

# Staff Personnel Administrative Practices Adopted By Principals' For Promoting Teacher-Job Performance In Secondary Schools In Awka Education Zone, Anambra State, Nigeria

Carol Obiageli Ezeugbor, Loyce, C. Onyali. Faith Ogechukwu Okoye

Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. PH+2348068374278  
*co.ezeugbor@unizik.edu.ng*

Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.  
*lc.onyali@unizik.edu.ng*

Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.  
*fo.okoye@unizik.edu.ng*

**Abstract:** The purpose of the study was to determine the staff personnel administrative practices adopted by Principals for promoting teacher job performance. The study was carried out in Secondary Schools in Awka Education Zone of Anambra State. Descriptive survey research design was adopted for the study. The study was guided by two research questions. Two null hypotheses were tested at 0.05 level of significance. The population consisted of 57 Principals, and 1639 teachers, totally 1696. The entire 57 Principals' and 500 teachers drawn through stratified random sampling technique, making a total of 557 subjects participated in the study. Stratification was based on the already existing local government areas. Data collection was done using structured questionnaire of 20 items, which was validated by experts. A total reliability index of 0.81 was obtained using Crombach alpha co-efficient. Out of 557 copies of the instrument distributed, 555 representing 99% return rate were dully filled and retrieved. Data analysis was done using mean and standard deviation, while the hypotheses were tested using z-test at 0.05 level of significance. The findings revealed among others that the Principals adopted most of the staff professional development and motivational practices. However, they failed to sponsor teachers for ICT proficiency in this technological driven world and furnishing of teachers offices for a healthy working environment. Consequently, it was recommended among others that Principals should explore possible ways of raising funds especially through internally generation of funds (IGR) to furnish teachers' offices so as to promote a healthy environment for teachers to put in their best for qualitative teaching.

**Keywords:** Staff personnel, Administrative practices, Job performance

## 1. Introduction

The main purpose for the establishment of any organization (formal or informal) is to achieve stated objectives. These objectives cannot be achieved without maximizing the efforts of people working in the organization through coordination of their activities for optimum performance. In Secondary education institutions, the Principal as an administrative head is charged with the responsibilities of coordinating resources and staff efforts for the achievement of the school goals (teaching and learning). Ezeocha cited in Obi, (2004) stated that administrators by virtue of their position are leaders and the quality of their leadership with regards to personnel administration determines to a large extent their success or failure. The teaching process can only be achieved through effective staff personnel administration which is anchored on the Principals' skills and competencies to ensure that staff especially the teachers work with commitment and devotion while attaining to their needs and aspirations. However, the rapid advancement in technologies and complexities of human needs appear to pose a lot of challenges to Principals and may have affected their desire to attain the expected height. Most often teachers are found engaging in other businesses that at times, they clock-into the school and leave carrying their wares from one place to the other.

Some others remain in the staff room even during their lesson periods discussing and charting. There are others who complain of not being sponsored for works, conferences and other in-service training courses. Apparently this attitude is most likely to be counterproductive for the achievement of school objectives. In the perception of Ojikutu (2013), teachers' job performance could be measured through the rating of his activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and commitment to job among others. Nevertheless, these are observed to be unsatisfactory in Awka Zone. This scenario informs the need for principals to adopt effective and efficient staff personnel administrative practices to improve the quality of teaching in the system. Aja-Okarie (2016) defined staff personnel administration as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Staff personnel include both teaching and non-teaching staff employed by the government and posted to various schools to teach and work. However, the interest of this work is on the teachers alone because they are solely responsible for providing instructional delivery to the students. Hence, it is the function of the principals to adopt various administrative practices to ensure that

