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TEACHERS' PERCEPTION OF PRINCIPALS' EFFECTIVE STUDENTS' PERSONNEL ADMINISTRATION AS CORRELATE OF THEIR JOB INVOLVEMENT IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

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ABSTRACT

The purpose of this study was to determine how teachers' perception of principals' effective students personnel administration correlate with teachers' job involvement in public secondary schools in Imo State. The study was guided by one research question and one null hypothesis. The co-relational research design was adopted. The population of the study was made up of 5,047 teachers while the sample of the study was made up of 2,523 teachers selected using proportionate random sampling technique. Two instruments developed by the researcher were used for data collection. The first instrument is titled "Principals' Effective Students' Personnel Administration Questionnaire" (PESPAQ) while the second one is titled "Teachers' Job Involvement Questionnaire" (TJIQ). The instruments were validated by three experts- two in educational management and policy, and one in the measurement and evaluation all in Nnamdi Azikiwe University Awka. The reliability of the instrument was established using cronbach alpha method. Alpha coefficient of 0.74 was obtained for PESPAQ while a coefficient of 0.81 was obtained for TJIQ. The researchers administered copies of the instruments directly to the respondents with the help of two research assistants. The Pearson Product Moment correlation was used in data analysis. It was found among others 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 Imo State. Among others, it was recommended that the government should make conscious effort to formulate policies that will ensure effective students' personnel administration to minimize low teachers' job involvement since an increase in effective school administration can lead to increase in teachers' job involvement.

Keywords: Teachers' Perception; Students' Personnel Administration; Teachers' Job Involvement; Public Secondary School.

Introduction

The 21st century school administrators face a lot of challenges in executing their administrative tasks due to globalization of the world. The task of school administrator include providing leadership for curriculum development and instructional improvement, creating conducive environment for the realization of human potentials, influencing the behaviour of staff, supervising instructional activities and controlling the financial management of the schools. Constant changes in educational policies coupled with educational and technological innovations greatly affect the speed of

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knowledge production and administration and these have rendered most school administrators inefficient in discharging their duties. The tasks and challenges facing school administrator have made it necessary for school administrators to embark on training that make them professionals on the job. This training can take different forms such as: seminars, symposia, workshops, conferences, exhibitions, and mentoring. The duration of these training varies from hours, days, weeks, months and years.

In the Nigerian context, principals are the managers or the administrative heads of secondary schools. 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 schools. 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. In the school system, high success rate is the priority of an effective school administrator, teachers and the students. In schools where learners have higher grades, the belief is that such schools are administered effectively. On the other hand, low grade indicates ineffective school administration. The incidence of ineffective school administration could be as a result of some challenges faced by the administrators.

Effective principals are liked and respected, rather than feared. They 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 schools to achieve set objectives.

Effective school administration involves achievement in many of the day to day management issues which are practical and of paramount importance to the organization. As part of effective school administration, the principal sees that the school environment maintains absolute quietness and good learning situation. For effective school administrators, working to reduce teacher absenteeism is a major priority. Effective school administrators ensure that the school environment portrays a learning situation. With this, they move from administrative tasks to effective leaders who motivate and integrate the needs of teachers by harnessing their potentials through divisions of labour, hierarchy of authority and effective managerial behaviour in actualizing organizational objectives.

In the words of Anukam and Anukam (2006) school principals are charged with the administration of staff, students, instructional programmes, school finance, school infrastructure and school-community relationship. With reference to effective school administration, UNESCO (2010) posited that principals are expected to effectively control matters relating to staff, students, school finance, accounting, achievement and mental measurement, supervision, guidance services, curriculum construction, building and housing problems, community relation and other technical activities involved in modern high

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school administration through proper documentation and transmission of accurate data. Furthermore, according to UNESCO (2010), the basic issues for consideration in effective school administration are those that concern the operational task areas of school administration. The operational task area of interest in this study is student personnel administration.

Student personnel administration involves assisting students to perform through creation of good environment for learning, supportive aids like teaching facilities, good classroom, sport facilities and students clubs and unions. Accordingly, Quimn (2002) reported that instructional leadership roles of the principals in terms of providing resources, instructional support, communication and being physically present at school are essential to providing an atmosphere that enhanced students' successes and academic achievement. More importantly, the principals of the 21st century education are required to encourage, motivate and energize the students towards the creation of effective learning environments leading to continuous improvement in schools and students' performances.

