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TEACHERS' PERCEPTION OF PRINCIPALS' EFFECTIVE STAFF 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 staff personnel administration correlated with the 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 and 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 who were selected using proportionate random sampling technique. Two instruments developed by the researchers were used for data collection. The first instrument is titled "Principals' Effective Staff 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. An alpha coefficient of 0.72 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 staff 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 staff 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; Principals; Staff Personnel Administration Teachers' Job Involvement; Public Secondary School.

Introduction

Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principal means of providing for the welfare of individuals. The role of education in solving the problems affecting the growth and development in the society cannot be over-emphasized.

The Federal Republic of Nigeria (FRN, 2013) indicated that accomplishment of the goals of education solely depends on defining the structure and strategies for

educational provision, setting guidelines and required standards for its delivery, managing the education system for quality control and quality assurance, improving teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training opportunities, other incentives for teachers. The accomplishment of the goal of education, attaining quality standards and maintaining effective control and service delivery is something that should start right from the primary school through the secondary school to higher institutions. Secondary education serves as a link between primary education and higher education. The emphasis in this work is on secondary education.

Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. Secondary education occupies a central position in the Nigerian educational system because it is the level of education that prepares students for higher education. It is the level of education that determines the academic and professional career of students. Perhaps, it is the basis of this understanding that the FRN (2013) articulated the broad aim of secondary education to include preparation of students for useful living in the society and preparation for higher education. The aim of secondary education in Nigeria therefore cannot be successfully achieved without quality teachers' service delivery.

A teacher is an instructor who implements educational policies at the classroom level with the aim that students can function effectively in their environment. Abbasi and Hollman (2010) explained that teachers are charged with important responsibilities of offering guidance and counselling to students in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels. According to Pathak (2018), the extent the teachers discharge their responsibilities depends on the principals who are school administrators at the secondary school level.

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. Effective principals are liked and respected, rather than feared. They communicate well and care for staff and students and are 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

this study, emphasis is on staff personnel administration.

Staff personnel in secondary school system comprise all teaching and non-teaching staff. 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. 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.

The manner in which principals manage the school staff 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 staff personnel administration 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.

Teachers' job involvement is the teachers' motivational orientation to the job in which they are engaged. Teachers with high job involvement would consider their work to be a very important part of their lives and their happiness depend on how they perform on their jobs. Teachers who are high in job involvement truly care for and are concerned about their teaching job (Ekpenyong, 2021). Teachers with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization (Azeem, 2010). A teacher's success in the educational process depends upon job 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 (Mehta, 2011). In the light of the above, there is need to determine how principals' effective administration in secondary schools in Imo State relates to teachers' job involvement.

In Nigeria and Imo State in particular, some principals are appointed without requisite educational qualification as well as years of experience. It is worth knowing that if principals recruited do not have the experience and skills needed for effective school administration, the aim of positive change will not come. Some of the appointed principals in the state have no knowledge of information and communication technology, which is the

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trend in every dynamic and growing organization. In Imo State particularly, most secondary schools seem to lack everything that is basic to valid data generation. This manifests in almost total lack of school record books; teachers who have not been trained to keep records; teachers who do not understand why they should keep these records and fill the forms that come to them regularly; lack of monitoring to expose non-compliance; absence of any serious sanction for failing to perform; pressure from various sources for schools to falsify educational returns; and reliance on out-dated technology. Apart from the negative manifestations from the schools, there are also non-cooperation among staff in some schools; lack of committed manpower; lack of appropriate school equipment; and lack of funds for procuring even the most basic items needed for effective school administration.

Presently in Imo State, there appear to be problems in secondary school administration. The challenges facing school administrator include: lack of interest of most principals to arrest loitering behaviour of the teachers and students, lack of social set-up among staff, the inability of the principals to make out time to visit and communicate with members of staff, principals inability to listen to advice, improper supervision which requires the principals watchful eye and constant presence. Other problems in the State include lack of organized orientation for young and inexperienced teachers, lack of division of labour and monopoly of power, constant repetition of lesson notes, use of particular instructional materials year after year and poor coordination of the various departments in the school due to disobedience to school rules and regulations. Personal observation of the researchers also indicated that finance and school plants are also not properly managed in public secondary schools in Imo State. All these challenges in the State affect staff performance and achievement of the pre-determined objectives of the schools. Based on the above administrative challenges, it is clear that certain issues of concern exist in the secondary school system and the researcher is poised to ask: are these administrative challenges as a result of ignorance, unfortunate oversight or design on the part of principals or teachers? In view of this, the problem that faced the present researcher in question form is: "What is the correlation between teachers' perception of principals' effective staff personnel administration and the teachers' job involvement in public secondary schools in Imo State?"

