UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL12;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. January-June, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

PROBLEMS ENCOUNTERED BY PRINCIPALS IN IMPLEMENTATION OF STUDENTS PERSONNEL SERVICES IN AWKA-SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE, NIGERIA.

[1]Asiegbu, Emmanuel Chidubem (Ph.D)
[2]Mbonu, Obianuju Adaobi (Ph.D)
[3]Emmasiegbu, Chimauche Mary

E-mail: ec.asiegbu@unizik.edu.ng Phone: 08038683562
[1 & 3,] Department of Educational Management & Policy,
Nnamdi Azikiwe University, Awka. Anambra State, Nigeria.

[2] Department of Educational Management, School of Education,
Federal College of Education (Technical), Umunze.
[3] Department of Library and Information Science,
Nnamdi Azikiwe University, Awka.

ABSTRACT

This study was designed to determine the problems encountered by principals in implementation of students' personnel services in secondary school in Awka-South Local Government Area of Anambra State. The study was guided by four research questions. The population of the study consist of (18) eighteen principals and one thousand, one hundred and fifty (1150) teachers, making a total of 1168 respondents used for the study. The researchers developed a structured questionnaire used for collection of data. The validation of instrument was done by three experts while a reliability coefficient of 0.85 was obtained with the help of Pearson's Product Moment statistic. Data was analyzed using Arithmetic Mean technique. Based on the analysis, findings were made; it was found that poor leadership styles of the principals, poor infrastructure, indiscipline among students, are among the major problems encountered by principals in the implementation of students' personnel services. Based on the findings, it was recommended among others that government should provide necessary infrastructures to students, principals should adopt good leadership style based on the situation, Principals and teachers should undergo special training for their specific job and appropriate discipline should be administered on students.

Keywords: Principals' Implementation, Students' Personnel Services

Introduction

The Nigerian educational industry as we know it today started with the establishment of primary schools by the missionaries, then graduated to the funding of secondary schools. The missionary schools were simply in structure, church building served as the schools, curriculum was narrowed emphasizing mainly on religion, introducing writing and arithmetic and pupil were few in number. There was little planning and most teachers were unqualified.

According to Asiegbu () the missions, majorly established several schools of different levels, in some areas, while propagating the Christian religion in those areas. Hauwa (2012) pointed out that the western or formal education introduced by the missionaries became more prominent and outshined the already existing informal education in various parts of southern Nigeria.

However, according to Afolabi (2018) the aims of education as given by the missionaries were to enable recipients to have mastery of the Bible in English and the local language, gardening and agriculture as well as training local school masters, catechists and clergymen. Ozigi and Ocho (1981) in Hauwa (2012) noted that even though the Christian missionaries' major objectives of establishing schools were the propagation of Christianity, their greatest legacy was their educational work and development of indigenous languages into writing.

Today according to Mgbodile (2004) "The situation is different, the educational system has become more complex, the aims and objectives for setting up educational institution have been widened, new subjects have been introduced with view to meeting the critical needs of the Nigerian society". There has been rapid population explosion in the number of children that are very eager to receive post primary education. Various states government of the federation especially Anambra State has large number of teachers with varying degrees of qualifications which are found at the primary, secondary and tertiary levels of the educational system. The unexpected growth in all facet of educational systems calls for effective students' personnel services if the objectives of education are to be realized.

With the explosion of students' population, student personnel services became complex. Adesina (1990) placed great emphasis on services rendered to students because, the school are not built to carter for the interest of teachers, parents and educational administrators but for students. The students' population and curriculum determines to great extents the size of the school, the physical facilities and the number of teachers to be employed.

Student's services supplement teaching and learning which normally take place in the classroom. If the students' services are not adequately provided and supervised, their effect may have disastrous consequences on the educational programme. The principal directs students' services in the school. Akomolage (2001), enumerated these services as follows; school attendance and its related problems, orientation of the new students especially those who are entering secondary school for the first time, admission classification assigning of students to an educational programme, evaluation and reports of students' progress, supervision of students, discipline guidance and counseling programmes, health and safety programme and personal, social and emotional adjustment of students. These are referred to as students' personnel services.

No principal alone can give these services to students, he has to delegate some teachers to perform some of these functions. The services of head/form teachers and guidance counselors will be required for effective execution of students' personnel administration. When policies on students' personnel services are made, they need to be implemented. In the course of their

implementation, principal encounter several problems which are what this study is out to investigate. The purpose of administration in the school is to help ensure the achievement of the school goals. At the head of the school, there is usually a teacher who is called the headmaster in the primary school or principal in the post primary school. It is this person who is placed at the head of the organization, that the overall responsibility for the direction and achievement of the set goals of the school rest. The school is made up of the students, teachers, non-tutorial staff and material resources. But principally, the school is meant for the students. The success and failure of the school programme depend on success and failure of the students.

