



Teachers Participation in Personnel Management and Managerial Effectiveness of Principals of Public Secondary Schools in North West Zone, Nigeria

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ABSTRACT

This research examined the correlation between educators' involvement in personnel management and the managerial efficacy of public secondary school principals in Nigeria's North West Zone. The research was confined to Public Senior Secondary Schools in the North West Zone of Nigeria. This research utilised Chester Barnard's Cooperative Theory. The research employed a Correlational Design. The study encompassed a total of 3,589 Principals and instructors from Public Secondary Schools throughout six Education Zones, with 346 individuals selected as participants by Research Advisor (2006), including 312 instructors and 34 principals. The investigator utilised purposive, proportionate stratified, and random sampling methods for the selection of schools and participants. Two developed and verified tools named: Teachers Participation in Personnel Management Rating Scale (TPPMRS) and Principals Managerial Effectiveness Rating Scale (PMERS), underwent pilot testing through the test-retest approach, yielding reliability coefficients of 0.78 and 0.75 respectively, calculated using PPMC. The surveys were conducted, and the collected data were examined utilising frequency, percentages, mean, and Pearson Product Moment Correlation (PPMC) to address the study enquiries and evaluate the hypotheses. The study's results indicated a substantial correlation between teachers' involvement in people management and the managerial effectiveness of principals in public secondary schools within Nigeria's North West Zone. The investigator suggested, among several recommendations, that: To sustain the level of teacher involvement in personnel management, the Ministries of Education, in conjunction with principals, ought to empower educators, instilling a feeling of ownership and accountability, while ensuring their opinions are acknowledged and valued. This will enhance their readiness and maintain their connection to personnel management procedures.

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INTRODUCTION

The primary objective of education is to instruct individuals in society, equipping them for economic employment and societal participation while imparting societal values and ethics (Idris, Hassan, Ya'acob, Gill & Awal, 2012). Educators are a crucial component in education, playing an essential role in the concepts of the educational framework. They can affect the educational

outcomes either favourably or unfavourably as they govern the calibre of school administration and also affect the quality of education in relation to the execution of educational goals. They should be taken into account while tackling matters related to the managerial efficacy of principals (Onucha, 2002).

Involvement of educators in personnel management provides school leaders with vital

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insights directly related to several issues faced by staff, and enhanced access to this knowledge is believed to elevate the managerial efficacy of administrators. Hoyle (2006) argues that it is not feasible to assume that all educators desire to engage in people management, especially if the frameworks obscure their limited ability to influence policy. Educators' preparedness might be especially tested by their perception that they are summoned to engage in trivial matters that hold minimal importance to the fundamental objectives of education (Taylor & Tashakkori, 2007).

Consequently, to facilitate significant involvement of educators in personnel management, it is essential to distinctly ascertain the areas in which instructors like to engage. Educators are the personnel most impacted by management practices involving both staff and student activities (Hassan, Hatice, Mert & Cemal, 2017). The involvement of teachers in the administration of staff activities was crucial for embracing, evaluating, and realising transformation, as well as for the effective management of principals. Swanepoel and Booyse (2006) determined that optimal results were achieved when educators engaged at the highest tier in the administration of staff endeavours.

Educators, who assume significant duties including instructional methodologies, essential student attitudes and behaviours, school acclimatisation, and effective communication with parents, are required to engage in the management of student activities. Educators engage in the development and shaping of learners, thereby rendering them beneficial to both themselves and the community (Usman, 2016). This research was thus formulated to investigate the correlation between teachers' involvement in people management and the administrative efficacy of principals in public senior secondary schools in Sokoto State, Nigeria.

