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PRINCIPALS' EFFECTIVE ADMINISTRATION AS A CORRELATE OF TEACHERS' JOB INVOLVEMENT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

ENWEZOR, Chibuogwu Helen
Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State, Nigeria
chiogewino@yahoo.com

ABSTRACT

The main purpose of this study is to assess of principals' effective administration and teachers' job involvement in public secondary schools in Ebonyi state. In order to accomplish this objective, one specific purpose of the study and corresponding research question with hypothesis guided the study. Correlational design was adopted for the study. The population of the study comprised of five thousand two hundred and ninety-eight (5,939) teachers in the public secondary schools in Ebonyi State. The sample of the study comprised five hundred and twenty (520) teachers. The instrument used for data collection was teachers' perception on principal's effective administration as a correlate of teachers' job involvement in secondary schools in Ebonyi State. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department both in Ebonyi State University Abakaliki. The reliability co-efficient of the instrument was 0.86 and 0.78 respectively. Research question and the hypothesis were tested using linear regression. The Finding revealed that the principals applied the personnel management skills effective staff orientation, motivation, delegation of duties, staff professional development, human relations, staff security only to the least extent. The study further revealed that there are no significant difference in the mean ratings of the principals' application of personnel management skills for effective for staff motivation, human relations and staff professional development with regards to teacher's job involvement.

Keywords: Principal, Effective Administration, Job Involvement and Public Secondary School.

Introduction

In the school system, high success rate is the priority of the school administrator, teachers and the students. In a school where the learners have higher grades, the belief is that such schools are administered effectively. On the other hand, low grade indicates ineffective school administration. The incidence of ineffective school administration could be as a result of some challenges faced by the administrators.

According to Osegbue (2025), the 21st century school administrators face a lot of challenges in executing their administrative tasks due to globalization of the world. The

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task of school administrator include providing leadership for curriculum development and instructional improvement, creating conducive environment for the realization of human potentials, influencing the behavior of staff, supervising instructional activities and controlling the financial management of the school. Constant changes in educational policies coupled with educational and technological innovations greatly affect the speed of knowledge production and administration and these have rendered most school administrators inadequate in discharging their duties. The tasks and challenges facing school administrator have made it necessary for school administrators to embark on training that make them professionals on the job. This training can take different forms such as: seminars, symposia, workshops, conferences, exhibitions, mentoring, and colloquial. The duration of these training varies from hours, days, weeks, months and years. School administrators in secondary schools are the principals.

Principal

"Principal" has been defined by the Cambridge International Dictionary of English (2002) as the person in charge of a school or college for children aged between approximately 11 and 18. Furthermore, principal are leaders in schools in other words, they are executives or heads of school organization. In addition, they are internal supervisors of their schools for effective production and adherence to rules and regulations of education in the country as well as in the region. It implies that the principals constitute the management cadre of educational activities for efficiency through human and material resources in order to achieve the goals or objectives of education within his managerial armpits or jurisdiction.

Principals are the executive heads of secondary schools in Nigeria on appointment, they are clothed with authority and responsibility of developing and implementing the education programme of the school, procuring staff, providing facilities and equipment, keeping school records as well as creating conducive teaching and learning atmosphere in school (Osuala, 2008).

Ugwaka (2025) and Akinola (2001) opined that, principals are change agents and such; they must be current with the new trends in the classroom activities, administration and supervision. Decisions and what principals do in their schools determine to a large extent the survival of the future generation. Supporting the above view, Ezeani (2012) opined that principals are determinant factors of success in every aspect of their schools. In the context of this study, a principal is the head teacher of a school, especially the second tier of education charged with the responsibility of administering the school.

Effective Administration

Effective administration is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization so adroitly (Besong, 2001). It

implies being able to execute or carry out the right and duties attached to an individual irrespective of the gender of the incumbent at the right time and in the required manner. This means that when a principal maintains high morale discipline and decorum among his staff and also students, he exhibits effective administration worthy of emulation. Uche (2002) noted that effective administration is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching conducive social climate and counseling as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects e and completes both the new ones and also those abandoned by his predecessor(s) is exemplary of effective administration. Equally, monitoring performance regular staff meeting, interaction, encouraging staff participation in decision-making is an evidence of effective administration.

In this study, effective administration is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. Effective administration as conceptualized in this study to encompass a plan proposed in advance and accomplished later but within a stipulated time or duration of school and positive response to administrative efforts and actions with the intention to accomplish stated goal. It manifests in effective decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create conducive working environment to accomplish school goal and objective for school success.