teachers perform their duties creditably. Staff personnel administrative practices are geared toward attracting, retaining and developing a team of highly dedicated, committed and motivated workforce that is willing to contribute meaningfully to improve instructional delivery. In the same vein, Althassan (2014) stated that staff personnel administrative practices include: orientation, decision making, delegation of duties, supervision, staff professional development and motivation. Seemingly, the staff personnel administrative practices adapted in this study were staff professional development practices and staff motivation practices. These two were of great interest in view of their relevance in positioning teachers for greater growth in ICT knowledge enhancement at this 21<sup>st</sup> century inter-generational divide in technology with regards to teaching. Also the principals' disposition in promoting and enhancing cordial relationship in the schools through proper coordination of various motivational practices to boost teachers' moral toward their performance of their instructional role is quite expedient. It is imperative to note here that teaching is a public service that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous professional development (Ezeugbor, 2015). The Teachers' Registration Council of Nigeria (TRCN), (2010) sees professional development as a basic instrument that provides principals and teachers with the tools to meet professional challenges, ensuring that they are up-to-date with information; materials, adequate financial outlay and commitment. Staff development practices range from structured activities such as workshops, seminars, training, observation and assessment and discussion and others (Desimone, 2009). Given the ever increasing needs for teacher's professional development, the Federal Republic of Nigeria (2013) stipulates clearly in the National Policy on Education that in-service training shall be an integral part of continuing teacher education and that it is mandatory for all school proprietors to provide in-service growth at each level. Althassan (2014) argued that in-service training for teachers has been one of the major practices of school heads to develop their teachers. In furtherance, Althassan enthused that in-service training can be delivered in areas such as lesson planning, teaching strategies and also open opportunities for further studies. Therefore the Principals are expected to assist teachers to undertake professional development programmes, keep them abreast with innovative strategies in teaching and in the performance of other instructional duties to bring about positive improvement in students' academic performance. Invariably, as teachers are obliged to engage in various professional development programmes, their motivation tendencies are intrinsically enhanced towards effective job performance. Motivation involves the use of internal and external factors to stimulate desire and energy in people to be continually interested and committed to job and role or to make effort to attain a goal (Gbollie & Keamu, 2017). Principals' motivational practices include: the use of good communication pattern, regular meeting with teachers, praise and appreciation of excellent performance of teachers, as well as ensuring teachers' welfare (Aja-Okorie & Usular, 2016). Principals' motivational practices also include; recommending staff for promotion, maintaining good interpersonal relationship with them,

creating atmosphere for teamwork, rendering counseling services to staff, among others. Notwithstanding, Nwobi (2013) observed that the probable declining of quality in secondary education in Awka zone in particular and Anambra state in general could be attributed to principals inability to regularly engage teachers in professional development training. More so, is the principal's likely failure to adopt effective motivational practices that could promote teacher's job performance. In the thought of Uko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness as well as academic excellence in the teaching profession. It is explained as teacher's commitment in the discharge of their duties at any given time in the school directed toward achieving the daily classroom, school and entire goals of education. Teacher's job performance indices include: their level of attendance to classes, lesson preparation, presentation and delivery among others. It therefore portends that for teacher's to be highly engaged in their job performance, requires that effective administrative practices should be properly harnessed by the principals if he/she is to achieve school goals. It is against this backdrop that principals' personnel administrative practices for promoting teachers job performance was investigated.

### 1.1. Statement of the Problem

For some decades now, secondary education in Awka zone has grappled with a lot of challenges especially, in the area of principal's administrative capacity to lead teachers to have sound knowledge of their subject matter content, effective delivery of lessons and proper evaluation and monitoring of students performance. There has been observed laxity on the part of the teachers, some teach obsolete topics with obsolete techniques. However, teachers have been receiving some motivational packages from principals in terms of regular meeting with teachers to jointly discuss issues concerning school administration. In spite of this, schools are still bedeviled with incidences of teacher's lapses in attendance to classes, lesson preparation and class control. Doubt is therefore cast whether or not principals apply staff personnel administrative practices in promoting teachers' job performance, hence, the need for the study.

### 1.2. Purpose of the Study

The main purpose of the study is to determine the principals' staff personnel administrative practices for promoting teachers' job performance in Awka education zone. Specifically, the study sought to determine.

1. The staff professional development practices adopted by principals for promoting teachers job performance in Awka Education Zone.
2. The staff motivational practices adopted by principals for promoting teachers' job performance in Awka Education zone.

### 1.3. Research Questions

The following two research questions guided the study.

1. What are the staff professional development practices adopted by principals for promoting teachers' job performance in Awka Education Zone?

2. What are the staff motivational practices adopted by principals for promoting teachers' performance in Awka Education Zone?

#### 1.4. Hypotheses

The following null hypotheses tested at 0.05 level of significance were formulated for the study.

