



EFFECTIVE STAFF PERSONNEL ADMINISTRATION AS PREDICTOR OF TEACHERS' JOB INVOLVEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study which established the effective staff personnel administration as predictor of teachers' job involvement in public secondary schools in Anambra State was anchored on one research question and one hypothesis. Design used for the study was correlation while the population of the study comprised all the public secondary schools in Anambra State numbering 266 with 5133 teachers made up of 756 males and 4377 females. Using stratified random sampling technique, 2456 teachers were selected which is 47.8%. Instrument for data collection was a questionnaire type designed by the researcher entitled —Effective Staff Personnel Administration as Predictor of Teachers' Job Involvement Questionnaire (ESPAPTJIQ). The instrument has two sections: Staff Personnel Administrator Scale (SPAS) which contained 10 questionnaire items and was used to gather data on the independent variable of the study while the second section was tagged —Teachers' Job Involvement Scale (TJIS) and contained 10 questionnaire items and was used to collect data on the dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of SPAS was 0.82 while that of TJIS was 0.80 using regression analysis statistics. Pearson Product Moment Correlation Method was used for the data analysis to answer the research question. The findings revealed that there is a low positive relationship existing between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State. Based on the findings, it was recommended that the government should set up special intervention programmes geared at sensitizing principals on the need for effective school administration as this will improve teachers' job involvement through striving to stick to ethical standards.

Keywords: staff personnel, Administration, teachers' job involvement and public Secondary school

Introduction

Human resources are very vital in any functional organization because they set all the activities in motion. Material resources are inanimate therefore are useless without the human capital. This essential characteristic of the human resource positioned them as inevitable in any organization. It is for this reason that the employer of labour should take every possible step to ensure that the human elements in the establishment be taken adequate care of in terms, remunerations, motivation, professional development among others. This is of essence because the success or failure of the organization largely depends on the workforce. They put in their best when stall administration is palatable leading to increased job performance. 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 persons 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. Jaiyeoba (2014) 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 underutilization in school organization (Udeozor, 2014).

Emenike (2003) stressed that teachers will also benefit tremendously from adequate organization, 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 which 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 need 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 (2004,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. Emenike (2004) 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. Emenike (2004,p.215) outlined some measures for effective personnel administration 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.

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 (1990) 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 organizational 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.

Staff personnel in secondary school system comprise all teaching and non- teaching staff. It is the principals' 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, 2005). This can be achieved through a programme of staff development. The need to train and/ or develop members of staff in schools emanated from the need to correct deficiencies or to keep them abreast with new developments and emerging challenges that relate to their job performance. Staff members need to be current in the subject matter and in new techniques of teaching. According to Murgor (2015), 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. Instructively, principals' effective staff personnel administration is a precursor to students' personnel administration.



It is worrisome that in most public schools in Anambra State, the principal as the executive head lacks staff personnel administrative quality that determines teachers' job involvement. Sequel to this, teachers are not committed or devoted in discharging their lawful duties resulting low job involvement. This has created a lot of flaws in the school system leading to poor quality output. It is premised on this that the researcher seeks to ascertain the problems obstructing teachers' job commitment and its attendant low job involvement. Suspicion has been geared towards inadequate motivation, compensation, assignment of leadership roles, professional development among others. These are the components of the research problem which constitute the research question.

Purpose of the Study

The main purpose of the study to fathom the effective staff personnel administration as predictor of teachers' job involvement in public secondary schools in Anambra State.

Specifically, the study sought to:

1. establish the relationship between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State

Research Question

1. What is relationship between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State?

Hypothesis

Effective staff personnel administration is not a significant predictor of teachers' job involvement in public secondary schools in Anambra State.

Method

Design used for the study was correlation while the population of the study comprised all the public secondary schools in Anambra State numbering 266 with 5133 teachers made up of 756 males and 4377 females. Using stratified random sampling technique, 2456 teachers were selected which is 47.8%. Instrument for data collection was a questionnaire type designed by the researcher entitled —Effective Staff Personnel Administration as Predictor of Teachers' Job Involvement Questionnaire (ESPAPTJIQ). The instrument has two sections: Staff Personnel Administrator Scale (SPAS) which contained 10 questionnaire items and was used to

gather data on the independent variable of the study while the second section was tagged - Teachers' Job Involvement Scale (TJIS) and contained 10 questionnaire items and was used to collect data on the dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of SPAS was 0.82 while that of TJIS was 0.80 using regression analysis statistics. Pearson Product Moment Correlation Method was used for the data analysis to answer the research question. Administration of the instrument was done by the researcher with five trained research assistants. Out of 2456 copies of questionnaire distributed, 2448 was retrieved giving retrieval rate of 99.6%. Retrieved data were used for data analysis.