The managerial efficacy of principals constitutes an educational management framework that empowers them to strategise, lead, regulate, coordinate, communicate, staff, oversee, budget, report, innovate, maintain

records, and ensure equity, among other responsibilities, in executing school management tasks. School principals must possess a diverse set of competencies essential for enhancing educational quality, as they are required to have the requisite knowledge to fulfil their responsibilities effectively (Mulyasa, 2011). They should contemplate the most effective methods to elevate their managerial practices, which necessitates a commitment to personal development and skill enhancement; furthermore, it is crucial to involve teachers in this process, allowing them to perform their roles to the fullest extent (Emi, Happy & Andi, 2021).

Review of Related Literature

The research examined the cooperative idea developed by Chester Bernard together with his associates Elton Mayo and Mary Follett, as emphasised by (Manga, 2013). This approach illuminated for organisations (schools) the necessity of perceiving the employee primarily as a human being and subsequently as a worker. This idea emphasises involvement in the organization (school) and the knowledge the administrator (principal) requires on when and how to make judgements independently, as well as when and how others should make decisions on his behalf or for themselves.

The fundamental tenets of the philosophy to encompass. The administrator ought to be amiable, valuing the worth and dignity of individuals, exhibiting kindness, openness, and sincerity, while also being courteous, empathetic, considerate, and tolerant; he must democratically engage every segment of the organization (school) in management, rule-making, and legal matters impacting their lives and welfare, and he must uphold justice, equity, and fairness in the administration of the organization (school).

The theory pertains to the research as it characterises an organization (school) as a cooperative system in which individuals collaborate towards a shared objective. The success of a school is contingent upon the involvement of teachers in personnel management, making their participation inherently collaborative and human-centered.



One of the studies examined was by Kingi (2018), which focuses on the impact of teachers' involvement in change management concerning student and teacher activities on teachers' motivation in public secondary schools throughout chosen counties in Kenya. The research employed a correlational design. The proportional stratified random sampling method was employed to choose a sample of 403 participants, consisting of 58 principals and 345 teachers. Research indicated that the degree of teachers' involvement in the administration of both student and teacher activities had a statistically significant impact on teachers' motivation ($r = .652$, $P\text{-value} < .01$).

In a like manner, Nwachukwu, Elezuo, and Iheanaetu (2020): The research examined the degree of teachers' involvement in the discipline of students and staff in secondary schools as factors influencing teachers' morale in Imo State. The study's population comprised all 5047 educators from the 275 public secondary institutions in Imo State across the six (6) Educational Zones. The research employed a Correlational Survey Design and utilised a basic random sampling method to choose the participants. Data was collected through a research instrument titled "Participation in School Governance Questionnaire (PSGQ) and Teachers Morale Questionnaire (TMQ).

The responses from participants were analysed employing descriptive statistics (mean and standard deviation), while Pearson Product Moment Correlation analysis was utilised to evaluate the hypotheses at a 0.05 alpha level. Research revealed that no substantial correlation exists between teachers' involvement in staff discipline and their morale in secondary schools in Imo State. Conversely, it was noted that a substantial correlation exists between educators' involvement in student discipline and the morale of teachers in secondary schools in Imo State. It was suggested that educators be permitted to engage in upholding discipline among both students and faculty, so fostering a favourable atmosphere for instruction and learning that enhances their morale and promotes effective education.

Olurunsola and Belo (2018)

investigated the administrative obstacles and the management efficacy of principals in secondary schools within Ogun State. The research employed a descriptive survey methodology. The research cohort consisted of 13,123 educators from the state's secondary institutions, from which a sample of 900 teachers was selected from 35 schools employing simple random and proportionate random sampling methods.

A self-created tool named the Administrative Challenges and Principals' Managerial Effectiveness Questionnaire (ACPMEQ) was employed to collect data from the participants. The tool was confirmed with a reliability coefficient of 0.78. The hypotheses were evaluated via Pearson's Product Moment Correlation at a significance threshold of 0.05. The findings indicated a substantial correlation between administrative obstacles and the management efficacy of principals, along with the presence of well-resourced school libraries and the managerial effectiveness of principals. Nonetheless, no substantial correlation was found between the continuous transfer of teachers and the administrative efficacy of principals. The research also disclosed that financial resources are the most significant indicator of principals' managerial efficacy, whilst physical infrastructure is the least significant.

