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HEAD TEACHERS' HUMAN RESOURCE MANAGEMENT PRACTICES FOR ADMINISTRATIVE EFFECTIVENESS IN PRIMARY SCHOOLS IN AWKA-SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

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ABSTRACT

The purpose of the study was to investigate head teachers' human resource management practices for administrative effectiveness in primary schools in Awka-South Local Government Area of Anambra State. Survey research design was adopted for the study. The population of the study comprised 654 public primary school teachers in the existing 45 public primary schools in Awka South LGA. The sample size for the study consisted of 220 teachers obtained through simple random sampling and proportionate sampling techniques. Head Teachers' Human Resource Management Practices for Administrative Effectiveness Questionnaire (HTRMPAEQ) was used to collect data. HTRMPAEQ was validated by three experts in Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the HTRMPAEQ was tested with Cronbach's alpha method to obtain values of 0.78, 0.76 and 0.82 respectively for clusters one, two and three. Data were analyzed using mean. The findings of the study revealed that head teachers provided incentives for administrative effectiveness in primary schools. Furthermore, head teachers had positive inter-personal relationship for administrative effectiveness in primary schools. Based on

the findings of the study, it was recommended among others that head teachers should sustain their provision of incentives for administrative effectiveness in primary schools.

Introduction

Primary education is critical to the development of the nation being the bridge between nursery and secondary education. Apart from serving as the link between nursery and secondary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the nursery level. Primary school education is the education children within the ages of six and eleven receive after nursery education and before secondary education. It is the type of education that provides opportunities for pupils to acquire advanced knowledge, skills and competencies. Primary schools in Nigeria are important institutions in the achievement of the educational policy of the nation. The success of any primary school can hardly be complete without the administrative effectiveness of a head teacher.

Head teacher as a leader of an entire community within a school, has been entrusted with the business of controlling staff, finances and organisation of the curriculum. The head teacher is an administrator who runs a school organization for the purpose of attaining the objectives of secondary education. The head teacher as a professional leader and foremost supervisor, combines the roles of administration supervisor, instructional supervisor and subject supervisor. Thus, the growth and development of primary schools depend largely on the administrative effectiveness and efficiency of the head teacher. In the same vein, the Federal Republic of Nigeria (FRN, 2014) highlighted that head teacher is a person who is responsible for running a school and determining the direction and objectives of the school. This definition means that the head teacher's position determines everything that happens in the school. The head teacher is responsible for implementing the educational policy of the country in primary schools and usually report to the school board.

The functions of the head teacher among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to both students and staff as well as playing the role of a liaison officer between the school, ministry and the community. Other duties to be performed are; pupils' admission, proper documentation of school finance and creating a conducive learning atmosphere. In this study, the term head teacher was perceived as a leader in the primary school who is charged with the execution and implementation of school goals, policies and programmes for the attainment of the goals of primary education. To the researcher, a head teacher is one charged with the oversight function of management/administration of a primary school, who must have attained a good height in the educational system, gained a formidable knowledge and experience in school administration and human resource

management for actualization of the set educational goals

Human resource management (HRM) is key to the competitive success as well as survival of any organization. HRM is critical to any organizational success. Without it, vision, mission and opportunities of the educational organization will be compromised. Without it, there can be wastage of organizational resources and the workforce full potential will not be utilized. The success of any education program largely depends on the availability and the utilization of skilled work force of all types in a school system. This is because human resource in the school is the initiator and the determinant of all activities that are in the school. As such, school head teachers can be said to be effective in their human resource management duties if they carry out the HRM practices in a way that produces the effectiveness among the teaching and non-teaching staff in school organization.

Human resource management practice captured the recruit, selection, placement and career development of employees within an organization. Human resource management practice in education refers to the systematic process of recruitment, selection, induction, training, development, and motivation of teachers toward achieving educational goals and objective (Abdulhakeem, 2022). It is concerned with staff at work and their relationship within the system. Human resource management is aimed at achieving absolute dispensation of justice and efficiency in the organization. HRM comprises on boarding new staff, creating opportunities to learn new skills, disseminating resources that are relevant to the staff's job, and any other developing initiatives (Panasonic, 2022). It enables every employee to offer the best contribution towards the success of the organization.

There is need for human resource management in the school system as it is integral and offers a wide range of channels through which the head teachers carry out statutory duties and other responsibilities. There are many ways in which human resources within the formal school system can be effectively managed. These include promotion, discipline, remuneration, motivation, supervision, the involvement of staff in decision making, inter- personal relationship, effective communication, the delegation of responsibilities and retraining (Owan, 2018). However, the emphasis of the current study was based on three aspects of human resource management which include head teachers' provision of incentives, head teachers' inter-personal relationship and teachers' participation in decision-making.

