STAFF PERSONNEL MANAGEMENT STRATEGIES OF PRINCIPALS FOR SCHOOL EFFECTIVENESS IN PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE NIGERIA

By

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Abstract

The seeming ineffectiveness in secondary schools in Nigeria necessitated this study on staff personnel strategies of principals for school effectiveness in private secondary schools in Awka South Local government area of Anambra State, Nigeria. The study adopted the descriptive survey research design. One research questions guided the study. The population of the study comprised 23 principals in the 23 private secondary schools in Anambra State. There was no sampling as the entire population was used for the study. A researcher's developed questionnaire was the instrument used for data collection. The instrument was validated by three experts who are lecturers, two in Educational Measurement and Evaluation, Department of Educational Foundations and the other in Educational Management and Planning, Department of Educational Management and Policy all in the Faculty of Education Nnamdi Azikiwe University, Awka, Anambra State Nigeria. The Cronbach's alpha method was used to determine the internal consistency of the items which yielded an overall reliability coefficient of 0.74. The researcher with the help of three research assistants distributed and successfully collected 23 copies of the questionnaire administered. The research questions were answered using the arithmetic mean. It was found among others that principals in private secondary schools in Awka south Local Government area of Anambra State adopt staff personnel strategies of principals for school effectiveness. Based on the findings of the study, it was recommended that private secondary schools should organize workshops and conferences for teachers *towards school effectiveness.*

Keywords: Staff Personnel, school effectiveness.

INTRODUCTION

Nigeria, like other countries of the world, acknowledges the fact that education is a vital tool for achieving national development. The Federal Government of Nigeria (2013) considered education as bedrock of any meaningful development, be it social, economic or political. Consequently, Nigeria has joined other nations of the world in the match towards worthwhile educational investments and reforms especially in the provision of formal education. Formal education in the country is organized in three levels which include Basic, Secondary and Tertiary. The purpose of each level of formal education is to effect positive changes in children's behaviour by exposing them to relevant experiences through systematic presentation of skills, attitudes, concepts and principles. Secondary school education is the form of education children receive after the basic education and before the tertiary stage. The secondary education level is managed by the principal who is responsible for utilizing the available school resources to enhance the attainment of stated goals of the school. The importance of secondary education lies in its position both as the bridge between the basic and tertiary education and also as the agent for preparing individuals for useful living in the society (FRN, 2013). There are two categories of secondary schools in Nigeria; public and private secondary schools.

Public secondary schools are schools that are owned by the government and its agencies. Such schools are controlled and managed directly by public education authority, governing agencies or by a governing body (council, committees among others), most of whose members are appointed by public authority or are elected by public franchise (UNESCO, 2001). Private secondary schools, on the other hand, are schools owned, financed and managed by private individuals, missions, corporate organizations and non- governmental organizations (NGO's). Private secondary schools,

according to Etuk (2005), were set up for the reason of providing better teaching and learning conditions than that obtained in the public secondary schools. This study focused on private secondary schools.

Irrespective of the ownership, secondary schools in Nigeria have common objectives to achieve as stated by FRN (2013, p.17-18) as follows:

a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
d. Provide entrepreneurial, technical and vocational job specific skills for self-reliance and for agricultural, industrial, commercial and economic development;
e. Develop and promote Nigerian Languages, art and culture in the context of world's cultural heritage;
f. Inspire students with a desire for self-improvement and achievement of excellence;
g. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
h. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The achievement of the above objectives has been the priority of secondary school education in Nigeria. The secondary education level is managed by the principal who is responsible for utilizing

the available school resources to enhance the attainment of stated goals of the school. The success or failure of a particular secondary school will be attributed to the principal. Therefore principals should employ a lot of strategies towards ensuring the achievement of the stated goals of secondary education. One of such strategies is to ensure adequate management of staff and students in the school.

Staff personnel management practices are services provided for members of staff in order to foster the delivering of quality instruction. Staff personnel management practices involve the principals organizing orientation programme for newly appointed teachers, involving staff in decision making process of the school through regular staff meetings and also delegating duties (Alhassan, 2014). Alhassan further pointed out that others include: supervision of teacher's work, vetting their lesson notes and visiting classroom during instructional periods, motivating teachers to sustain them in the service and also seeing to the professional development of teachers in school by assisting them to attend refresher programmes. Furthermore, other staff personnel management practices include keeping accurate record of staff personnel, preparing their duty schedule, organizing and conducting workshops, seminars or conferences for members of staff among others. Principals' adoption of staff personnel management practices such as motivation and supervision could make teaching job more interesting, challenging and meaningful, resulting in highly committed and dedicated teachers in instructional delivery and ultimately resulting effectiveness. On the other hand, inadequate principals' adoption of staff personnel practices could result in non-challant attitudes of teachers such as lateness, poor pedagogical method and absenteeism among secondary school teachers. Buttressing this, Duze (2012) observed that the falling pedagogical methods in secondary schools reflect the poor training and incentives received by most teachers. The principal adopting adequate staff personnel management undoubtedly will