Job Involvement

Job involvement as considered by Enwezor (2021), is the ―psychological identification with job or commitment to his/her job. Thus job involvement is the degree to which one is cognitively preoccupied with, engaged in and concerned with one's present job. It is the degree to which a person psychologically identifies with his or her job. Allport (2013) conceptualized job involvement as the degree to which an employee is participating in his job and meeting such needs as prestige, self respect, autonomy and self regard. This means that personal involvement in the job depends on the extent to which an individual seeks some self expression and actualization in his work. Lawler and Hall (2017) defined job involvement as the degree to which a person perceives his total work situation to be an important part of his life and to be central to him and his identity because of the opportunity it affords him to satisfy his important needs. Job involvement is defined by Konego (2016, p. 97) as "the degree to which one identifies with one's present job". Job Involvement is the degree to which the person identifies with his job actively participates in it and considers his performance important to his self worth. It is therefore a complex concept based on cognition, action and feeling. Highly job involved person demonstrates a strong desire

to be at work, is willing to exert himself to cope with the demands of his job and experience his work activities as self rewarding (Lawler & Hall (2015).

Job involvement, according to Blau (2017), is clearly referred to as the absence of an employee's intention to leave his job or the institution. Job involvement has been defined as that time the employee or an individual spend, which incur difficulties in filling the expectation of other roles in an organization (Frone & Rice, 2017).

According to Enwezor and Obi (2022), the degree to which teachers are engaged in and enthusiastic about their job and the teaching profession is considered as job involvement. Job involvement therefore refers to the psychological and emotional extent to which a teacher participate in his or her work and profession beyond simply punching in, performing his or her tasks and punching out. Thus, job involvement presupposes that the work, in which teacher is engaged, would be meaningful when it is useful to the society and the teaching will be fruitful when it is done responsibly not just in terms of its execution, but it's being productive. All the above mentioned definitions points out that Job involvement mainly relates with individual and his behaviour in the work, dealing with fellow beings, earnestness and enthusiasm in the work.

Public Secondary School

According to Enwezor and Chukwunonye (2022), public secondary schools generally refer to secondary schools mandated for or offered to all children without charge, funded in whole or in part by taxation. The term may also refer to public institutions of post secondary education. They can be known as government schools which are funded by the government of the country. This can be at the national level or the state level. Public secondary schools have a low fee structure as they are being aided and funded by state and federal governments.

Public secondary schools are other schools other than the private schools. One of the distinctions between public and private school is that while the public secondary schools are controlled and financed by the government, private secondary schools do not receive government funding; therefore they rely solely on tuition cost to support their school (Cambridge University, 2017). From the foregoing, the researcher defines public secondary school as an institution of learning whose ownership and sponsorship is the government. They differ from private secondary schools which are institutions owned, sponsored and controlled by an individual or group of individuals other than the government.

Research Question: What is the relationship between principals' effective staff personnel administration and teachers' job involvement in secondary schools in Ebonyi State?

Hypothesis: There is no significant difference between principals' effective staff personnel administration and teachers' job

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involvement in secondary schools in Ebonyi State.

Research Method

A co-relational survey research design was adopted for this study. The design was entail using two research instruments (that is; questionnaires) to gather information from teachers by conducting a field investigation and draw inferences in order to assess of principals' effective administration and teacher's job involvement in public secondary schools in Ebonyi state. The area of study is Ebonyi State which is located at the South-East Geo Political Zone of Nigeria. Ebonyi State was created in 1st October, 1996 out of Abia and Enugu States, with her capital located in Abakaliki. The State is known as the 'Salt of the Nation', named after its extensive, huge salt deposits located at the Okposi and Uburu Salt Lakes (Federal Republic of Nigeria, 2015). The State shares territorial boundaries in the North with Benue State, in the West with Enugu State, in the East with Cross River State and South with Abia State. Ebonyi State lies approximately within longitude $7^0$30' and 8^0 30'E, with latitude 5^0 40' and 6^0 45'N (ZODML, 2013).The State is an Igbo speaking area dominated mostly by the Igbo people who have a rich cultural heritage expressed in their colorful dances. The dominant religion is Christianity. About 1% of the inhabitants are Muslims, while roughly 8% hold other beliefs (UNFPA, 2014).

The State has abundant mineral resources which include lead, lime stone, zinc, marble and salt. The main crops obtained are cocoa yam, yam, and melon. Etc. Fishing is also carried out in Afikpo and the pottery works of Ishiagu form part of the rich culture of Ebonyi State. The mineral deposits and the agricultural produce give Ebonyi State great prospects for tourism and industrial development. Among the important tourist attractions in the State include the golf course in Abakaliki, the Ehomu Fishing Lake, the Uburu Salt Lake, or the revered shrines of Ntoma Akpanwudele of Ikwo(Federal Republic of Nigeria, 2015). Ebonyi State comprises 13 local government areas, with three (3) Education Zones, namely Abakaliki, Afikpo and Onueke. The residents of Ebonyi State are mostly civil and public servants, farmers, traders, businessmen and women, clergy men and women and medical practitioners. The State is populated by educated, professionals, uneducated, illiterate and semi literate, skilled, semi-skilled and unskilled men and women, youths and children (Federal Republic of Nigeria, 2015). The education system of Ebonyi State operates formal, informal and non-formal education systems especially at the secondary education level. The system of schools' administration in Ebonyi State furthermore operates as public secondary schools with different principals' administration and teacher's job involvement in schools.

