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RELATIONSHIP BETWEEN PRINCIPALS' STAFF PERSONNEL PRACTICES AND TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

Dr. Choice Chimaa Okaforcha
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State, Nigeria
choice.okaforcha@gmail.com

ABSTRACT

The purpose of this study was to determine the relationship between principals' staff personnel practices and teachers' job commitment in public secondary schools in Anambra State. The study was guided by one research question and one null hypothesis. The co-relational research design was used. The population of the study was 6,342 public secondary school teachers in the six education zones of the state while the sample of the study was 634 teachers who were selected using proportionate random sampling technique. Two instruments developed by the researcher were used for data collection. The first instrument is titled "Principals' Staff Personnel Practices Questionnaire" (PSPPQ) while the second one is titled "Teachers' Job Commitment Questionnaire" (TJCQ). 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 0.82 was obtained for PSPPQ while a coefficient of 0.81 was obtained for TJCQ. The researcher 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 principals' staff personnel practices and teachers' job commitment in public secondary schools in Anambra State. Among others, it was recommended that the government should come up with policies that will translate to efficient staff personnel practices to minimize low teachers' job commitment since an increase in staff personnel practices can lead to increase in teachers' job commitment.

Keywords: Principals; Staff Personnel Practices; Teachers' Job Commitment; Secondary School.

Introduction

Every nation of the world depends on education for societal transformation and for improving the livelihoods of her citizens. The reason is not far-fetched as education is instrumental in developing one's potentials and skills to become productive member of the society. The school system is the education institution in which teaching and learning takes place to bring about desirable changes in learners' behaviour. The purpose for which the school system is established

can only be achieved through effective staff personnel practices.

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 staff personnel practices are necessary for schools to achieve set objectives.

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 practices 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 staff personnel practices are a morale booster and strengthener to the feelings or belongingness, care and goodwill among its members (Samuel &Ukpere, 2020). This therefore requires teachers' job commitment. A teacher who perceives his principal to be effective is most likely to be more committed to his or her job, all things being equal.

Teachers' job commitment expresses the teachers' motivational orientation to the job in which they are engaged. Teachers who are highly committed to their job would consider their work to be a very important part of their lives and their happiness depend on how they perform on their jobs. They truly care for and are concerned about their teaching job (Ekpenyong, 2021). They 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 commitment (Ishwara, 2010). According to Ling (2011), teachers who are highly committed to their job rarely think about leaving the profession. A teacher who has high job commitment will not show insincerity in his task (Mehta, 2011).

Presently in Anambra 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 the 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 the light of the above, the study determined how principals' staff personnel practices in secondary schools in Anambra State related to teachers' job commitment.

Research Question: What is the relationship between principals' staff personnel practices and teachers' job commitment in secondary schools in Anambra State?

Hypothesis: There is no significant relationship between principals' staff personnel practices and teachers' job commitment in secondary schools in Anambra State.

Research Method

This study was carried out in Anambra State. It adopted the co-relational research design. All the six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were covered. The population of the study was 6,342 public secondary school teachers in the six education zones of the state. This comprised 830 teachers from Aguata, 1,694 teachers from Awka, 937 teachers from Nnewi, 989 teachers from Ogidi, 1,394 teachers from Onitsha and 498 teachers from Otuocha education zones respectively. The sample for the study was 634 public secondary school teachers in Anambra state. This represented 10% of public secondary school teachers in the six education zones of Anambra state. The choice of 10% is in line with the recommendation made by Eze (2005) that in a survey involving a population of few thousands, at least 5% of the population should be used as the sample size. Two researcher-developed instruments were used for data collection. The first instrument is titled "Principals' Staff Personnel Practices Questionnaire" (PSPPQ) while the second one is titled "Teachers' Job Commitment Questionnaire" (TJCQ). 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 0.82 was obtained for PSPPQ while a coefficient of 0.81 was obtained for TJCQ. The researcher 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: What is the relationship between principals' staff personnel practices and teachers' job commitment in secondary schools in Anambra State?

Table 1: Pearson's Correlation between principals' staff personnel practices and teachers' job commitment

Variables	N	Staff Personnel Practice	Teachers' Job Commitment	Remark
Staff Personnel Practice.	634	1	.226	
Teachers' job Commitment	634	.226	1	Low positive

Results in Table1 show the Pearson's correlation coefficient r = (.226). Going by the rule of Best and Kahn (2003), r (.226) is between .20 and .40; therefore, the relationship is low positive. This shows that a low positive relationship exist between principals' staff personnel practices and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis: There is no significant relationship between principals' staff personnel practices and teachers' job commitment in secondary schools in Anambra 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	Staff Personnel Practice	Teachers' Job Commitment	P value	Remark

Staff Personnel Practice	634	1	.226	000	Significant
Teachers' Job Commitment	634	.226	1		

Data analysis on Table 2 revealed the Pearson product-moment correlation that was run to determine the significance of correlation between principals' staff personnel practices and teachers' job commitment in public secondary schools in Anambra 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 principals' staff personnel practices and teachers' job commitment is significant. Therefore, there is a significant relationship between principals' staff personnel practices and teachers' job commitment in public secondary schools in Anambra State.

Discussion of Findings

The finding of this study indicated that there is a low positive relationship between principals' staff personnel practices and teachers' job commitment in public secondary schools in Anambra State. This shows that staff personnel practices directly relate to teachers' job commitment in public secondary schools in Anambra State. A unit increase in the level of staff personnel practice associated with a unit increase in teachers' job commitment. 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 commitment. That is to say that an increase in the level of principals' staff personnel practices predicts an increase in the level of teachers' job commitment in public secondary schools in Anambra State.

This finding is therefore consistent with the Udeani (2008) that teachers' staff personnel practices in the school had significant relationship with teachers' job commitment. A positive relationship was found between effective staff personnel practices and teachers' job commitment. The findings of Nwadialo (2004) and Ogakwu (2004) strongly supported this position. According to these authors, when teachers perceive negative staff personnel practices, they may not consider themselves valued and part of the school thereby leading to ineffective teaching and learning, low class participation and commitment on the side of both teachers and the students; low productivity, low job satisfactory, low performance and low job commitment among the teachers.

Conclusion

The conclusion of this study is that there is a low positive relationship between principals' staff personnel practices and teachers' job commitment. It is also concluded that principals' staff personnel

practices predict teachers' job commitment in public secondary schools in Anambra State.

Recommendations

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

1. The government should make policies that will enhance positive staff personnel practices to minimize low teachers' job commitment because an increase in staff personnel practice will lead to increase in teachers' job commitment.
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 commitment.
3. Principal should establish an open and democratic relationship with the teachers as this will continuously ensure teachers' high level of commitment in the school.

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