Incentives to teachers as a technique of motivation should be able to attract and retain the teachers. Hence, head teachers who employ this technique of motivation should be prepared to offer compensation schemes such as monetary bonus, appreciation for outstanding performance by teachers among others in order to be able to motivate teachers to perform their task to produce target output. Quadri (2019) pointed out that incentives are given in form of compensation packages as a strategy to

retain, motivate, and enhance the well-being and job performance of teachers. Incentives have a positive effect on education. Incentives make teachers to pay more attention to student's abilities thereby encouraging students to bring good learning returns. Osuji and Nweneka (2022) noted that incentives are used to trigger the excitement of teachers on the job.

Head teachers' inter-personal relationship refers to the cohesion that exists between a head teacher and his teachers, students and other personnel within and outside the school environment. According to Azzari (2018), the school administrator must understand his/her own behavior and the behaviour of pupils, teachers, other staff members, parents, and all citizens of the community who influence educational policy in any way. He/she must understand the group dynamics not only of school boards, school-related organizations such as the parent-teacher association and groups of school personnel, but also of many other groups in the community which can affect the operation, strength, and qualities of schools. Vasiliki (2015) observed that the relations between teachers and between head teacher and teachers in most schools are official and friendly. Important factors that create good relations are good behavior, the qualifications and the personality of the teachers and head teacher.

Teachers' participation in decision making entails head-teachers' accommodation of teachers in the planning and implementation processes of the school that are geared towards the realization of the institutional goals. Teachers' participation in decision making refers to the degree of employee's involvement in a firm's strategic planning activities (Osuji & Nweneka, 2022). Every school head teacher must ensure that every staff is adequately involved in making decisions that concern the school. This will raise their morale to take an active part in an activity in which they were involved in the planning. Thus, when human resources are properly managed by head teachers, the pupils would be better for it.

With the researcher prescriptions underlying the foundation for this research, it is posited that for there to be administrative effectiveness, head teachers are expected to manage human resources properly. However, a cursory look at primary schools in Awka South LGA revealed that the performance of teachers has been unsatisfactory as teachers are seen evading their statutory duties to the detriment of the pupils. This unsatisfactorily state of affairs is a huge source of worry to relevant stakeholders in the primary educational system. It is in view of the foregoing that the researcher sought to investigate head teachers' human resource management practices for administrative effectiveness in primary schools in Awka-South LGA of Anambra State.

Problem Statement/Justification:

The current situation in primary schools regarding administrators' effectiveness raises questions on human resource management. This is to the extent that teachers, who are saddled with the daunting tasks of curriculum implementation are

found absenting themselves from their duty post for other considerations based on the researcher's observation in primary schools in Awka-South LGA. Worse still, some others attend to their duties late. This is rather a source of worry to stakeholders in the primary educational system.

Some of the teachers seem to find it difficult to perform their statutory roles to the pupils in a manner that satisfies the pupils and their parents. It must be stressed that education cannot be an instrument for achieving national development where the primary education is not effectively administered by the head teachers to accomplish its aims and objectives. It is against this background that the researcher sought to investigate head teachers' human resource management practices for administrative effectiveness in primary schools in Awka-South LGA of Anambra State.

Research Questions

The following research questions guided the study:

1. What is head teachers' provision of incentives for administrative effectiveness in primary schools in Awka-South LGA?
2. What is head teachers' inter-personal relationship for administrative effectiveness in primary schools in Awka-South LGA?
3. What is teachers' participation in decision-making for administrative effectiveness in primary schools in Awka-South LGA?

Literature Review

Head Teachers' Provision of Incentives for Administrative Effectiveness

Incentives are part of motivational strategies which promote teachers' job performance. Incentives are things used by head teachers to stimulate the feeling of teachers towards action for administrative effectiveness. They are usually exciting, they motivate teachers to take desired actions (Sims, 2017). Incentive is not only tied to monetary benefits such as salary increment but encompass many other things like staff retraining and development, working conditions, promotions, status, participation in decision making and rewards for high performance (Ozoemena, 2013). Teachers need incentives to be able to put more efforts in the discharge of their duties, record high productivity in lesson planning, teaching, students' and parental support, punctuality to classes and other meetings (Ozoemena, 2013). Incentives such as employee bonuses and a dynamic or permanent salary make up total remuneration.