Research Question One: What is the relationship between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State?



Table 1: Pearson's Relationship between teachers' perception of principals' effective staff personnel administration and teachers' job involvement

Variables	N	Effective Staff Personnel Administration	Teachers' Job Involvement	Remark
Effective Staff Personnel Administration	2, 448	1	.226	Low positive
Teachers' job Involvement	2, 448	.226	1	

Results in Table 1 shows that the Pearson's relationship coefficient, $r = (0.226)$. Going by the rule of Best and Kahn (2006) as indicated in the method of data analysis, there is a low positive relationship existing between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State.

Hypothesis 1: effective staff personnel administration is not a significant predictor of teachers' job involvement in public secondary schools in Anambra State.

Table 2: Test of Significance of Regression Analysis of the relationship between principals' effective staff personnel administration and teachers' job involvement

Variables	N	Effective Staff Personnel Administration	Teachers' Job Involvement	P value	Remark
Effective Staff Personnel Administration	2, 448	1	.226	.000	Significant
Teachers' Job Involvement	2,448	.226	1		

Data analysis on Table 2 revealed the Pearson product-moment relationship coefficient of 0.526 and p-value of .000. Since the p-value is less than 0.05 ($.000 < .05$), the null hypothesis is rejected, hence, the relationship between teachers' perception of principals' effective staff personnel administration and teachers' job involvement is significant. Therefore, there is a significant relationship between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State.

Discussions

The finding of this study was that there is a low positive relationship existing between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Anambra State. The second finding indicated that there is a low positive relationship existing between teachers' perception of principals' effective students'

personnel administration and teachers' job involvement in public secondary schools in Anambra State.

This shows that effective staff and students' personnel administration directly relate to teachers' job involvement in public secondary schools in Anambra State. A unit increase in the level of staff and students' personnel administration is associated with a unit increase in teachers' job involvement. This shows that the prevalence of fairness in handling staff and students



in the school; showing respect; being polite and friendly to them by the principals will greatly enhance teachers' job involvement. That is to say that an increase in the level of teachers' perception of effective staff and students' personnel administration predicts an increase in their level of job involvement.

This finding is consistent with that of Edem (2014) that teachers' perception of staff personnel administration in the school had significant relationship on teachers' job involvement. A positive relationship was found between effective staff and students' personnel administration and teachers' job involvement. The findings agree with those of Obi (2004), Emenike (2004) and Nwagbo (2013). According to these authors, when teachers perceive staff and students' personnel administration to be low, they may not consider themselves valued and part of the school thereby leading to ineffective teaching and learning, low class participation and involvement on the side of the students; low productivity, low job satisfactory, low performance and low job involvement on the side of the teachers.

This is likely to be so because lack of care and rigidity on the part of the principals in handling staff and students may be perceived by the teachers as injustice, abuse of power and autocratic. This may lead to emotional frustration, psychological depression, disordered behavior and most strongly, loss of job participation. Conversely, increase in participative decision making, democratic leadership, rewarding of good performance and equity may increase job involvement. This is consistent with the result of the findings of Udeozor (2014) that personnel administration influences teachers' involvement in their instructional roles as they do more than what they are supposed to do in-terms of their job definition when they perceive favourable personnel administration. And also this finding added that perception of effective personnel administration also leads to higher organizational performance and success. Further in the study, the result showed that the relationship between the teachers' perception of personnel administration and their job commitment is significant. That is to say that teachers' perception of personnel administration is a significance factors in the teachers' job involvement.

Conclusion

Based on the interpretations of the findings, the data collected and analysis and discussion of results, it is concluded that teachers perceived a low positive

relationship between principals' effective administration and their job involvement. There is statistically significant relationship between teachers' perception of effective secondary school administration and their job involvement. Finally, joint relationship exists between teachers' perception of principals' effective school administration and their job involvement in public secondary schools in Anambra State is significant.

Recommendation

Based on the findings of the study the understated recommendation is made:

1. That the government should set up special intervention programmes geared at sensitizing principals on the need for effective school administration as this will improve teachers' job involvement through striving to stick to ethical standards.

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