

Navigating Divergence: Human Resource Management Challenges in Public vs. Private Secondary Schools in Lagos State

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Abstract

Human Resources Management (HRM) in secondary schools serves as an essential element in the formation of the educational scenario, particularly in the state of Lagos, where public and private institutions face different challenges that influence their HR practices and general effectiveness. HRM covers the recruitment, development and strategic retention of essential personnel to offer quality education. In the context of public secondary schools, HRM is often hampered by bureaucratic restrictions, including strict personnel policies and financing limitations imposed by government budgets. These challenges can lead to difficulties in attracting and retaining qualified educators, as salary structures and professional development opportunities are often less competitive compared to the private sector. On the other hand, private secondary schools usually enjoy greater autonomy in their HR decisions and practices, allowing them to implement more flexible personnel models and competitive remuneration packages. This autonomy facilitates a more personalized approach to hiring, often allowing these institutions to attract high -caliber educators who contribute to higher academic results.

Key words: Human Resource Management, Secondary schools, recruitment, public & private institutions, quality education,

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Introduction

The organizational structure of schools significantly influences the HRM practices. Public schools in the state of Lagos usually operate within a centralized structure dictated by government regulations, which can prevent innovative HR strategies necessary to meet local educational needs. This centralized approach can lead to a unique model that does not accommodate the unique contexts of individual schools, thus limiting their ability to solve personnel problems effectively. On the other hand, private schools usually exhibit a decentralized organizational structure that offers them the flexibility of adapting their HR strategies to better meet the demands of their specific educational environment. This adaptability can influence personnel decisions, professional development programs and the general culture of the school, promoting a more responsive and support environment for staff and students.

Financing plays a critical role in defining the HRM operational capabilities in public and private secondary schools. Public schools usually face financial restrictions due to limited government financing, which can restrict their ability to offer competitive salaries, benefits and opportunities. Consequently, this can affect employee morals and retention rates, impacting the quality of education delivered. On the other hand, private schools usually benefit from various sources of financing, such as bribes, donations and sponsorships, allowing them to invest more significantly in human resources. This financial advantage allows private institutions to implement comprehensive HRM practices, including robust recruitment strategies, continuous training and development programs, and competitive benefits of employees, all proposals to promote a high-performance educational environment.

In addition to financing and personnel, the intrinsic organizational culture to public and private schools further shapes the HRM practices. Public secondary schools can deal with a culture that emphasizes compliance with external regulations and policies, choking innovation and response to emerging educational needs. On the other hand, private schools promote a culture that usually prioritizes business initiatives and involvement of stakeholders, allowing more proactive approaches to HRM. This cultural distinction maintains how schools in both sectors sail in challenges and implement HR practices aligned with their comprehensive educational missions.

In short, the factors of financing, personnel and organizational structure are critical to outline the exclusive challenges of HRM faced by public and private secondary schools in the state of Lagos. Understanding these differences is essential to promote effective HR practices that ultimately improve educational results and drive institutional effectiveness in both contexts. Funding is a central factor that shapes the landscape of human resources management (HRM) in secondary schools, in particular in the context of public and private institutions in the state of Lagos. Public secondary schools are mainly funded by government allowances, which are often characterized by unpredictability and limitations due to competing priorities of the State and budgetary constraints.

This financing model considerably influences staff levels, employee training and the overall availability of resources within these institutions. According to Okoko, S. E., & Ibara, E. C. (2020), postulates that the Lagos State Ministry of State Education, budgetary benefits to public schools have always been inadequate, which has led to enrollment and high teacher



ratios. These conditions hamper not only the effective operation of HRM processes, but also have an impact on the quality of education, because the lack of sufficient financial resources restricts the ability to attract and preserve qualified personnel.

On the other hand, private secondary schools often operate on a financially independent basis, mainly based on tuition fees, donations and sponsorships to finance their operations. This diversity in funding sources allows private schools greater flexibility in their HRM practices. They have autonomy to allocate resources to improve their endowment capacities and invest in complete training programs, thus promoting a more skilled and motivated workforce.

However, the financial stability of these institutions varies considerably, in particular among low-income private schools which may find it difficult to respond to operational costs despite the invoicing of tuition fees. Muchilwa (2024) stresses that these schools often meet serious financing challenges which force them to adopt costs to reduce costs in their HR strategies. For example, to mitigate financial pressures, these schools can hire less staff or opt for less experienced teachers, ultimately affecting the quality of education and morale of employees.

The implications of these financing disparities are multifaceted and directly influence the way in which each type of school manages its human resources. Public schools, with their limited financial support, often find it difficult to implement effective performance management systems or professional development programs. Consequently, teachers of these schools can perceive their professional growth as stagnated, resulting in a drop in work satisfaction and an increase in rolling rates. The absence of adequate financing also limits the capacity for innovative HRM practices which could improve recruitment and retention strategies.