The system further includes non-cash incentives, including acknowledgment, responsibilities, appreciation, and opportunities for personal development. Safety, the effect of work on the family, wages, and incentives top the list of worries for employees (Adewole, 2023). Adewole added that incentives are crucial in education; advantages like free housing, free meals, flexible schedules, medical insurance, and family tuition waivers are thought to attract top talent to educational institutions. Human Resource (HR) should

further be in short supply to be a source of long-term competitive advantage. To put it another way, the greatest teachers should be given the finest incentive programmes. According to HayGroup, (2017), the compensation (incentives) should be directly proportional to the value of the position and the abilities needed to carry out the job. Incentives to teachers as a technique of motivation should be able to attract and retain the teachers. Hence, heat teachers who employ this technique of motivation should be prepared to offer compensation schemes such as monetary bonus, appreciation for outstanding performance by employees etc. in order to be able to motivate employers to perform their task to produce target output. Incentives have a positive effect on education. Incentives make teachers to pay more attention to their pupils and the logical consequence is administrative effectiveness.

Head Teachers' Inter-Personal Relationship for Administrative Effectiveness

Head-teachers' inter-personal relationship refers to the cohesion that exists between a head teacher and his teachers, students and other personnel within and outside the school environment. According to Azzari (2018), the head teacher must understand his own behavior and the behavior of pupils, teachers, other staff members, parents, and all citizens of the community who influence educational policy in any way. He must understand the group dynamics not only of school boards, school-related organizations such as the parent-teacher association and groups of school personnel, but also of many other groups in the community which can affect the operation, strength, and qualities of schools (Osuji and Nwanneka, 2022). Vasiliki (2015) observed that the relations between teachers and between head teachers and teachers in most schools are official and friendly. Important factors that create good relations are good behavior, the qualifications and the personality of the teachers and head teachers. Owan (2018) pointed out that human resources within the formal school system can be effectively managed through inter- personal relationship between the head teacher and the teachers.

The head teacher, in a bid to promote administrative effectiveness prioritizes their teachers' self-actualization and thus, motivates them to perform their jobs well through inter-personal relationship. In order words, such head teacher that are given to transformational leadership evolves innovating ways of addressing the challenges of their teachers with a view to enhancing their job performance. Mohammed and Wang (2018) asserted that such head teacher work on a balanced approach by helping their teachers to solve some of the challenges faced at work and at the same time teaching them how to tackle problems in a similar context. Effective administration by head teachers through their relationship with teachers is necessary for the advancement of teachers in their work environments. Entrenching a thriving human-relationship with teachers is vital in dealing with educational and cultural reforms such as increasing participation, transferring vision, and provoking administrative effectiveness.

Teachers' Participation in Decision-Making for Administrative Effectiveness

Every head teacher must ensure that every staff is adequately involved in making decisions that concern the school. This will raise their morale to take an active part in an activity in which they were involved in the planning. Head teachers demonstrate several conceptualizations, including delegation of duties, joint decision-making and allows participation. Similarly, Mohammad, Tamara, Darwish, Singh and Khassawneh (2021) posited that participative decision-making has been studied as a formal strategy for the direct participation of groups, wherein, in insignificant matters, group participation is considered relevant and influences the group's decisions. By implication decision-making in participative leadership style as promoted by head teachers leads to augmented social capacity, with the quality of decisions influencing an increase in teachers' motivation, work-life quality, the work environment, and professional training in a successful organization.

Participative leadership style creates room for collective decision-making between the principal and the teachers and amongst the teachers. Odoardi Adalgisa, Francesco and José (2019) state that the organization and individual outcomes are affected by participative decision-making and this influence can be attributed to augmented employee motivation levels. Thus, in a school the quality of decisions is improved through teachers' participation in the decision-making process, as this helps the administrator (head teacher) develop an insight into the core issues in a problem situation. In view of the above, scholars like Raineri (2016) argue that this involvement enhances employees' propensity to follow managerial decisions with loyalty.

Participative head teacher value teachers' opinions and perspectives and seek their input and suggestions. Hence, Benoliel and Barth (2017) further opined that, participative leaders motivate their employees to develop learning through information acquisition, sharing, and connecting as well as seeking new opportunities. Thus, it is obvious that when a head teacher gives teachers certain degree of workplace responsibility the tendency for them improves on their job this leadership style. Because of the consultative nature of participatory leadership styles, teachers have a greater chance of being exposed to school management values and they are inclined toward higher loyalty, commitment, and involvement than employees with a directive leader. Similarly, teachers tend to be more committed to decisions when participating in decision-making. By implication since teachers as frontline of the school administration have direct contact with the students they are more cognizant of the students' needs to make for administrative effectiveness.