lead to school effectiveness. Regrettably, There appears to be lateness, absenteeism and a high level of indiscipline among secondary school students especially in Awka South Local government of Anambra State. Secondary school students in Awka South still bully, steal, riot, collect items from junior ones, absent themselves from classes, insult and mock teachers, make noise, destroy school property, get involved in corrupt practices, drug abuse, cultism, examination malpractices, truancy among other disruptive behaviour. This could be attributed to inadequate staff personnel management practices adopted by Principals which could result in teachers' non challant attitudes towards the students. This unsatisfactory state of affairs in secondary schools in Awka South local government area of Anambra State prompted this study.

Statement of the Problem

The issue concerning administrative effectiveness in schools which has significant effect and consequences on teacher effectiveness coupled with that of academic performance of students in secondary schools has been a source of great concern to all stakeholders in the education sector. It is heart-rending when one considers the amount of money invested in education by private individuals and parents whose children do not produce commensurate results to match the huge investments made on them. A lot of factors could be responsible inefficiencies in private secondary schools in Awka south local government area of Anambra State. One of the reasons could be the inability of principals to adopt adequate staff personnel management strategies. It was against this backdrop that this study was necessitated.

Purpose of the Study

The main purpose of the study was to ascertain principals' staff personnel management strategies for school effectiveness in private secondary schools in Awka South local government area of Anambra State.

Research Question

The following research question guided the study.

1. What are the principals' staff personnel management strategies school effectiveness in private secondary schools in Awka South local government area of Anambra State.?

Method

The study adopted the descriptive survey research design. The study was carried out in Awka South Local government area of Anambra State, Nigeria. Anambra State Nigeria. The population of the study comprised 23 principals in the 23 private secondary schools in the study area. There was no sampling in this study due to the relatively manageable size of the population of the study. Thus, all the 23 principals were used for the study.

The instrument used for data collection is a structured questionnaire developed by the researcher from views of experts and literature reviewed. The questionnaire was subjected to face validation using three experts who are lecturers; two in the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha method was used to determine the internal consistency (reliability) of the instruments which yielded coefficient of 0.74. The instrument was administered to the respondents by the researcher with the help of three research assistants who are post graduate students in the Faculty of Education, Nnamdi Azikiwe University, Awka**.** The research questions were answered using the arithmetic mean.

Presentation and Analysis of Data

What are the principals' staff personnel management strategies school effectiveness in private secondary schools in Awka South local government area of Anambra State.?

Table 1: *Mean Ratings and Standard Deviation Scores of the Principals' Staff Personnel Management strategies for school Effectiveness*

S/N	**ITEMS**	**Principals (N = 23)**	
		Mean	Remark
1.	Preparing duty schedules	2.51	Agree
2.	Regular meetings with teachers	2.70	Agree
3.	Observing teachers' classroom instructional delivery	2.61	Agree
4.	Providing opportunities for staff professional growth	2.31	Disagree
5.	Communicating the objectives of the school programme to the staff	2.54	Agree
6	Involving teachers in the decision making process	2.84	Agree
7.	Equipping staff offices to boost their commitment to teaching roles	2.42	Disagree
8.	Providing instructional materials for teaching	2.54	Agree
9.	Taking record of staff attendance to enhance their regularity	2.58	Agree
	Grand Mean	**2.56**	**Agree**

Table 1 showed the staff personnel management strategies adopted by the principals. it revealed that the respondents accepted majority of the items whose mean scores were above the decision mean of 2.50 as indicated on the table. Table 1 further indicated that two items were not accepted

staff personnel management strategies used by principals as their mean ratings are below the decision rule mean of 2.50.

Discission of Findings

Staff personnel management Strategies for School Effectiveness

Findings revealed that principals' staff personnel management practices for administrative effectiveness in secondary schools in Awka South local government area of Anambra State are preparing staff duty schedules, having regular staff meetings, communicating the objectives of the school programme to the staff and involving staff personnel in the decision making process among others. This is in line with the finding of Onwurah (2010) revealed among others that orientating newly recruited staff, motivating staff by providing incentives and involving them in decision, preparing staff duty schedules, encouraging staff participation in extra-curricular activities and maintaining staff discipline are staff personnel practices of principals.

Conclusion

Based on the findings, it can be concluded that private secondary school principals in Awka South Local Government area adopt adequate staff personnel management practices for school effectiveness.

Recommendations

Based on the findings of this study, it was recommended that private secondary school principals should endeavour to provide opportunities for staff professional growth, equip staff offices to boost their commitment to teaching

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