Private schools, while benefiting from a certain degree of financial autonomy, must navigate in the challenges posed by the fluctuating registration figures and the payment difficulties, which can compromise their operational capacity. Muchilwa (2024) stresses that low-income private schools can use irregular payment schedules for their staff because they are struggling with cash flow problems resulting from delayed trends for payment of tuition fees. This precarious financing situation raises concerns concerning the retention of staff and the sustainability of HRM policies, because it can lead to the dissatisfaction of employees and to a deterioration of organizational culture.

In the end, the contrasts between public and private secondary schools in the state of Lagos reveal that funding influences not only HRM practices, but also shapes the broader educational experience for teachers and students. Each sector is facing unique financial constraints which deeply have an impact on their approaches to the endowment, training and resource management, highlighting the critical need for tailor-made HRM strategies which consider specific economic realities confronted with these institutions. Endowment problems and recruitment practices represent an important axis of human resources management challenges in secondary education in the state of Lagos. The difficulty of attracting and retaining qualified educators is pronounced in public and private secondary schools, although different quantities and with distinct implications.

Public schools are frequently confronted with the constraints associated with government policies and budgetary limitations, which can hinder their ability to offer competitive wages

and advantages. This financial limitation often leads to a talent basin not only restricted in quality but also in diversity, because potential candidates can opt for private institutions which can provide better compensation and working conditions. Conversely, private secondary schools generally have more flexibility in their recruitment strategies and can quickly adapt to the dynamic conditions of the market. However, they are also faced with unique challenges. According to Owadara (2025), private schools in the state of Lagos often fight with high rolling rates, as many educators can leave positions in public schools or alternative professions that offer more stability or advantages.

In addition, recruitment practices employed by the two sectors illustrate different priorities in the endowment process. Public schools tend to be congested by bureaucratic hiring processes which can delay recruitment and limit the immediate allocation of resources to pressing educational requirements. These processes can decrease the attraction of work in the public sector for high-level candidates who often look for rapid professional employment and growth opportunities. On the other hand, private schools are frequently characterized by more accelerated recruitment mechanisms, which allow the rapid integration of quality educators, but can prioritize experience on formal qualifications, which has an impact on academic results.

Owadara (2025) underlines that the lack of strategies for participating in personnel decisions can exacerbate existing systemic problems. This includes inclusive recruitment practices aimed at drawing a diversified representation of teachers, thus enriching the educational environment. The two sectors can benefit from the improvement of their endowment processes by incorporating participatory executives which engage various stakeholders, including current educators, in the hiring process. Such strategies have proven promising not only in the widening of candidate's pools, but also to promote a more favorable and coherent school culture, which is essential for retention.

Furthermore, the organizational structure plays an essential role in the succession of the challenges of the endowment. Public secondary schools, often dictated by a hierarchical system governed by government regulations, may find it difficult to implement innovative endowment solutions due to rigid protocols. On the other hand, the more decentralized nature of private schools can allow them advantages in the development of tailor-made endowment solutions that meet current educational trends and the needs of the community. However, this flexibility can also lead to an inconsistency in the deployment of staff, leading to a lack of cohesive educational philosophy and rigor in educational approaches. In the end, while the two sectors are confronted with the challenge of attracting and retaining educators, the variance of institutional structures and operational protocols has important implications for recruitment practices and the overall quality of education. The organizational structure of educational institutions plays a crucial role in the formation of human resources management practices and policies (HRMPP), particularly in the context of private secondary schools in the state of lakes. The distinct organizational structure of each sector influences various aspects of HRM, including decision-making processes, recruitment, retention and general satisfaction of employees.



In public secondary schools, the organizational structure tends to be hierarchical, usually characterized by rigid administrative layers and a centralized decision-making process. This structure can later complicate HRM efforts, particularly in terms of response to personnel needs and the implementation of HR innovative practices. AGU et al. (2024) stand out that the bureaucratic nature of public schools can make effective communication difficult between different levels of the organization, potentially leading to delays in decision making and difficulty facing personnel challenges immediately. In addition, the centralization of HR functions in public schools usually limits the autonomy of school administrators, who may not have the flexibility to adapt policies adapted to the specific needs of their employees or students.

On the other hand, private secondary schools in the state of lakes tend to have a more decentralized and flexible organizational structure. This flexibility usually allows faster decision-making processes and the ability to implement personalized HR strategies that align with the school goals. AGU et al. (2024) point out that this adaptable organizational climate can improve HR effectiveness, as private institutions are usually able to adjust their personnel strategies based on market demands or specific institutional objectives. In addition, communication channels in private schools tend to be less formalized, which can facilitate better collaboration and more responsive HR culture. This adaptability to the structure can contribute to higher levels of job satisfaction among employees, as their voices can be more promptly integrated into decision making processes on HR issues.