1. There is no significant difference between the mean ratings of principals and teachers on the staff professional development practices adopted by principals for promoting teachers' job performance in Awka Education Zone.
2. There is no significant difference between the mean ratings of principals and teachers on the staff motivational practices adopted by principals for promoting teachers' job performance in Awka Education Zone.

## 2. Method

The study adopted a descriptive survey research design. This design was used in this study because it collected data from principals and teachers in order to determine the staff personnel administrative practices adopted by principals for promoting teachers' job performance in secondary schools in Awka education Zone. The population of the study comprised 57 principals and 1639 teachers from the secondary schools in Awka education zone of Anambra State; making a total of 1696 respondents (source: department of Research and statistics, post primary schools service commission, (PPSSC), Awka, August, 2017). The sample was made up of the whole 57 principals and 500 teachers drawn using proportionate stratified random sampling technique. The schools were stratified according to the existing five local government Areas in Awka Zone which are Awka North, Awka South, Njikoka, Aniocha and Dunukofia Local Government Areas. In each stratum, 30% of schools was sampled in this order; Awka North, two schools, Awka South five schools, Njikoka two schools, Aniocha, five schools and Dunukofia, eight schools: making a total of 22 schools out of 57. The entire teachers in the sampled schools totaling 500 plus the whole 57 principals, making

a total of 557 respondents participated in the study. The instrument for data collection was a questionnaire titled; staff personnel Administrative practices of principals (SPAPP). The questionnaire was divided into two parts; part 'A' sought for the information on the job designation of the respondents (principal or teacher). Part 'B' is made up of 20 items on a 4-point scale of strongly agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD). The instrument was validated by two experts in educational management and policy and an expert in measurement and evaluation; these experts were from the faculty of education, Nnamdi Azikiwe University, Awka. These experts validated the instrument in relation to the appropriateness and coverage of the items, wordings and clarity of the instructions. The experts' useful suggestions led to some modifications especially in reframing some double barrel items before producing the final version of the instrument. To determine the reliability of 'SPAPP' a pilot study was carried out in Onitsha Education Zone of Anambra State. The instrument was administered to 13 principals and 52 teachers from Onitsha Education Zone. The data obtained were correlated using cronbach alpha with a reliability coefficient of 0.84 and 0.78 respectively for the two sections of part 'B' of the instrument, making a total reliability coefficient of 0.81. They were considered reliable in line with Nworgu (2015) who stated that any instrument with a reliability coefficient of 0.60 and above is considered reliable. The instrument was administered by the researcher with the help of five research assistants that were teachers from the sampled schools. Out of the 557 copies of PAPP distributed 555 were retrieved duly filled, making a total of 99 percent return rate. The data collected was analyzed using descriptive statistics of mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. Any item with mean of 2.50 and above depicts agreement while an item with a mean rating below 2.50 was considered as disagree. The hypotheses were tested using z-test at 0.05 level of significance.

## 3. Results

**Research Question I:** what are the staff professional development practices adopted by principals for promoting teachers job performance in Awka Education Zone?

**Table 1:** Mean ratings and standard deviation of principals and teachers on staff professional development practices adopted by principals:

S/N	Items The principal adopts the following Professional development practices in the school	Principals No – 57			Teachers No = 500		
		X	SD	Decision	X	SD	Dec
1	Encourages teachers to participate in staff discussion forum	3.74	0.91	A	3.58	0.79	A
2	Identifies areas that requires teachers to develop creative skills leading to positive change in teaching	3.88	0.85	A	3.45	0.97	A
3	Involves teachers in collaborative teaching method for the purpose of sharing knowledge	2.99	0.73	A	3.30	1.00	A
4	Identifies the specific areas requiring re-training for teachers	2.41	0.70	A	2.30	0.81	A
5	Organises workshops to enlighten						

	teachers about innovations on teaching methodologies	3.58	1.01	A	3.33	1.03	A
6	Encourages teachers to attend conferences in order to up-date their knowledge	3.84	0.85	A	3.81	0.75	A
7.	Encourages in-service training for advancement of knowledge in teachers' areas of specialization	3.52	0.91	A	3.46	0.88	A
8.	Organises symposium for teachers to enhance their managerial skills in planning and organizing school activities with minimal supervision	3.67	0.76	A	3.55	1.01	A
9.	Sponsors teachers for ICT proficiency to up-date their knowledge based on the current trend in technology advancement in teaching and learning	2.11	0.83	A	2.23	0.88	A
<b>Mean of means</b>		<b>3.30</b>	<b>0.83</b>	<b>A</b>	<b>3.23</b>	<b>0.88</b>	<b>A</b>