A school is ad-judged good or bad on the basis of the quality of students it produces not on infrastructure. Thus the process of the principal working to achieve these set goals of a school depend on his making use of human and material resources. The goals of the school depend on the effective implementation of students' personnel services. This in-turn depends on the administrative leadership skills of the principals.

Mgbodile (1985) in Ezeuwa (2002) pointed out that many principals encounter administrative problems in the implementation of students' personnel services. This normally results from the facts that in our post primary school system, majority of the principals are appointed to their positions mainly by virtue of qualifications based on tears of experience and without any formal training in school administration. It is to be expected that many of them may not be conscious of the administrative principles and process, and these may have effect on the teachers, the students and the learning progress. Lack of administrative acumen of some principals has created problems among students. Students currently go on constant rampage, vandalize school and public properties, murder fellow students and riot. This could be traced to lack of proper students' personnel services.

Based on these, the study tends to ask: What are the problems encountered by principals in the implementation of students' personnel services in Awka-South Local Government Area of Anambra State?

Research Questions

The following research questions were formulated to guide the study.

1. How does inadequate infrastructure causes problems to principals in the implementation of students' personnel services?
2. How does leadership style of the principals affect the implementation of students' personnel services negatively?
3. How does inexperienced manpower constitute a problem to principals in the implementation of student's personnel services?
4. How does indiscipline pose a problem to principals in the implementation of student's personnel services?

Research Method

A descriptive survey design was adopted in this study. This study covered all the public secondary schools in Awka-South Local Government Area of Anambra State. The Local Government is large and highly populated as one of the largest local government in Anambra State with a total of 18 public secondary schools. The population of the study comprised all the 18 Principals

and the 1150 teachers in the (18) secondary schools in Awka South Local Government Area of Anambra State. The entire population was studied since it is manageable. The instruments used for data collection is a structured 20-itemed questionnaire validated by three experts. A reliability co-efficient of 0.85 was obtain through the use of Pearson Product Moment correlation co-efficient which was considered high enough for the study. The copies of questionnaire were administered to the respondents through hand delivery by the researchers and other research assistants duly trained. The data collected were analyzed using statistical mean for the four research questions on the four (4) point rating scale. Any item with mean of 2.5 and above was accepted (agreed) but a mean below 2.5 was rejected (disagreed).

Presentation of Results

The presentation of the results was done sequentially in-line with the four (4) research questions.

Research Question 1: How does inadequate infrastructure cause a problem to principals in the implementation of students' personnel services?

Table 1: Mean scores on how inadequate infrastructure causes problems to principals.

S/NO	ITEMS	X	DECISION
1	Most of schools in the area are lacking structures in their schools.	3.2	Agree
2	Some of the schools in the area are lacking laboratories for practical	3.3	Agree
3	There are no health facilities in some of the schools to carter for the health challenges of the students	3.6	Agree
4	Inadequate instructional materials hinders effective classroom instruction in the schools.	3.6	Agree
5	In most secondary schools, boarding school's systems are not effective because of inadequate facilities like well-spaced bedrooms and recreational centers.	3.5	Agree

Grand mean = $\frac{17.2}{5} = \underline{\underline{3.44}}$

From table 1 (one) above, item 1 with the mean of 3.2, showed that most of the principals and teachers agreed that most of the schools in the area are lacking structures in the schools. In item 2, it could be seen that with a mean of 3.3, the respondents agreed that some schools in the area are lacking laboratories for practical.

In item 3, it shows that with a mean of 3.6, the respondents agreed that there are no health facilities in some of the schools to carter for the health challenges of the students. Also in item 4, with a mean of 3.6, it shows that the respondents agreed that inadequate instructional materials hinder effective classroom instruction in the schools, while in item 5, with ta mean of 3.5, it shows that the respondents agreed that in most secondary schools, boarding school system are not effective because of inadequate facilities like well-spaced bedrooms and recreational centers.

Finally, from the findings so far, the researcher concludes that as a result of inadequate infrastructure, implementation of students' personnel services by principals of the schools in the area has become ineffective. This can be seen from the result of the grand mean of 3.44

Research Question 2: How does leadership style of the principals effect the implementation of students' personnel services?