Methodology

The study adopted mixed method research design. The population of this study comprised 654 public primary school teachers in the existing 45 public primary schools in Awka South Local Government Area of Anambra State (Source: Primary

School Service Commission, Awka, 2024). The sample for the study consisted of 220 teachers in the 45 public primary schools in Awka South Local Government Area. Simple random sampling and proportionate sampling techniques were used for the study. A structured questionnaire was the instrument used for data collection. The questionnaire was divided into two parts: A and B. Part A of the questionnaire specified information on personal characteristics of the respondents while part B contained information with regard to the research questions. The response option of the questionnaire was Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validation of the instrument was ascertained by giving the questionnaire along side with the purpose of the study, and research questions. Two experts in Philosophy of Education and one expert in Educational Management and Policy, all from Nnamdi Azikiwe University, Awka, validated the instrument. The reliability of the instrument was done using trial testing. 50 teachers from four primary schools in Awka North were used to determine the reliability of instrument. Cronbach Alpha Analysis was used to obtain reliability coefficients of 0.81, 0.77 and 0.79 respectively. The instrument was deemed high enough and the instrument was taken as reliable. The researcher with the help of 20 research assistants distributed copies of the questionnaire to the teachers in Awka South Local Government Area. In addition, it took them three weeks to visit all the teachers in their various schools. All the questionnaires distributed were retrieved because of the on-the-spot method adopted for data collection. Data collected were analyzed using the statistical weighed mean. This was because of the four-point rating scale which was adopted in the study. A mean of 2.50 was used as the cutoff point for making decisions. The decision rule was that any item that scored a mean of 2.50 and above would be seen as having attracted positive responses, while items that scored less than 2.50 would be regarded as having attracted negative responses.

Results

Table 1: Mean Ratings of Respondents on Head Teachers' Provision of Incentives for Administrative Effectiveness in Primary Schools in Awka-South LGA.

My head teacher:	Mean	SD	Remark
1. Provides performing staff with end-of-year award.	2.96	.81	Agree
2. Gives me a couple of extra hours off in my workplace	3.02	.77	Agree
3. Provides me with bonus payments in my workplace.	3.16	.62	Agree
4. Provides loan forgiveness to hard-working staff in my school.	2.21	.40	Disagree
5. Provides monetary incentives to hard-working teachers.	3.08	.58	Agree

The analysis in table 1 shows that items 1, 2, 3, and 5 have mean scores above the cut-off mean of 2.50. This shows that teachers affirmed that their head teachers provide performing staff with end-of-year award, gives them a couple of extra hours off in their workplace, provides them with bonus payments in their workplace and provides

monetary incentives to hard-working teachers. In contrast, Item 4 has a mean score below the cut-off mean of 2.50; indicating that the respondents disagree that they are provided loan forgiveness as hard-working staff in their school by their head teachers. Overall, head teachers provide incentives for administrative effectiveness in primary schools in Awka-South LGA.

Table 2: Mean Ratings of Respondents on Head Teachers' Inter-Personal Relationship for Administrative Effectiveness in Primary Schools in Awka-South LGA

My head teacher:	**Mean**	**SD**	**Remark**
6. Grants me permission to attend to pressing issues as and when necessary.	2.24	.46	Disagree
7. Asks questions to maintain adequate flow of information amongst staff.	2.75	.70	Agree
8. Utilizes the right communication tool like face-to-face interaction with the teachers.	2.86	.56	Agree
9. Creates an atmosphere of confidence among teachers.	3.01	.64	Agree
10. Negotiates with me to meet the overall good of the school.	2.58	.55	Agree

The analysis in table 2 shows that items 7, 8, 9, and 10 have mean scores above the cut-off mean of 2.50. This shows that teachers affirmed that their head teachers ask questions to maintain adequate flow of information amongst staff, utilizes the right communication tool like face-to-face interaction with the teachers, create an atmosphere of confidence among teachers and negotiates with teachers to meet the overall good of the school. In contrast, Item 6 has a mean score below the cut-off mean of 2.50; indicating that the respondents disagree that head teachers grant them permission to attend to pressing issues as and when necessary. Overall, head teachers have positive inter-personal relationship for administrative effectiveness in primary schools in Awka-South LGA.

