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## PRINCIPALS' SUCCESSFUL STAFF PERSONNEL ADMINISTRATIVE ATTAINMENT AND TEACHERS' JOB INVOLVEMENT IN SECONDARY SCHOOLS IN IMO STATE

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### ABSTRACT

*This paper examined Principals' Successful Staff Personnel Administrative Attainment And Teachers' Job Involvement in Secondary Schools in Imo State. One research question and one hypothesis guided the study. The study adopted co-relational research design. Area of study was all the secondary schools in Imo State. The population of the study is made up of 5,047 teachers in three education zones in Imo State. The composition of the population include: 852 teachers in Okigwe, 1268 teachers in Orlu and 2927 teachers in Owerri educational zones. The proportionate random sampling technique was adopted in the selection of this sample size. Instrument for data collection was questionnaire. The questionnaire was validated by three experts. Reliability of the instrument was established using cronbach alpha method with alpha coefficients of 0.72. Pearson Product Moment correlation was used to analyze data collected the researcher. This finding agreed with the finding that regular leadership style using a low positive relationship between principals' servant administrative styles, Autocratic administration, Bureaucratic leadership, have a low correlation with teachers' job involvement in secondary schools in Imo State. among others the study recommends that Principals in secondary schools in Imo State should effectively monitor teachers' using democratic style to render suggestions for enhancement and consistent with the stated goals of the school.*

**Keywords:** Principal, Staff, Personnel, Teachers and Job Involvement

### Introduction

In the Nigerian context, principals are the managers or the administrative heads of secondary schools (Anyamebo, 2015). They are in charge of administering the day-to-day business of secondary schools. According to Pathak (2018), principals are the chief executives or heads of secondary schools. They manage the human and material resources of the school. The principals play important leadership roles in

establishing school discipline, both by effective administration and by personal example. They engage in management by walking around, greeting students and teachers and formally and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for staff and students as well as willingness to impose punishment if necessary. They implement curriculum and provide adequate

instructional materials in their schools. The way principals handle the issues above determines whether they are effective or not, all things being equal. Effective school administration is necessary for school to achieve its objectives.

### **Staff Personnel**

Staff personnel in secondary school system comprise all teaching and non-teaching staff. Members of staff need to be current in the subject matter and in new techniques of teaching. According to Obiakor and Ononye (2021), most of the ICT technical staff initial training was not in computers, but in other technical fields such as electronics, librarianship, or other education courses and later on switch over to managing computers, creating a continuity and credibility gap between professions. It is the principal's responsibility to establish a process that will ensure that every staff contributes maximally to the effectiveness of the school. Effective staff personnel administration help the principal in determining performances of teachers and success of the school (Telem & Buvitski, 2015). This can be achieved through a programme of staff development. The need to train and or develop members of staff in school emanated from the need to correct deficiencies or to keep them abreast with new development and emerging challenges that relate to their job performance. Instructively, principals' effective staff personnel administration is a precursor to students' personnel administration.

### **Effective Administration of Staff Personnel Issues**

Social institutions such as the school, achieve their purpose through the efforts of people that constitute the staff (both teaching and non-teaching) of a school. The personnel are the most potent weapons in the hands of the school manager in school setting in achieving individual goals and objectives. Personnel deals with the hiring and utilization of person intended to facilitate the realization of the objectives/aims of the school system. They carry out classroom activities as well as students' welfare services. Nwagbo (2013) defined personnel administration as being essentially that part of public school administration concerned with the procurement and utilization of personnel as well as satisfaction of the workers.

Nwankwo (2021) stressed that the principal is effective when he is able to coordinate staff and develop "harmonious relationship with his staff, since achievement of goals of the school is a cooperative effort of the principal and staff. The teachers cooperate with the principal and participate in decision making, planning and management of school. It is necessary that the responsibilities assigned to staff must be challenging, interesting and motivating, overloading must be avoided as much as under utilization in school organization (Udeozor, 2014).

Emenike (2013) stated that teachers will also benefit tremendously from adequate organisation, provision of working tools (instructional materials) and assignments of reasonable work load. It is the duty of the principal to know the type and number of staff (tutorial and non-tutorial) needed for the various programmes of the school in order to achieve the stated goals/objectives.