STATEMENT OF THE PROBLEM

The involvement of teachers in personnel management is crucial for enhancing the managerial efficacy of principals; however, the researcher noted that many principals in public secondary schools in the northwestern region of Nigeria struggle with managerial effectiveness skills, and teachers are often excluded from participating in personnel management activities such as recruitment and selection, performance evaluations, professional development leadership, personnel discipline, student admissions, subject selection, and welfare matters. Despite the significance of their involvement, the administration of personnel activities is primarily controlled by principals in conjunction with Ministries of Education, with minimal or no engagement from teachers

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possessing the requisite skills and competencies; often, when invited to contribute, they exhibit reluctance, aware that their participation seldom leads to favourable outcomes.

Objectives of the Study

The main objective of this study was to find out the relationship between teachers participation in personnel management and managerial effectiveness of principals of public secondary school in Sokoto State, Nigeria. Other objectives of the study were:

1. To determine the extent of teachers participation in personnel management of public secondary schools in Sokoto State, Nigeria;
2. To determine the level of managerial effectiveness of principals of public secondary schools in Sokoto State, Nigeria;

Research Questions

The following research questions guided the study:

1. What is the extent of teachers' participation in personnel management of public secondary schools in Sokoto State, Nigeria?
2. What is the level of Managerial Effectiveness of Principals of public secondary schools in Sokoto State, Nigeria?

Research Hypothesis

This study tested the following null hypothesis:

H₀₁ There is no significant relationship between teachers' participation in personnel management and managerial effectiveness of principals of public secondary schools in Sokoto State, Nigeria.

METHODOLOGY

The research encompassed the six educational districts in Sokoto State. The educational districts comprise Sokoto South, Sokoto North, Gwadabawa, Goronyo, Bodinga, and Yabo. This research employed a correlational

design. The significance of correlational research for this study relied on gathering comprehensive data that elucidates the connection between teachers' involvement in people management and the managerial efficacy of principals in public secondary schools in Sokoto State, Nigeria. The study's population included all public senior secondary schools, together with their administrators and instructional personnel in Sokoto State, Nigeria. There exist 132 educational institutions, each led by a principal, and employing a total of 3,457 educators.

The study's population was recorded at 3,589. The selection of a sample size including 346 individuals, including 34 principals and 312 educators from a total population of 3,589, was derived from the Research Advisors (2006) table for sample size determination. The investigators employed a purposive, proportionate stratified sampling method to choose the sample of schools, educators, and administrators from each educational zone, so guaranteeing equitable representation of the population from each institution. The investigators subsequently employed a random selection method to choose school administrators and educators from each institution.

The tools utilised for data collection in this research comprised two sets of questionnaires distributed to school principals and teaching personnel. The two instruments were both developed as questionnaires. The initial survey named: Teachers Participation in Personnel Management Rating Scale (TPPMRS) was employed to gather information regarding teachers' involvement in the personnel management of public secondary institutions. The subsequent survey is designated as the Principals Managerial Effectiveness Rating Scale (PMERS). The instruments were designed according to the revised 5-point Likert response scale, which delineated five levels of opinion: 5 points = Very High Extent (VHE=70-100%), 4 points = High Extent (HE=60-69%), 3 points = Moderate Extent (ME=50-59%), 2 points = Low Extent (LE=40-49%), and 1 point = Very Low Extent (VLE=0-39%).

The average score was employed to



evaluate the participants' responses to the questionnaire, with a mean of 3.0 indicating a moderate extent, whilst any score below 3.0 was deemed a low extent.

Concerning the validity of the instruments, the questionnaires were presented to specialists in Educational Administration and Planning from the Faculty of Education and Extension Services at Usmanu Danfodiyo University, Sokoto, and Sokoto State University, Sokoto, for critical evaluation of the content and its appropriateness as a data collection tool, thereby affirming the instruments' validity. The dependability coefficients were 0.78 and 0.75, deemed to be high and satisfactory for the research.