Table 2: Mean scores on how leadership style of principals effect the implementation of students' personnel services

S/NO	ITEMS	X	DECISION
6	Some of the principals apply laisses-fair style of leadership which affect their administration negatively	3.1	Agree
7	Some of them also adopt autocratic leadership style which also affect their administration	2.8	Agree
8	General style of leadership will effectively enhance implementation of students' personnel services.	3.9	Agree
9	Some of the principals lack leadership qualities in them which equally affect their school administration	3.8	Agree
10	Some of the principals are unable to determine the best leadership style to apply for efficient implementation of students' personnel services.	2.3	Agree

Grand mean = $\frac{15.9}{5}$ = 3.18

From table 2 (two) above, item 6 with a mean of 3.1 shows that respondents agreed that some of the principals apply laize-faire style of leadership in their schools which affects the implementation of students' personnel services. In item 7 with the mean of 2.8, it shows that some principals apply autocratic style of leadership in their school which also affects the implementation of students' personnel services. Also in item 8, with a mean of 3.9, the respondents agreed that general style of leadership will effectively enhance the implementation of students' personnel services in the schools. In item 9, with a mean of 3.8, they agreed that some of the principals lack leadership qualities in them which affects their implementation of students' personnel services. Finally, in item 10, with a mean of 2.3, the respondents disagreed that some of the principals are unable to determine the best leadership style to apply for efficient implementation of students' personnel services.

From the responses on research question two above, the researcher concludes that bad leadership style of the principals affect the effective implementation of students' personnel services. This is observed in the result of the grand mean, which is 3.18.

Research Question 3: How does inexperienced manpower constitute a problem to principals in the implementation of students' personnel services?

Table 3: Mean scores on how inexperienced manpower affect principals' implementation of students' personnel services.

S/NO	ITEMS	X	DECISION
11	Some of the secondary school teachers in the area are unqualified to teach in the school.	3.5	Agree
12	Most teachers in the schools don't go for in-service training to upgrade their knowledge.	3.2	Agree
13	Some of the teachers in the schools lack teaching experience before employment	3.8	Agree
14	Sufficient availability of experienced staff in the schools will minimize problems facing the implementation of students' personnel services	4.1	Agree
15	Some teachers are not qualified to teach the various subjects assigned them in the school.	3.8	Agree

Grand mean $\frac{18.4}{5} = 3.68$

Form the above table 3, it could be seen that with a mean of 3.5 in item 11, respondents agreed that some of the secondary school teachers in the area are unqualified to teach in secondary schools. In item 12, with the mean of 3.2, the respondents agreed that most teachers in the school don't go for in-service training to upgrade their knowledge.

Also in item 13 with a mean of 3.8, the respondents agreed that some of the teachers in the school lack teaching experience before employment. In item 14 with a mean of 4.1, the respondents agreed that sufficient availability of experienced staff in the school will minimize problems facing the principals in their implementation of students' personnel services. Finally, in item 15, with a mean of 3.8, the respondents agreed that some teachers are not qualified to teach the various subjects assigned them in the school.

Therefore, the researcher looking from the responses given above, concludes that inexperienced manpower constitute a problem to principals in the implementation of students' personnel services as evident in the grand mean score of 3,68.

Research Question 4: How does indiscipline in the school constitute a problem to principals in the implementation of students' personnel services?

Table 4: Mean scores on how indiscipline constitute a problem in the implementation of students' personnel services

S/NO	ITEMS	X	DECISION
16	Indiscipline relating to students' disrespect for school authority poses problem to principals in their implementation of students' personnel services	3.9	Agree
17	Most students are fond of breaking school rules and regulations especially; fighting and other immoral acts	3.5	Agree
18	Some students are truants, always absenting themselves from school	3.3	Agree
19	Students indulge in exam malpractices and sorting	3.6	Agree
20	Some students are fond of vandalizing the school properties.	3.8	Agree

Grand mean $\frac{18.1}{5} = 3.62$

From table 4 above, it is seen that item 16 with a mean of 3.9 showed that indiscipline relating to students' disrespect for school authorities constitute a problem to principals' implementation of students' personnel services. In item 17, with a mean of 3.5, it is seen that most students are fond of breaking school rules and regulation especially; fighting and other immoral acts.

In item 18, with a mean of 3.3, the respondents agreed that some students are truants, always abstaining themselves from school. Also in item 19, with a mean of 3.6, the respondents agreed that some students indulge in exam malpractices and sorting. Finally, in item 20 with a mean of 3.8, the respondents agreed that students are fond of vandalizing the school properties which equally hinders effective implementation of students' personnel services by the principals.