Table 1 reveals that all the items with the exception of items with serial numbers 4 and 9 have mean scores above the bench mean of 2.50 in both the principals and teachers column. This shows that they are the professional development practices adopted by the principals in promoting teachers' job performance. The items with serial numbers 4 and 9 have mean scores below the bench mean of 2.50, indicating that they are the professional

development practices that are not applied by the principals. The mean of means of 3.30 and 3.23 in the principals and teachers' column respectively indicates that both respondents agree that principals adopt staff professional development practices in enhancing teachers' job performance. The standard deviation reveals that the responses of principals' and teachers' rating for each item is close, suggesting that their responses are homogeneous.

**Research question 2:** What are the staff motivational practices adopted by principals for promoting teachers job performance?

**Table 2:** Mean ratings and standard deviation of principals and teachers on staff motivational practices adopted by principals.

S/N	Items	Principals			Teachers		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Dec
	Principals adopt the following motivational Practices in the school:			No – 57			No = 500
10.	Recommends teachers for promotion as and when due thereby enhancing their job performance.	3.70	0.92	A	3.60	1.00	A
11.	Involves teachers in decision making as a way of increasing their sense of belonging in school	3.56	0.88	A	3.47	0.98	A
12.	Gives incentives to teachers as a means of encouraging them to work harder	3.85	1.01	A	3.00	1.00	A
13.	Establishes good interpersonal relationship with teachers thereby promoting work friendly environment	3.68	0.88	A	3.48	0.93	A
14	Endeaours to meet teachers' welfare needs as a source of building their trust in the school	3.46	0.77	A	3.63	0.81	A
15	Provides sporting activities for teachers' to engage themselves in exercises for fitness.	3.28	1.02	A	3.04	0.86	A

16.	Provides teachers with well furnished offices as a way of creating conducive environment for work	2.38	0.79	DA	2.21	0.82	DA
17.	Organises medical check-up to improve teachers' well being	2.24	0.88	DA	2.21	0.85	DA
18.	Gives praise and commendation to Teachers as deserve to boost their ego	3.79	0.96	A	3.65	0.88	A
19.	Builds effective communication system with teachers to enable them have easy access especially in time of urgent needs	3.44	0.71	A	3.47	0.91	A
20.	Encourages team work to enhance Knowledge sharing among teachers	3.57	0.89	A	3.35	0.99	A
<b>Mean of means</b>		<b>3.36</b>	<b>0.89</b>	<b>A</b>	<b>3.35</b>	<b>0.91</b>	<b>A</b>

As revealed in table 2, all the items except items numbers 16 and 17, have mean scores above the bench mean of 2.50 in both the principals and teachers column. This indicates that they are the motivational practices adopted by principals for promoting teachers' job performance in secondary schools in Awka Education Zone. Item numbers 16 and 17 with mean scores below 2.50 are not

the motivational practices adopted by principals. The means of 3.36 and 3.35 in the principals and teachers column respectively depicts that principals adopt motivational practices from promoting teachers' performance. The standard deviation scores for all the items in the cluster are within the same range, showing that the respondents are homogeneous in their responses.

**Table 3:** z-test for principals' and teachers' mean-ratings of principals' professional development practices for promoting teachers job performance

Variables	No	Mean	SD	Df	Z-cos	Z-cos	Decision
Principals	57	3.30	0.83	555	0.59	1.96	Not Significant
Teachers	550	3.23	0.88				

The Z-test analysis presented in table 3 indicates there was no significant difference in the mean ratings of principals and teachers on the staff professional development practices adopted by principals in promoting teachers' job

performance. This was shown by the calculate Z-value of 0.56 which is less than the Z-critical of 1.96 at 0.05 level of significance. Thus, the null hypothesis was not rejected.

**Table 4:** Z-test analysis of principals' and teachers' mean ratings on the motivational practices adopted by principals for promoting teachers' job performance.