The population of the study constituted of 5,298 teachers in the 418 public secondary schools in the thirteen (13) Local Government Areas (LGAs), within the three (3) education zones of Ebonyi State. In Ebonyi State, there are 222 public secondary

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schools spread across the 3 education zones. The breakdown of the teachers' population in the public secondary schools constitutes a total number of 5,298 teachers. Only the teachers in the public secondary schools owned by the Ebonyi State government was served as population of the present study (Source: Ebonyi State Secondary Educational Board (SEB), January, 2019).

The sample for this study constituted a total size of 530 teachers drawn from both the public secondary schools in Ebonyi State. The breakdown of this sample consists of 300 female teachers and 230 male teachers in the 111 public secondary school in Ebonyi State selected for sampling. The sample was selected using the proportionate stratified random sampling technique.

Two sets of questionnaire which were developed by the researcher were used for data collection from the respondents (that is; teachers). Both questionnaires designed for only teachers as the respondents, was constructed in line with the purpose of the study and research questions.

Three draft copies of the two questionnaires were submitted to three experts from the Faculty of Education, Ebonyi State University, Ebonyi State, for validation. These experts are in the Department of Educational Foundations, Administration and Planning.

In answering the research questions, data collected from the respondents were analyzed in SPSS (Statistical Software Package for Social Sciences) using Pearson Product Moment correlation method. The decision rule was that any coefficient between 0.50 to 0.70 was described as a moderate positive correlation and coefficients between 0.80 and above was described as a high positive correlation whereas, coefficients below 0.50 was described as low positive correlation. On the other hand, where the scores are 0 and below, was described as negative correlation, no relationship had existed. The formulated null hypothesis was tested at 0.05 level of significance using t-test for correlation significance.

Results

Research Question: What is the relationship between and teachers' job involvement in secondary schools in Ebonyi State?

Data collected from the teachers on principals' effective staff personnel administration (X) was correlated with the data on the teachers' job involvement (Y) of the same teachers also using a linear model.

Table 1: Relationship between principals' effective staff personnel administration and teachers' job involvement in secondary schools in Ebonyi State**.**

Computed r	r. Square	Adjusted r. Square	Standard error
0.609	0.371	0.368	5.80566

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Analysis presented on Table 1 shows that the computed r is 0,609 implying a high positive relationship that exist between principals' effective staff personnel administration and teachers' job involvement in secondary schools in Ebonyi State. Table 1 also reveals that the coefficient of determination (r^2) is 0.371 implying that 37% of job involvement of teachers could be attributed to principals' effective staff personnel administration in secondary schools in Ebonyi State.

Hypothesis: There is no significant relationship between principals' effective staff personnel administration and teachers' job involvement in secondary schools in Ebonyi State.

The index of relationship obtained for principal's effective staff personnel administration (X) and teachers job involvement (Y) was subjected to a test of significance at 95% confidence level using t.test of significance of r. summary of data analysis is presented on Table 2.

Table 2: Test of Significance of Relationship between principals' effective staff personnel administration and teachers' job involvement in secondary schools in Ebonyi State.

Computed r.	r. Square	Adjusted r. Square	Std Error	beta	t	Sig. of t
0.609	0.371	0.368	5.80566	0.713	12.972	0.000

Table 2 also reveals that (0.05) alpha level is greater than the computer t-probability level of 0.000. According decision rule, researcher therefore rejects the null hypothesis and concludes that there is significant relationship between principals' effective staff personnel administration and teachers' job involvement in secondary schools in Ebonyi State

Summary of Findings

The results of data analysis as presented above revealed the following findings:

There was a moderate positive relationship between principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Ebonyi State while hypothesis revealed that there was a significant relationship between principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Ebonyi State.

Result of the analysis of research question as shown on table one revealed that there is a positive relationship between principals' effective staff personnel administration and teachers' job involvement of secondary school teachers**.**

Findings anchored on computed r of 0.609 and co-efficient of determination

(r^2) of 0.368 implying that approximately 37% indication that job involvement of the teachers is attributed to their existing principal's effective administration. Also, hypothesis on table 2 concludes that there was a significant relationship between principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Ebonyi State.

Conclusion

In subscription, the study focused mainly on the relationship between principals' effective staff personnel administration and teachers' job involvement in public secondary school. Based on the results and discussions of the study the study concluded that there was a moderate positive principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Ebonyi State and there was a positive relationship between principals' effective staff personnel administration and teachers' job involvement

Recommendations

The following recommendations were made based on the findings of the study.

1. The various arms of the government especially those in charge of secondary education in the areas and state should try to provide schools with the necessary resources needed by the schools principals in discharging duties effectively in the school.
2. Policy makers should work closely with government to ensure the implementation of their policies in schools in order to achieve of their aims and objectives.
3. Seminars should be organized for principals and teachers to help them in handling and managing various staff personnel in the schools.

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