From the response of the respondents on research question 4, above, and from the result of the grand mean of 3.62, the respondents agreed that indiscipline on the part of the students in the school constitute a problem to principals in the implementation of students' personnel services in schools in Awka-South Local Government Area of Anambra State.

Discussion of Results

From the result presentation above, in research question one as analyzed in table 1: The mean scores ranging from 3.2 to 3.6 showed that inadequate infrastructure causes problems to principals in the implementation of students' personnel services. This was agreed in the opinion of Reller (1994) with his findings that the principals should see that essential and basic adequate equipment and materials are provided in good time. Ezeocha (1990) in Ezeuwa (2006:13) stated that the fiscal or financial aspect of school management include: budget making and budget administration, procuring and handling of finds, purchasing or the expenditure of funds, inventory, accounting, auditing, financial reporting, cost analysis, maintaining properties, insurance

programming, cateria operations, and supporting each school services like health-care, meal, library, transportation and recreational services.

Looking at the second research question as analyzed in table 2: The findings showed that the means score ranging from 2.3 to 3.9 for the items listed under research question two. This indicated that leadership style of the principal affects the implementation of students' personnel services negatively. The findings are in-line with the argument of Nwogu (1992) and Belt (1981) that principals should move towards democratic style of leadership, where all things been equal. Alu et-al (2001:105) also said that a leader should see himself at different times using the authoritarian, democratic or laizzes-faire styles depending on circumstances and needs of the moment.

Research question three as analyzed in table 3: With the mean scores ranging from 3.2 to 4.1 should that inexperienced manpower constitute problems to principals in the implementation of students' personnel services. This is in line with the opinion of Waiching (1994), who pointed out that principals must be in the highest and academic/professional level in order to command respect of his teachers. Likewise, teachers being in high and professional level to also command respect of the students. Alu et-al (2001;86) is also of the opinion that manpower planners will estimate the amount of manpower needed at a future date.

Research question four as answered in table 4: With the mean scores ranging from 3.3 to 3.9, the findings showed that indiscipline on the part of the students in the school constitute a problem to principals in the implementation of students' personnel services. An example of indiscipline act of the students is examination malpractice and sorting.

Conclusion

It can be concluded that inadequate infrastructure, bad leadership style, inexperienced manpower and indiscipline among the students could hinder the implementation of students' personnel services.

However, a number of recommendations have been made to minimize the problems. When all the recommendations are implemented, students' personnel services will certainly improve.

Recommendations

1. It is recommended that government should provide the necessary infrastructure to train these students, while the principals on his/her own part appeal to the community, the PTA, the public spirited groups and individuals to help in the provision of infrastructure.
2. Principals should be encouraged to adopt democratic style of leadership. This is a modern trend in politics and education
3. Before any teacher is appointed a principal, care should be taken that he is adequately qualified both academically and professionally. He must also have the perquisite experience in administration of schools. Teachers also should be employed with special emphases on their teaching subjects to be able to teach only the subjects they are employed to teach.

4. Finally, adequate discipline should be carried out by principals to monitor the conducts of their students.

REFERENCES

Adesina, S. (1990). Aspect of school management. Ibadan: Board publication limited.

Akomolage, A. (2001). The principal and his functions Ibadan: Spectrum Books Limited.

Afolabi, O.O. (2018). Educational development in Africa: *Prospects and challenges of teaching/learning history in Nigeria*. *Frontiers in Education Technology 1(1) 2018.* www.schoolink.org/ojs/index.php/fet

Asiegbu, E.C (2019) Return of Catholic Schools, The Gains, The Challenges. *Education for Character formation, empowerment and salvation.* A proceeding & Resolutions of the maiden Education Summit, 2019, Catholic Archdiocese of Awka. p:61-73

Alu, B.E, Eya, L.O, Odo, C.O, Edeh, F.E, and Ugwu J.C, (2001). Fundamentals of educational administration. Nsukka: Chuka Educational Publishers.

Bect, A. (1981). School administration. London: Greorge Alen and Urwn.

Ezeuwa, L. (2006) Issues in Educational management. Enugu: hipuks Additional press.

Hauwa, I (2012). Educational policy in Nigeria from the colonial Era to the post- independence period. *Italian journal of sociology of Education. 1, 2012*

Mgbodile, T.O. (2004). Fundamentals in Educational Administration and planning. Magnet Business Enterprises. Enugu, Nigeria.

Reller, C.E (1994). Leadership in schools. Jos: Jackson publishers International Ltd.

Ukeje, B.O. (1992). Educational administration. Enugu: Fourth Dimension Publishing Co. Ltd.

Waiching S.D. (1994). Administration and policy making in Education. Baltimore: John Hopkins University press.