Variables	No	Mean	SD	Df	Z-cos	Z-cos	Decision
Principals	57	3.36	0.89	555	0.08	1.96	Not Significant
Teachers	550	3.35	0.91				

Table 4 indicates that there was no significant difference in the mean ratings of principals and teachers on the motivational practices adopted by principals for promoting teachers' job performance. This was shown by the calculated Z-value of 0.08 at 0.05 level significance. Therefore, the null hypothesis was not rejected.

of 3.30 and 3.23 respectively. This finding is in concordance with the views of FRN (2013) and Ezeugbor (2015) when they attested that staff professional development impacts on the teachers' professional knowledge, skills and attitudes required to help the school achieve its objectives. The findings in a study conducted by Ayeni (2011) confirms this position as it was found out that the principals organized in house seminars and workshops for teachers and encouraged teachers to attend conferences to improve their capacities for effective job performance. This may account for the reason why secondary school teachers in Awka zone have been observed to be highly committed to their duties as evident in the excellent performance of the students in WAEC

#### 4. Discussion of Findings

The result in table 1 reveals that both principals and teachers were of the view that principals adopt staff professional development practices in promoting teachers job performance. This is epitomized in their agreement on seven out of the nine items with the mean of mean scores

examinations in the recent times. However, both principals and teachers disagreed that the principals identify specific areas requiring retraining for teachers and sponsorship for teachers ICT proficiency. This finding was a surprise giving the fact that the current technological advancement in all the facets of the education system would have made the principals to see teachers' ICT proficiency and identification of each teacher's areas of training needs an imperative for an overall progress of the system. The test of null hypothesis was not significance indicating that there was no variation in the perceptions of principals and teachers in the principals' adoption of staff professional development practices. The findings of the study equally revealed that both principals and teachers agreed that staff motivational practices were adopted by principals for promoting teachers' job performance. This agreement was made explicit in some areas like; recommending teachers for promotion, giving out incentives, involving teachers in decision making and praising and commending deserving teachers. This finding is in line with the findings of Abbas and Fauzia (2013); Aja-Okorie and Usulor (2016) when they espoused that attention to teachers' welfare needs, positive reinforcement and their involvement in decision making process promote their job involvement and performance. On the other hand, the principals and teachers disagreed that teachers are provided with well-furnished offices and organized medical checkup in the school. Obviously, the reason for this scenario may not be for fetched in view of the fact that the financial capacity of the principals are quite limited for such engagement. The finding that teachers are not provided with well-furnished office was not unexpected giving the observation in most secondary schools where teachers are jam-packed in supposedly classrooms converted into staff rooms with desks and chairs equivalent of what students use in their classrooms. This may create some difficulties for teachers to perform optimally in an environment that is conducive for lesson preparation. The finding with regards to the null hypothesis indicates that there was no variation in the opinions of principals and teachers on the staff motivational practices adopted by principals. The reason for no significance difference could be deduced from the back drop of the fact that both groups of respondents are noted as carrier teachers. The principal is just the administrative head who could not have attained that position without years of teaching experience. This is affirmed when Okpe (2016) recognized that principals are teachers elevated as administrative heads of secondary schools who still possess the innate teaching characteristics.

## 5. Conclusion

This study investigated the staff personnel administrative practices adopted by principals in promoting teachers' job performance. It established that principals adopt staff professional development and motivational practices. These were found to be important components of principals' responsibilities for effective teaching and learning to take place. Principals failure to adopt the professional development practices of identifying specific areas of re-training needs for teachers as well as sponsoring teachers for ICT proficiency training on one hand and motivational practices of furnishing teachers

offices as well as organizing medical check-up for teachers, seemingly could have a negative impact on teachers' optimum performance in the school. It was also found that there was no significant difference in the responses of principals and teachers and thus, the null hypotheses were not rejected.

## 6. Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals should explore as a matter of urgency the need to expose their teachers to ICT proficiency training so that they will not be left out of the moving train of the inter-generational development in ICT developments. If the principals imbibe the culture of identifying teachers retraining need areas, those who are found to be deficient in ICT knowledge should be made to undergo ICT training. This will enable the teachers acquire knowledge on handling ICT application and utilizing them in teaching.
2. Principals should as a matter of priority explore possible ways of making furnishing staff offices so as to make them more conducive for work. This is to create a healthy environment for teachers to stay in the school for lesson preparation, marking of students' exercises and other important school works.

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