The principal therefore provides the statistics needed for the recruitment of new staff to the appropriate authorities (Ministry of Education) in charge of employment matters. The principal further places the recruited staff to appropriate needy areas where their services will be optionally used according to their area of specialization, job experience and qualification. The school manager translates policies into action and coordinates daily activities of the school programme. The new staff and other units also cooperate with the principal by being devoted to their duty and performing the overall goal of the school.

Furthermore, the principal has the responsibility of induction of new staff members. This is very important because it helps the new staff posted to the school to become acquainted with their new physical and social environment. In line with this, Jaiyeoba (2014), came up with the type of assistance needed by the new staff include; making the new staff members feel welcome, introducing a new staff member to all aspects of the school life, conducting a new staff member round the school and introducing them to members of staff and students especially during assembly, arranging to take them round the locality and point out interesting and useful places and dignitaries. Also, preparing the service loads as he settles down, taking into account his qualifications, interests and desires.

The importance of orientation course for the new staff cannot be over emphasized. This is because it helps them to settle down easily and makes for speedy adjustment to their new jobs and environment. Udeozor (2014), opined that a well planned and effectively executed orientation course gives the new

teachers necessary information on background of the organization, the structure, policies, philosophy, objective, new development, plans for the future, worker compensation, fringe benefits, promotion plans, safety, information and physical facilities available. This will help to allay his or her fears and generate some measure of security and satisfaction. Similarly, Ogunsaju (2008) affirmed, that it is through the principal's advice and guidance that the beginning teacher can learn to gain confidence in himself and develop interest in his new profession as a staff of that organization.

In addition, the principal also helps in developing and appraising the staff. This helps to equip staff with modern skills, knowledge and attitudes required on the job, for improving instruction. The principal imperatively has a challenging task of providing programmes that will help to improve both the collective performance of his staff and the personal performance of individual members. Apart from providing professional growth for the staff, the principal appraises the staff to ascertain and measure the achievement of goals and set standards. This helps the principal to detect areas of weakness that requires assistance and equally encourage those who have excelled in their job as part of school discipline.

Further, staff discipline as another important aspect of staff personnel administration is the bedrock of success without which the group goals cannot be achieved (Obi, 2004). The members of the staff are expected to abide by rules and regulations of the schools, respect the constituted authority, discharge their duties and responsibilities

willingly and responsibly, help the students to develop their potentials, as well as relate cordially with the principal and other colleagues. Uzoechina (2014) pointed out that sometimes, the members of staff may exhibit indisciplinary behaviours ranging from lateness to school and lessons, absenteeism, truancy, laziness, fighting and quarrelling with colleagues, making defamatory statements about the school and the authority like embezzlement of funds.

It is the responsibility of the principal to maintain discipline in the school in order to make way for the achievement of the set goals and objectives. In order to achieve this, he himself must be disciplined, attending school regularly, exhibiting the qualities of a good leader, thus leading by example. The issues of staff recruitment, retention, turn over and staff retirements are other responsibilities of the private school principal under staff personnel administration (Babalola, 2014). He or she needed to adopt strategies that will attract his or her staff to remain and work for the school. Many schools often experience staff turnover or attrition that does not encourage consistency in schoolwork, (Udeozor, 2014) A common experience is that a run-away teacher leaves teaching profession because of poor working conditions, poor remuneration, lack of recognition, leadership styles of the principal etc (Ezepue, 2015). Some others however see teaching as a stepping-stone for better jobs. Therefore, the principal should be well armed to tackle situations like these as they arise, be it attrition or retirement. He or she should adopt motivational approach to ensure compliance to his commands and orders by making teachers participate in decision-

making, assisting them to improve their teaching skills, being attentive to their material and social problems and by procuring for them sufficient working tools and facilities. This is because effective teaching required well-trained and motivated teachers in secondary schools (Edem, 2017). Adesina and Ogunsaju (2014) buttressed this view when they stressed that the goals of secondary education have to do with self-realization, good human relationship, economic efficiency, and civil responsibility. The structure of the secondary school system makes the allocation of tasks at various levels and the assessments of such tasks easy by effective staff personnel administration. The task of personnel and general administration in the school is generally bestowed on the principal. The principal must make sure that all hands are on deck in delegating responsibilities from top to bottom. The federal ministry of education in Emenike (2014,p.204) listed some tasks and sub-units in staff personnel administration which a head teacher should be acquainted with as follows: staff selection; staff development, staff motivation; staff supervision and discipline; keeping staff meetings and managing staff conflicts.