Contrasting organizational structures of public and private schools also have implications for the recruitment and retention of qualified employees. Public schools, with their often-rigid structures and slower hiring processes, may find it challenging to attract highly qualified educators, particularly in a competitive labor market such as the state of lakes. Background allocation and hiring freezes can exacerbate these challenges, creating more barriers to Effective HRM. On the other hand, the private school sector, benefiting from more simplified procedures and the potential of competitive compensation packages, can respond more quality to recruitment needs. The ability of private schools to quickly adapt their organizational structures in response to demographic changes or educational trends usually translate into a more dynamic personnel model.

Furthermore, the organizational climate promoted by these structural differences can significantly affect the morals and commitment of employees. AGU et al. (2024) indicate that in environments where communication flows freely and decision-making processes are inclusive, educators often report higher levels of work satisfaction and organizational commitment. This correlation highlights the meaning of organizational structure to facilitate a climate of support for HRM practices. On the other hand, the hierarchical nature of public schools can sometimes generate feelings of deprivation among employees, contributing to higher turnover and dissatisfaction rates.

In short, the impact of the organizational structure at HRM on public secondary schools versus private lakes is deep. The hierarchical and centralized nature of public schools can prevent effective HRM practices, while the decentralized and flexible structures of private schools allow more responsive and adaptable human resources strategies. The interaction

between structure, communication and organizational climate profoundly shapes the effectiveness of HRM initiatives in these educational contexts., Employee development and training opportunities serve as critical determinants in the general effectiveness of educational institutions, especially by examining contrasting environments from public and private secondary schools in the state of lakes.

Financing disparities play a key role in establishing the scope and quality of professional development programs offered to educators. Public secondary schools, usually operating under stricter budget restrictions and bureaucratic limitations, often struggle to allocate enough resources for comprehensive training initiatives. Like Beyioku et al. (2024) emphasize, the inadequacy of financing not only makes it difficult to perform essential professional development, but also impairs talent management strategies that are crucial to attracting and retaining qualified educators. In strong contrast, private lakes secondary schools tend to experience greater financial flexibility, allowing them to invest substantially in training programs aimed at improving teacher's skills and pedagogical effectiveness.

The organizational structure of schools further exacerbates the challenges associated with professional development in public versus private sectors. In public secondary schools, hierarchical nature and bureaucratic policies can prevent rapid decision -making processes in relation to employee training initiatives. Consequently, any proposed programs may undergo prolonged processes of approval, limiting the potential for timely and relevant training adapted to current educational trends or the specific needs of the subject. Private schools, on the other hand, usually exhibit a more agile organizational structure that prioritizes rapid adaptation and response to educational advances. This agility facilitates the implementation of innovative training programs that align with the educational objectives of the institution and the professional aspirations of the team.

In addition, the contrast in professional development approaches is even more influenced by the organizational priorities inherent in public and private secondary schools. Private institutions often defend a culture of continuous improvement and professional excellence, emphasizing the importance of ongoing training as a means of maintaining their competitive advantage in the education sector. This proactive stance not only promotes teachers' involvement, but also creates an environment conducive to educational innovation.

On the other hand, public secondary schools may be more focused on compliance with government regulations and standards, often relegating professional development to a secondary agenda amid pressing pre -operational concerns. This difference in focus can potentially affect teacher motivation and satisfaction, emphasizing the importance of aligning organizational objectives with the professional growth of educators.

In short, the disparity in professional development opportunities between public and private secondary schools in the state of lakes is significantly shaped by the intertwined elements of financing, organizational structure and institutional priorities. Beyioku et al. (2024) elucidates the critical intersection of effective management and sustainability of talent in public secondary schools, indicating that insufficient investment in employee development compromises its ability to cultivate a robust educational working force. As the educational scenario in lakes continues to evolve, covering comprehensive these divergences in employee



development will be essential to ensure the delivery of quality education in the public and private sectors.,

The role of human resources management (HRM) in training students' discipline and school culture is a pivotal factor to improve educational results in secondary schools. This section explores how HR practices influence the dynamics of student's behavior and global school climate in public and private schools in the state of Lagos. The interaction between effective HRMs and students discipline appears to be a critical field of investigation, in particular with regard to organizational structures and financing mechanisms that differentiate these two types of institutions.