The manner in which principals manage the students' personnel issues has some relationship with the tone of the school. According to Orlu (2013), it is the duty of the school principal to create and nurture positive and cooperative school environment for optimal productivity in the school. Where this is undermined, there is bound to be poor physical conditions and the consequence is poor human output (Daniel & Felix 2014). Arising from the foregoing, it is argued that the effective administration of students' personnel in terms of its prevailing atmosphere and surroundings is a morale booster and strengthener to the feelings or belongingness, care and goodwill among its members (Samuel &Ukpere, 2020). This therefore requires teachers' job involvement. A teacher who perceives his principal to be effective is most likely to be more involved in his job. On the other hand, a teacher who perceives his principal as ineffective is also likely to be less involved in his job, all things being equal.

Job involvement is an employee's job related significant behaviour. In teaching, it shows the degree to which a teacher is personally involved with his job. The concept of job involvement was introduced by Lodahl and Kejner in 1965. Lodahl and Kejner defined job involvement as the psychological identification of an individual with the work which influences his/ her self-esteem. Later on, this concept was further elaborated by Kanaungo in Ho (2006) who made certain changes in the earlier concept by conceptualising job involvement as the individual's belief towards his or her present job. Ho also quoted Kanaungo to have stated that job involvement is the degree to which employees submerse themselves in their jobs, devote time and energy in them, and consider work as a central part of their overall lives. By implication, teachers' job involvement is the degree to which teachers submerse themselves in their teaching job, devote time and energy in it, and consider teaching profession as a central part of their overall lives.

Teachers with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization. A teacher's success in the educational process depends upon job

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involvement (Ishwara, 2010). According to Ling (2011), teachers with high level of job involvement rarely think about leaving the profession. A teacher who has high job involvement will not show insincerity in his task. In the light of the above, there is need to determine how principals' effective administration of students personnel in secondary schools in Imo State relates to teachers' job involvement.

The existing situation particularly in Imo State is worrisome. In most schools in the State, the filing systems remain manually based and disorganized. The poor economic situation in the country has reached a critical level which in effect has forced the government to reduce educational expenditures (Aniemeka, 2017). As a result, the resources for educational provision have been declining while the demand for both formal and non-formal education has been gaining momentum. According to Agom (2013), the inability of the school system to provide adequate facilities and the needed qualified manpower have negatively affected the quality of education in Imo state. The teachers' job involvement may on the school environment. Any environment that is in order always increases the outcomes of the school by the fact that, teachers and students who are the major factors in this research work will perform excellently well in their responsibilities.

There is therefore a big gap in knowledge as to how teachers in Imo State perceive the principals' effective students personnel administration. There is also absence of empirical data on teachers' job involvement in the State. In the light of the above, this study determined how teachers' perception of principals' effective students personnel administration correlates with teachers' job involvement in secondary schools in Imo State.

Research Question

One research question guided the study:

> What is the correlation between teachers' perception of principals' effective students personnel administration and teachers' job involvement in public secondary schools in Imo State?

Hypothesis

In this study, one null hypothesis was tested at 0.05 level of significance:

> There is no significant correlation between teachers' perception of principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State.

Research Method

This research work is a co-relational study. The area of this study is Imo State. Imo State is one of the 36 States of the federation and is located in the South-East zone of Nigeria. The population of the study was made up of 5,047 teachers in three education zones in Imo State. The composition of the population included: 852 teachers in Okigwe, 1268 teachers in Orlu and 2927 teachers in Owerri educational zones (Source: Dept of Statistics, Secondary Education Management Board (2020) Owerri, Imo State). The sample of the study was made up of 2,523 respondents made up 425 teachers in Okigwe, 634 teachers in Orlu and 1,464 teachers in Owerri educational zones. The proportionate

