrinsically pursue safety, belongingness, esteem, and self-actualization. Physiological needs include: Homeostasis, Food, Water, Sleep, Shelter, and Sex.

Safety Needs

Once a person's physiological needs are relatively satisfied, their safety needs take precedence and dominate behavior. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, institutional racism etc. – people may (re-)experience post-traumatic stress disorder or trans generational trauma. In the absence of economic safety – due to an economic crisis and lack of work opportunities – these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral

authority, savings accounts, insurance policies, disability accommodations, etc. This level is more likely to predominate in children as they generally have a greater need to feel safe. Safety and security needs are about keeping us safe from harm. These include shelter, job security, health, and safe environments. If a person does not feel safe in an environment, they will seek to find safety before they attempt to meet any higher level of survival, but the need for safety is not as important as basic physiological needs.

Social Belonging

After physiological and safety needs are fulfilled, the third levels of human needs are seen to be interpersonal and involve feelings of belongingness. This need is especially strong in childhood and it can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy due to hospitalism, neglect, shunning, ostracism, etc can adversely affect the individual's ability to form and maintain emotionally significant relationships in general.

According to Maslow, humans need to feel a sense of belonging and acceptance among social groups, regardless of whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, gangs, and online communities. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved – both sexually and non-sexually – by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

Self-Esteem

Esteem needs are ego needs or status needs. People develop a concern with getting recognition, status, importance, and respect from others. Most humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can distract the person from obtaining a higher level of self-esteem.

Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The "higher" version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This "higher" version takes guidelines, the "hierarchies are interrelated rather than sharply separated" (Maslow, 1954). This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related.

Self-Actualization

According to Maslow (1954),"What a man can be, he must be". This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have a strong desire to become an ideal parent. In another, the desire may be expressed athletically.

For others, it may be expressed in paintings, pictures, or inventions. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs but master them. Self-actualization can often be described as a value-based system when discussing its role in motivation. Since all levels of Maslow's hierarchy must have been met in order to acquire this level, seeking to fulfill this form of satisfaction can be defined as an explicit motive. An explicit motive can be defined as a reward-based system that is used to intrinsically pursue certain values or goals. Individuals who are motivated to pursue this level are seeking and understanding how their sense of self-partakes within their human behaviour.

The notion of human resources as a general category for a variety of management related theories was originally proposed by Raymond Miles (1965). Miles' human resource theories posit that all workers are reservoirs of untapped resources. Miles believed that each and every worker comes into an organization with a variety of resources that management can tap into if they try. "These resources include not only physical skills and energy, but also creative ability and the capacity for responsible, self-directed, self-controlled behaviour."

Under this perspective then, managers should not be focused on controlling employees or getting them to "buy-in" to decisions, which are the hallmarks of scientific management and human relations. Instead, the primary task of management should be the creation of a working environment that fosters employee creativity and risk taking in an effort to maximize and tap into the resources employees bring to the job. As such, communication in this perspective must be constant and bi-directional and participation in decision-making must include both management and workers. Miles explains that his human resources model "recognized the untapped potential of most organizational members and advocated participation as a means of achieving direct improvement in individual and organizational performance."

Satisfiers and Dissatisfiers - Interrelationship on Teacher Job Performance

Herztperg (1968-2000) listed advancement, achievement, recognition, responsibility/ growth and the job itself as the main factors involved in job performance. These factors are called "satisfiers". Workers can attain these factors with improved performance, reduced labour turnover/ more tolerant attitude to management and general "mental health".

Herzberg also recognized the existence of "dissatisfiers" which act in a negative direction. Dissatisfiers comprised working conditions, quality of method of   supervision, labour management (pay, salary, job security etc) and relations. If the quality of dissatisfier is inadequate, dissatisfaction will take place; Hertzberg explained that improved conditions of service wilt help to eliminate dissatisfaction with beneficial effects on morale and perhaps on productivity. As set of intrinsic job conditions labeled satisfiers, if absent on job do not prove high performance while a set of extrinsic job conditions called dissatisfiers, if present on job does not necessarily motivate employees.

In a study about job motivation, money has been found by Kanter (1987) as a conditional work motivating factor. According to him money (pay or salary) tend to be potent motivational factor for work performance, if the amount of money associated with a job is sufficiently strong appealing to the work as being enough to meet an immediate need for which no acceptable alternative source of funding is in view. Thus, a secondary school teacher badly in need of about Twenty Thousand Naira (₦20,000.00) will actively participate in West African Examination Council marking exercise if it offers him the only opportunity to earn that amount of money to solve his needs rather than obtain the money as a repayable can.