Table 3: Mean Ratings of Respondents on Teachers' Participation in Decision-Making for Administrative Effectiveness in Primary Schools in Awka-South LGA.

My head teacher:	**Mean**	**SD**	**Remark**
11. consults with the staff members when faced with problems.	2.50	.66	Agree
12. gives serious consideration to what members of staff have to say before making decisions.	2.15	.37	Disagree
13. asks for our suggestions concerning how to carry out assignments.	2.61	.71	Agree
14. consults with subordinates before taking action.	2.73	.73	Agree
15. asks members for suggestions on what assignments should be done.	2.87	.80	Agree

The analysis in table 3 shows that items 11, 13, 14 and 15 have mean scores above the cut-off mean of 2.50. This shows that teachers affirmed that their head teachers

consult with the staff members when faced with problems, asks for teachers' suggestions concerning how to carry out assignments, consults with subordinates before taking action and asks members for suggestions on what assignments should be done. In contrast, Item 12 has a mean score below the cut-off mean of 2.50; indicating that the respondents disagree that head teachers give serious consideration to what members of staff have to say before making decisions. Overall, head teachers promote teachers' participation in decision-making for administrative effectiveness in primary schools in Awka-South LGA.

Discussion

The findings of the study showed that head teachers provided incentives for administrative effectiveness in primary schools in Awka-South LGA. This is understandable given that provision of incentives is a source of motivation for teachers to perform well in their jobs. The job performance of teachers is an index of measurement of administrative effectiveness in primary schools. In other words, when a teacher is discharging their statutory duties, the institution is better for it and it makes for administrative effectiveness. Corroborating the findings of the study, Osuji and Nwaneka (2022) found that provision of incentives has positive and significant influence on teachers' job performance in public senior secondary schools in Rivers State. Apparently, provision of incentives is a precursor to optimum teachers' job performance. The finding of the study further agrees with that of Leila and Mnjokava (2022) that effective human resource management through proper remuneration, employees' safety and improved working conditions increases job satisfaction, improves teachers' commitment, motivates talents, improves employee's relationships and cultivates performance culture.

The indication of the findings of the study is that head teachers had positive inter-personal relationship for administrative effectiveness in primary schools in Awka-South LGA. This understanding is not unconnected to the fact that head teachers' positive inter-personal relationship has a way of motivating teachers to give in their best in the discharge of their statutory duties. Thus, when the job performance of teacher is enhanced, there is administrative effectiveness and the logical consequence is the achievement of institutional goals and objectives. The findings of the study agree with the position of Leila and Mnjokava (2022) that effective human resource management through proper remuneration, training and retraining of staff, strong trade unions, good organization culture, friendly government prescribed policies, employees' safety and improved working conditions increases improves teachers' commitment, motivates talents, improves employee's relationships and cultivates performance culture.

The findings of the study showed that head teachers promoted teachers' participation in decision-making for administrative effectiveness in primary schools in Awka-South LGA. This points to the fact that the head teachers adopted a democratic style of

leadership. Expectedly, this style of leadership has the capacity to engender teachers' job performance which will result in the achievement of institutional goals. The finding of the study is in tandem with Özgenel and Mert (2019) that teachers' performances positively affect the effectiveness of school management. Furthermore, Özgenel and Mert observed that teachers' performance predicted school effectiveness and positively influenced it.

Conclusion

In view of the findings of the study, it was concluded that head teachers' human resource management practices are positively associated with administrative effectiveness in primary schools in Awka South LGA of Anambra State. Hence, there is need for human resource management in the school system as it is integral and offers a wide range of channels through which the head teachers carry out statutory duties and other responsibilities.

Implications of Findings

The findings of the study showed that head teachers provided incentives for administrative effectiveness in primary schools in Awka-South LGA. The implication is that head teachers are alive to their responsibility of engendering teachers' job performance. Head teachers had positive inter-personal relationship for administrative effectiveness in primary schools in Awka-South LGA. This implies that head teachers are committed to the achievement of institutional goals and objectives. Head teachers promoted teachers' participation in decision-making for administrative effectiveness in primary schools in Awka-South LGA. The deduction here is that head teachers leadership style is democratic in nature to get the best out of the teachers.

Recommendations

In line with the findings of the study, certain recommendations were made. These include:

1. Head teachers should sustain their provision of incentives for administrative effectiveness in primary schools.
2. Head teachers should maintain their positive inter-personal relationship for administrative effectiveness in primary schools.
3. Head teachers should endevour to sustain their promotion of teachers' participation in decision-making for administrative effectiveness in primary schools.

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