The principals are supposed to put in their best as the leader in performing their functions. Ikediugwu (2017) observed that the principals' personnel concept in the school determines the school climate, which in turn affects the organizational structure and the way in which human being are utilized. Ofojebe (2020,p.215) outlined some measures for effective personnel in schools VIZ: (i) Involving and reward of

excellence (ii) Recognition and reward of excellence (iii) Assigning responsibility for specific functions to staff and ensuring adequate authority (iv) Establishment of effective channel of communication to avoid confusion, conflict and lack of progress (v) Procuring sufficient working tools and assigning reasonable working load to staff (vi) Assisting staff to improving their working skills, and being attentive to material and social problems (vii) Cultivation of good relationship between the tutorial and non-tutorial.

Since leadership is an integral part of staff personnel administration and for principals to be successful in dealing with people and influencing their action, attitudes and behaviour, an effective administrative technique that fosters a supportive organisational culture should be applied. Ezeocha (2009) stated that measures for effective personnel exists, as well as ineffective staff personnel administration in secondary schools which can result in some factors as general shortage of staff, poor leadership style and low level of participation there is no doubt that effective use of administrative practices leads to effective integration and coordination of organisational programmes. The constant emphasis on in-service training for teachers has improved interest on skills in staff development. The skills associated with this personnel administration helps principals in effective school administration and can also lead to non job involvement. Lack of job involvement can lead to low productivity in the product or output of the school system. This is as a result of lack of goal congruence and seriousness on the part of the teachers due to ineffective personnel. People in an

organisation can satisfy their needs by being involved in the realization of the organisational goals and objectives. Nwosu (2017) noted that poor motivation is a major problem in the administration of secondary schools in Nigeria.

### **Effective Administration of Staff**

Udeani (2018) carried a study on the principals' effective application of personnel management skills in Enugu state. The purpose of the study was to determine the extent to which the principals applied the skills for effective personnel management. The study adopted the descriptive survey research design. The target population was made up of all the 253 principals in the state and information about them was elicited from the teacher. Six research questions and three null hypotheses guided the study.

The instrument titled questionnaire of personnel management skills of principals was used to get responses from the teachers. This was rated using a modified Likerts 4 points rating scale. A mean score of 2.50 was accepted. The mean and standard deviation were used to answer the research question while the t-test was used to test the null hypotheses at 0.05 significant level.

The result revealed that the principals applied the personnel management skills effective staff orientation, motivation, delegation of duties, staff professional development, human relations, staff security only to the least extent. The study further revealed that there are no significant difference in the mean ratings of the principals' application of personnel management skills for effective for staff motivation, human relations and staff professional development with regards to



school location, principals' gender and experience in that order. Based on these findings, the researcher made recommendation and suggested areas for further studies.

This study is related to the current study. Both studies investigated staff personnel management. They however differ in some respects. They differ in design. The former used the descriptive design while the latter is a correlational study. The former investigated principals' application of personnel management skills for effective for staff motivation but the latter focused on effective administration as a correlate of teachers' job involvement.

### **Job Involvement**

Job involvement is considered as the —psychological identification with job or commitment to his/her job. Thus job involvement is the degree to which one is cognitively preoccupied with, engaged in and concerned with one's present job. It is the degree to which a person psychologically identifies with his or her job.

Ezenwagu and Obiakor (2020) conceptualized job involvement as the degree to which an employee is participating in his job and meeting such needs as prestige, self respect, autonomy and self regard. This means that personal involvement in the job depends on the extent to which an individual seeks some self expression and actualization in his work.

### **Research Question**

This research question guided the study.

What is the nature of relationship between principals' effective staff personnel administration scores and teachers' job

involvement scores in secondary schools in Imo state?

### **Hypothesis**

This null hypothesis was tested at 0.05 level of significance:

There will be no significant difference in the mean ratings of male and female teachers on the relationship between principals' effective staff personnel administration scores and teachers' job involvement scores in secondary schools in Imo state.

### **Research Design**

This research work is a co-relational study. A co-relational study, according to Nworgu (2015) is one in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representative of the entire group in order to establish the nature of relationship existing among them. Thus, this design is appropriate for this study because the researcher will collect data from the respondents in order to ascertain how effective school administration correlate with their job involvement in the public secondary schools in Imo State.