Herzberg (1968-2000) mentioned that money is a dissatisfier despite the fact that people have a sentimental attachment to it. As he pointed cut, money can be seen as a symbol of achievement, success, status, prestige or power. There are some people who have to work in order to maintain a large family or to meet their physiological needs. Possession of large amount of money gives them a feeling that they have control over one's environment.

Review of Empirical Studies

It has been established that the adoption of certain bundles of human resource management practices has the ability to positively influence firm performance by creating powerful connections or to detract from performance when certain combinations of practices are inadvertently placed in the mix (Wagar & Rondeau, 2006) and Ngo (2008) examined human resource management practices in China to assess the impact of these practices on firm performance and employee relation climate and found that these have direct and positive effects on financial and operational performance and the employee relations climate.

Khan (2010) conducted a study in Pakistan to investigate the effect of human resource management practices such as recruitment and selection, training and development, performance appraisal, compensation and rewards, and employee relations on organizational performance (product cost, product quality, market share, performance relative to competitors and organization's performance relative to industry average) and he found a significant positive relationship between these practices and firm performance in twenty oil and gas companies. In one study of one hundred respondents of Graphic Communications Group, Ghana. Boohene and Asuinura (2011) stressed that human resource management practices, specifically, recruitment and selection, performance appraisal, compensation, and training and development have positive impact on organizational performance. For instance, performance appraisal increases employee commitment and satisfaction since employees are given the chance to discuss their work performance against set targets.

Methodology
The study adopted the correlational research design. Correlational design involves collecting numerical data to determine whether a relationship exists between two or more variables and the extent of the relationship (Obilor, 2018). The population was 184 staff, out of which 114 are teaching staff and 70 are non-teaching staff; 20 staff each was randomly selected from both groups to form the sample of 40 respondents. A self-structured questionnaire titled: "Relationship between Administrative Roles and Human Resource Management" (RARHRM) was drafted using modified 4 point Likert scale of SA, A, D, and SD was used to elicit information from respondents.

The instrument was duly validated by Measurement and Evaluation experts, while test retest method of testing reliability was used to test the reliability coefficient of the results, and it yielded a reliability index of 0.66. The research questions were answered and hypotheses were analyzed using Pearson Product Moment Correlation (PPMC) with the aid of Statistical Package for Social Sciences (SPSS) version 21 at 0.05 level of significance.

Results and Discussion

To provide answer to the research questions and hypotheses, Pearson's Product Moment Correlation Co-efficient was used as a means of expressing relationship in a quantitative manner. Some guidelines have been suggested on how to interpret correlation coefficient (r). However, the interpretation rule for this study was anchored on the advanced guidelines by Ukwuije (1996) in Osaat (2014) for the interpretation of Pearson's Product Moment Correlation Co-efficient (r).

Table 1: Interpretations of Correlation Co-efficient (r)

Correlations (r)	-ve or +ve	Relationship
0.80 – 1.00	- do-	Very high relationship
0.60 – 0.79	- do-	High relationship
0.40 – 0.59	- do-	Average relationship
0.20 – 0,39	- do-	Low relationship
0.00 – 0.19	- do-	Very low relationship

Source: Ukwuije (1996) in Osaat (2014)

Research Question 1: How does planning enhance staff placement in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State?
Teaching Staff: 40 30 45 25 38 30 29 50 30 36 42 20 35 31 32 35 43 44 20 39
Non-Teaching Staff: 39 29 42 26 36 34 32 50 30 35 40 25 33 18 40 30 31 42 25 38

Table 2: Summary of Correlation Coefficient on Research Question 1.

Variables	X̄	No. Resp.	Corr. Val.	Remarks
Planning	34.7000	20	**0.134**	Very Low Relationship
Placement	34.2500	20		

Source: Field Survey, 2021

The table 2 above has a correlation value of 0.134. This means that, there is a very low level of relationship between administrative planning and placement of staff in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Research Question 2: To what extent does administrative control enhance compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State?

Teaching Staff: 18 19 35 41 50 38 25 33 39 38 44 42 17 29 34 39 30 29 40 19
Non-Teaching Staff: 20 40 30 29 28 34 25 15 40 42 41 37 30 31 29 25 49 50 30 26

Table 3: Summary of Correlation Coefficient on Research Question 2.