The public secondary schools of the state of Lagos often operate under strict government regulations and budgetary constraints, which considerably influence their HRM practices. According to Olatunde (2024), management practices prevail in public schools, in particular those carried out by directors, play a crucial role in the creation of a positive school culture conducive to discipline. Efficient HRM practices in this context include recruiting qualified teachers, continuous professional development and staff retention strategies. Olatunde postulates that when the directors adopt a participative management style that communication and collaboration between staff, this positively influences teachers' commitment to promote discipline among students. The resulting environment improves not only the behavior of students, but also contributes to a more robust school climate aimed at achieving educational objectives.

Conversely, private secondary schools in the state of Lagos often benefit from greater autonomy in their HRM practices, which allows them to fight against the discipline of students and school culture with more flexibility. These institutions generally have the capacity to implement tailor -made recruitment practices, encourage staff performance and establish unique disciplinary policies that reflect their educational philosophy. Research indicates that private schools can prioritize hiring educators with specific skills that align with their values, thus cultivating a distinct school culture which promotes discipline. Consequently, the effective management of human resources in private schools often leads to more innovative and proactive approaches to students' discipline, improving global educational experience.

Another critical factor influencing students discipline and school culture is the organizational structure. Public secondary schools, governed by a more hierarchical structure, may meet challenges in the rapid implementation of specific HRM practices aimed at improving the school climate. OLATUNDE (2024) illustrates that when the directors do not have the authority to make rapid personnel decisions or to modify disciplinary executives, the resulting stagnant organizational structure can hinder the effectiveness of HR measures. On the other hand, the less rigid structure in private schools promotes faster adaptation to the changing needs of students and cultural changes, allowing them to modify more fluid.

The availability of funding further complicates the HRM landscape with regard to the discipline of students and school culture in Lagos secondary schools. Public schools are often faced with insufficient funding, which can restrict their ability to implement complete HR training programs and initiatives related to discipline. As Ngwoke (2025) noted, the disparity

in sources of funding pushes public schools to strongly depend on government support, which can be incoherent and inadequate. On the other hand, private schools generally operate on financing models based on tuition fees which grant them the financial resources necessary to invest in teacher training, discipline application programs and student support services. This financial flexibility allows private schools to cultivate a proactive discipline strategy that aligns with their established school culture.

In summary, the unique challenges faced by human resources management in public and private secondary schools in the state of Lagos considerably affect students; discipline and school culture. The interaction of HR practices, organizational structure and funding sources defines how these institutions can promote or inhibit effective discipline strategies, ultimately influencing educational results. The integration of analysis underlines the importance of strategic HRM in improving the school climate and the guarantee of the positive commitment of students in various educational contexts.,

The analysis of the unique challenges facing human resources management (human resources management) in public secondary versus private schools in the state of lakes reveals significant differences influenced by factors such as funds, personnel and organizational structure. Public secondary schools often find limitations related to government financing and bureaucratic processes, which affect their ability to recruit and retain qualified personnel. In contrast, private secondary schools have more autonomy about their financial resources, which allows greater flexibility in staff and a more strategic approach to attract high -caliber educators. However, they also face challenges such as maintaining competitive salaries and benefits in an increasingly competitive market for educational talent.

The organizational structure further complicates the HRM panorama in these institutions. Public schools generally operate under rigid hierarchical frameworks dictated by government regulations, which can hinder innovative human resources practices and the ability to respond to personnel and student's needs. These limitations are often in the underutilization of human capital and the lack of proactive professional development opportunities. On the contrary, private schools generally adopt more agile organizational structures, allowing a more collaborative and receptive human resources approach. This flexibility encourages an environment conducive to innovation in human resources practices; However, it can also lead to inconsistency in policies, causing potential challenges in the retention and moral of the staff.

When addressing the identified challenges, they are innovative practical imperatives of human resources specifically adapted to the contexts of public and private schools. For public schools, strategies may include advocating a more significant government investment in educational resources and the development of human resources capacities. The implementation of structured professional development and tutoring programs could improve job satisfaction and retention rates among educators. In addition, using technology to rationalize recruitment processes and improve communication channels within public school systems could relieve some bureaucratic bottlenecks that negatively affect RR effectiveness.

Conclusion

For private secondary schools, it is crucial to establish competitive compensation packages that not only attract quality educators. Emphasizing a positive organizational culture that values the contributions of employees and promotes collaboration can improve the morale of staff. In addition, private institutions may consider adopting incentives based on performance that are aligned with general educational results, which motivates teachers to excel. Taking advantage of data analysis could also help understand personnel needs and optimize strategies for recruitment and retention based on current educational trends.

Although the different challenges characterize the management of human resources in public and private secondary schools in the state of Lagos, there is a holistic opportunity to improve through innovative practices of context -sensitive human resources. These recommendations, if they are implemented effectively, could lead to better educational results and greater organizational effectiveness throughout the education sector in the state of Lagos. Continuous evaluation and adaptation of these practices will be vital to respond to the scenario in an evolving secondary education in Nigeria.

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