### **Area of the Study**

The area of this study is Imo State.

### **Population of the Study**

The population of the study is made up of 5,047 teachers in three education zones in Imo State. The composition of the population include: 852 teachers in Okigwe, 1268 teachers in Orlu and 2927 teachers in Owerri educational zones (Source: Dept of Statistics, Secondary Education Management Board (2018) Owerri, Imo State).

### Sample and Sampling Technique

The sample of the study is made up of 1,205 respondents made up 425 teachers in Okigwe, 634 teachers in Orlu and 146 teachers in Owerri educational zones. The proportionate random sampling technique was adopted in the selection of this sample size.

### Instrument for Data Collection

The instrument used for this study was questionnaire. In the same vein, TJIQ is structured in a 4-point scale of: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). It contains 30 items on the variables covered under teachers' job involvement. TJIQ has no clusters.

The instrument was validated and the reliability of the instrument was established using cronbach alpha method.

### Method of Data Collection

### Research Question

What is the nature of relationship between principals' effective staff personnel administration scores and teachers' job involvement scores in secondary schools in Imo state?

**Table: Correlation between principals' effective staff personnel administration scores and teachers' job involvement scores**

N	Correlation co-efficient (r)	r <sup>2</sup>	Remark
1797	.301	0.09	Low positive relationship

Adjusted r<sup>2</sup> = 0.128

Data presented in Table reveals a Pearson Product Moment Correlation Co-efficient computed to determine the correlation between principals' effective staff personnel administrative attainment and teachers' job involvement in secondary schools in Imo State. The result reveals that there is a low positive relationship between principals' servant administrative styles, Autocratic administration, Bureaucratic leadership, Principal let teachers know what is expected of them. Ask teachers to follow standard rules and teachers' organizational citizenship behaviour ( $r = .301$ ,  $n = 1797$ ). The adjusted r<sup>2</sup> explains that 12.8% of the total variability of teachers'

The researcher administer the instruments directly to the respondents with the help of two research assistants. Each research assistant covered one zone.

### Method of Data Analysis

The Pearson Product Moment correlation was used in analyzing data relating to research questions. Pearson product moment correlation is ideal for ascertaining the nature or extent of relationship, association or co-variation between two or more variables (Nworgu 2015).

The hypothesis was tested at 0.05 level of significance using simple regression analysis. The decision rule is that wherever p-value is greater than or equal to the significant value of 0.05, the null hypothesis is not rejected. On the other hand, a null hypothesis is rejected wherever the p-value is less than significant value and this means that the null hypothesis is significant.

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organizational citizenship behaviour can be explained by principals' charismatic administration, Democratic leadership,

### **Principals' Effective Staff Personnel Administrative Attainment and Teachers' Job Involvement**

The finding in research question one revealed that low positive relationship between principals' effective staff personnel administrative attainment and teachers' job involvement in secondary schools in Imo State. This finding agreed with the finding of Usman (2015) that regular leadership style using a low positive relationship between principals' servant administrative styles, Autocratic administration, Bureaucratic leadership, have a low correlation with teachers' job involvement in secondary schools in Imo State. This finding was also in tandem with the finding of Ifedili and Ifedili (2013) that supervision was not effective among university workers. From this findings, principals in secondary schools do not see the need to get involved in classroom activities like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping. These could actually affect the job involvement of teachers in a negative way despite their zeal to work.

The finding in hypothesis one revealed that there is a significant relationship between principals' effective staff personnel administrative attainment and teachers' job involvement in secondary schools in Imo State. This implies that teachers' job involvement is influenced by principals' class monitoring. This finding is supported with the finding of Usman (2015) that

teachers' practice of regular class monitoring significantly correlates to students' academic performance in secondary schools. Broadly speaking, in as much as class monitoring is a major determinant of leadership behaviour, it has an influence on teachers' OCB in secondary schools in Imo State.

### **Conclusion**

Based on the findings of the study, it was concluded that there was a positive and significant relationship among principals' class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation and staff development and teachers' OCB in secondary schools in Imo State.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Principals in secondary schools in Imo State should effectively monitor teachers' instructional delivery to render suggestions for enhancement and consistent with the stated goals of the school.
2. Principals in secondary schools in Imo State should consider the ability of teachers on the task he or she want to delegate so as to avoid contradictions and underperformance in order to meet expectations.

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