Research Question

One research question guided the study.

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

Hypotheses

One null hypothesis was tested at 0.05 level of significance.

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

Research Method

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This research work is a co-relational study. The area of this study is Imo State. The population of the study was made up of 5,047 teachers in three education zones in Imo State. The sample of the study was made up of 2,523 respondents comprising 425 teachers from Okigwe, 634 teachers from Orlu and 1,464 teachers from Owerri educational zones. The proportionate random sampling technique was adopted in selecting the sample size. Each education zone was regarded as a cluster and 50% of teachers in the public secondary schools was selected from each of them. Two instruments developed by the researchers were used for data collection. The first instrument is titled "Principals' Effective Staff Personnel Administration Questionnaire" (PESPAQ) while the second one is titled "Teachers' Job Involvement Questionnaire" (TJIQ). The instruments were validated using 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 instruments was established by administering copies of the questionnaire on twenty-five teachers in secondary schools in Enugu State which were outside the area of study. The internal consistency of the instruments was determined using Cronbach method. Alpha coefficient of 0.72 was obtained for the four clusters of PESPAQ. In the same vein, 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 analyzing the data relating to research question and hypothesis. 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 One: What is the correlation between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Imo State?

Table 1: Pearson's Correlation 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, 523	1	.226	
Teachers' job Involvement	2, 523	.226	1	Low positive

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Result in Table1 show that the Pearson's correlation coefficient is, r = (.226). Going by the rule of Best and Kahn (2003) as indicated in the method of data analysis, r (.226) is between .20 and .40; therefore, the relationship is low positive. This shows that a low positive relationship exist between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Imo State.

Hypothesis One: There is no significant correlation between teachers' perception of principals' effective staff 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 staff personnel administration and teachers' job involvement

Variables	N	Effective Staff Personnel Administration	Teachers' Job Involvement	P value	Remark
Effective Staff Personnel Administration	2, 523	1	.226	000	Significant
Teachers' Job Involvement	2, 523	.226	1		

Data analysis on Table 2 reveals the Pearson product-moment correlation that was run to determine the significance of correlation between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Imo State. The analyses yielded a correlation coefficient of .526 and p-value of .000. Since the p-value is less than .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 correlation between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Imo State.

Summary of Findings

The following findings emerged from this study:

1. 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 Imo State.
2. There is a significant correlation between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Imo State.
3. There is significant joint relationship between teachers' perception of principals' effective school administration and their job

involvement in public secondary schools in Imo State.

Discussion of Findings

The finding of this study indicated 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 Imo State. This shows that effective staff personnel administration directly relates to teachers' job involvement in public secondary schools in Imo State. A unit increase in the level of staff personnel administration is associated with a unit increase in teachers' job involvement. This shows that the prevalence of fairness in handling staff 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 personnel administration predicts an increase in their level of job involvement.

This finding is therefore consistent with the Udeani (2008) that teachers' perception of staff personnel administration in the school had significant correlation on teachers' job involvement. A positive relationship was found between effective staff personnel administration and teachers' job involvement. The findings of Nwadialo (2004) and Ogakwu (2004) strongly supported this position. According to these authors, when teachers perceive staff 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 staff may be perceived by the teachers as injustice, abuse of power and autocratic. This may lead to emotional frustration, psychological depression, disordered behaviour 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 staff 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 staff personnel administration. In addition, this finding added that perception of effective staff 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 staff personnel administration and their job commitment is significant. That is to say that teachers' perception of staff personnel administration is a significance factors in the teachers' job involvement.

Conclusion

The conclusion of this study is that teachers perceived a low positive correlation between principals' effective administration and their job involvement. It is also concluded that teachers' perception of principals' effective staff personnel administration predicts their 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 make conscious effort to formulate policies that will ensure staff personnel administration to minimize low teachers' job involvement since an increase in effective staff personnel administration can lead to increase in teachers' job involvement.
2. The principals should pay more attention to appreciation , giving of awards, literary and moral appreciation because they make a psychological compensation to teachers and when principals fails to express the feeling of gratitude towards the efforts exerted by active teachers it affects their involvement.
3. As a way of ensuring high teachers' job involvement, the principals should allow teachers to participate and voice their preferences and opinion when decisions are made in the school. In addition, teachers should also be informed about possible changes that affect them and their opinions sought concerning these changes as this will show them that they are valued and are part of their school.
4. As part of effective school administration, the principal should establish an open and democratic relationship with the teachers as this will continuously ensure teachers' high level of teachers' job involvement in the school.

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