Variables	$\overline{x}$	No. Resp.	Corr. Val.	Remarks
Control	32.9500	20	**0.770**	High Relationship
Compensation	32.5500	20		

Source: Field Survey, 2021

The table 3 above has a correlation value of 0.770. This implies that, there is a high level of relationship between administrative control and compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Research Question 3: In what way do administrative development enhances in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State?

Teaching Staff: 20 18 16 10 25 39 42 18 47 42 28 33 37 43 44 50 28 19 34 11
Non-Teaching Staff: 24 30 29 10 49 41 40 38 33 26 41 46 19 40 38 24 10 19 19 20

Table 4: Summary of Correlation Coefficient on Research Question 3.

Variables	$\overline{x}$	No. Resp.	Corr. Val.	Remarks
Development	30.2000	20	**0.320**	Low Relationship
Inservice Train.	29.8000	20		

Source: Field Survey, 2021

The table 4 above indicates a correlation value of 0.320. This means that, a low level of relationship exist between administrative development and in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Test of Hypotheses
H_{01}: There is no relationship between administrative planning and staff placement in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Table 5: Correlations

		CONTROL	COMPENSATION
CONTROL	Pearson Correlation	1	.134
	Sig. (2-tailed)		.574
	N	20	20
COMPENSATION	Pearson Correlation	.134	1
	Sig. (2-tailed)	.574	
	N	20	20

Source: SPSS Version 21   Correlation is significant at 0.05 level (2-tailed).

From table 5 above, p.574 is greater than the alpha value 0.05. This signifies that there is no relationship between administrative planning and staff placement in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State. Therefore, the null hypothesis was upheld.

H_{02}: There is no relationship between administrative control and compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Table 6: Correlations

		PLANNING	**PLACEMENT**
PLANNING	Pearson Correlation	1	.770**
	Sig. (2-tailed)		.000
	N	20	20
PLACEMENT	Pearson Correlation	.770**	1
	Sig. (2-tailed)	.000	
	N	20	20

Source: SPSS Version 21   Correlation is significant at 0.05 levels (2-tailed).

Table 6 above indicated that p .000 is less than the alpha value 0.05. This reveals that, there is a relationship between administrative control and compensation/benefit in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State. Meanwhile, the null hypothesis failed to accept.

H_{03}: There is no relationship between development and in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State.

Table 7: Correlations

		DEVELOPMENT	INSERVICE TRAINING
DEVELOPMENT	Pearson Correlation	1	.320
	Sig. (2-tailed)		.169
	N	20	20
INSERVICE TRAINING	Pearson Correlation	.320	1
	Sig. (2-tailed)	.169	
	N	20	20

Source: SPSS Version 21   Correlation is significant at the 0.05 level (2-tailed).

From table 7 above, p .169 is greater than the alpha value 0.05. This implies that, there is no significant relationship between development and in-service training in Nigerian navy secondary school, Borokiri in Port-Harcourt Local Government Area in Rivers State. Thus, the null hypothesis was accepted.

Discussion of Findings
Research question one has a correlational value of 0.134, which implies that there is a very low relationship between administrators planning and staff placement in Nigerian navy secondary school Borokiri in Port-Harcourt local government area in Rivers State. Meanwhile, the null hypothesis one was accepted.

Research question two has a correlational value of 0.770, this signifies that there is a high relationship between administrators control and staff placement in Nigerian navy secondary school Borokiri in Port-Harcourt local government area in Rivers State. Therefore, the null hypothesis two upheld.

Research question three has a correlational value of 0.320; this means that there is a low relationship between administrator's development and in-service training of staff in Nigerian navy secondary school Borokiri in Port-Harcourt local government area in Rivers State. Thus, the null hypothesis was significant at 0.05 alpha level.

Conclusion
The concept of human resources management is closely tied to that of resources control which also involves accountability on how these persons (human resource managers) manages the school welfare. It was observed that human resources management is a blessing especially in the area of knowledge, but where they are not properly managed it becomes difficult for proper effectiveness. The military should remember that the civilian teachers are the ones involved in teaching and not to place emphasis on the military in all the schools. It is therefore advisable that human resources welfare should be of utmost concern at all times in Nigerian navy secondary school.

Recommendations
The following recommendations were made:
1. Staff compensation should be paramount amongst other things.
2. Administrators should employ more strategies on human resource development, such that every staff shall benefit from.
3. Administrators should consider staff replacement where necessary.

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