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random sampling technique was adopted in the selection of this sample size. To do this, each education zone was regarded as a cluster and 50% of teachers in the public secondary schools were selected from each of the three education zones in the State. Two instruments developed by the researcher were used for data collection. The first instrument is titled "Principals' Effective Administration Questionnaire" (PEAQ) while the second one is titled "Teachers' Job Involvement Questionnaire" (TJIQ). To ascertain the validity of the instrument developed for the study, the purpose of the study, research questions, research hypotheses and the instrument were given to three experts- two in educational management and Policy, and one in the measurement and evaluation all in Nnamdi Azikiwe University Awka for validation. The reliability of the instrument was established using cronbach alpha method. Copies of the questionnaire were administered to twenty-five teachers in secondary schools in Enugu State which were outside the area of study. The internal consistency of the items in the clusters was determined using Cronbach statistics. Alpha coefficients of 0.72, 0.74, 0.75 and 0.74 were obtained respectively for the four clusters of PEAQ. A coefficient of 0.81 was obtained for TJIQ. The researcher administered copies of the instruments directly to the respondents with the help of two research assistants. Each research assistant will cover one zone. The researcher will cover one zone too. The research assistants will be briefed on how to distribute and collect copies of the questionnaire from the respondents. The Pearson Product Moment correlation was used in analyzing the data relating to research questions and hypotheses. The coefficient (r) of the relationship was interpreted using the Best and Khan (2003) criterion for evaluating the magnitude of a correlation:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to Very high

Results Presentation

Research Question: What is the correlation between teachers' perception of principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State?

Table 1: Pearson's correlation between teachers' perception of principals' effective students' personnel administration and teachers' and their job involvement

Variables	N	Effective Students' Personnel Administration	Teachers' Job Involvement	Remark
Effective Students' Personnel Administration	2, 523	1	.306	

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Teachers' job Involvement	2, 523	.306	1	Low positive

As shown in Table 1, the correlation between teachers' perception of principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State is r =.306. The correlation coefficient (.306) is between .20 and .40 which shows that a low positive relationship exist between teachers' principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State (r = .306, n = 2,523).

Hypothesis: There is no significant correlation between teachers' perception of principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State.

Table 2: Test of Significance of Pearson's correlation between teachers' perception of principals' effective students' personnel administration and teachers' job involvement

Variables	N	Effective Students' Personnel Admin.	Teachers' Job Involvement	P value	Remark
Effective Students' Personnel Administration	2, 523	1	.372	.030	Significant
Teachers' Job Involvement	2, 523	.372	1		

The analysis on Table 2 shows that Pearson product-moment correlation was run to determine the significance of correlation between teachers' perception of principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State. The analyses yielded a correlation coefficient of .372 and p-value of .030. Since the p-value is less than .05 (.030 < .05), the null hypothesis is rejected. Therefore, there is a significant relationship between teachers' perception of principals' effective students' personnel administration and teachers' job involvement in public secondary schools in Imo State.

Discussion of Findings

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

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teachers' perception of effective students' personnel administration predicts an increase in their level of job involvement.

This finding is therefore consistent with the Udeani (2008) that teachers' perception of students' personnel administration in the school had significant correlation on teachers' job involvement. A positive relationship was found between effective students' personnel administration and teachers' job involvement. The findings of Biose (2013) and strongly supports this position. According to the author, when teachers perceive 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 too much lack of care and rigidity on the part of the principals in handling 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 participating decision making, democratic leadership, rewarding of good performance and equity may increase job involvement. This is consistent with the result of the findings of Omeje (2008) 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 students' personnel administration. Furthermore, this finding added that perception of effective students' personnel administration also leads to higher organizational performance and success.

Conclusion

Based on the interpretations of the findings on the data collected and analysis and discussion of results, it is concluded that teachers perceived a low positive correlation between principals' effective students' personnel administration and their job involvement. There is statistically significant correlation between teachers' perception of effective secondary school administration and their job involvement. Thus, principals' effective school administration student personnel issues make a significant joint contribution to teachers' job involvement in public secondary schools in Imo State.

Recommendations

Based on the findings of this study, the following recommendations were made.

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

2. The government should make conscious effort to formulate policies that will ensure effective students' personnel administration to minimize low teachers' job involvement since an increase in effective school administration can lead to increase in teachers' job involvement.

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