This study employed descriptive and inferential statistics for data analysis. The investigator employed frequency, percentage, and mean to analyse the data pertaining to the first two descriptive research questions posed in the study. The Pearson Product Moment Correlation Coefficient was employed in the research to

evaluate the null hypotheses and to correlate teachers' involvement in personnel management with the managerial effectiveness of principals in public secondary schools in the northwestern region of Nigeria, using a significance level of 0.05 as the criterion for acceptance or rejection. The evaluation was conducted utilising the Statistical Package for Social Sciences (SPSS) software.

RESULTS

This section presents analysis of the research questions and hypotheses as follows:

Analysis of Research Questions

The research questions were answered as follows:

Research Question 1:

What is the extent of teachers' participation in personnel management of public secondary schools in North West Zone, Nigeria?

Table 1: Extent of Teacher's Participation in Personnel Management of Public Secondary Schools in North Western Zone of Nigeria:

S/No	Participation in Personnel Management	Rating	X	Level	Decision
1	Will support in decision concerning to their growth and development appropriately for the program to teach 21 st century student centered on the individual staff training needs of teacher	60%	4.0	HE	Satisfactory
2	Will assist and organize needs of staff recruitment for teaching and non-teaching staff include volunteers	70%	5.0	VHE	Satisfactory
3	Will assist in Conflict resolution and deliverance of accomplishment on any subject matter within their department	60%	4.0	HE	Satisfactory
4	Will generate distinctive thoughts through common knowledge, expertise and experience in discharging of duties	70%	5.0	HE	Satisfactory
5	Will organize induction and orientation to new teachers	60%	4.0	HE	Satisfactory
6	Will support other teachers in areas that found to be challenging in discharging their duties	60%	4.0	HE	Satisfactory
7	Will evaluate how well the department is operating	60%	4.0	HE	Satisfactory
8	Will assist in Organizing admission and orientation of students	70%	5.0	VHE	Satisfactory

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S/No	Participation in Personnel Management	Rating	X	Level	Decision
9	Will set great standard that will guide students in subject selection	60%	4.0	HE	Satisfactory
10	Will organize and assess the students' progress centered on plan goals and objectives of the school	60%	4.0	HE	Satisfactory
11	Will Prepare and mold students to become beneficial to themselves and society	60%	4.0	HE	Satisfactory
12	Will establish students' leadership and extracurricular activities in different clubs	60%	4.0	HE	Satisfactory
13	Will identify problem areas of students, students with disciplinary problems and providing appropriate guidance	70%	5.0	VHE	Satisfactory
14	Will contribute to students' development in no small measure by engaging in students' activities, contact with them, observed their day-to-day issues happening either in the classroom or entire school	70%	5.0	VHE	Satisfactory
15	Will determine students' right welfare	60%	4.0	HE	Satisfactory
	Grand Mean (X)	60%	4.0	HE	Satisfactory

Key: (VHE)= Very High Level, (HE)= High Level, (ME)= Moderate Level, (LE)= Low Level, (VLE)= Very Low Level

An examination of table 5 demonstrates that the participants expressed robust agreement with the significant level of teachers' involvement in personnel management, as evidenced by the fact that all items in this subsection met the 3.0 benchmark. This suggests that educators at secondary institutions within the North West Zone

of Nigeria significantly engage in the administration of people management.

Research Question 2:

What is the level of managerial effectiveness of principals of public secondary schools in North West Zone, Nigeria?

Table 2: Level of Principals' Managerial Effectiveness of Public Secondary Schools in North Western Zone of Nigeria

S/No	Principals' Managerial Effectiveness of Public Sec. Schools	Rating	Mean	Level	Decision
1	School principal Plan the successful management of activities with the help of available resources to achieve specific goals	70%	5.0	VHL	Satisfactory
2	School principal Direct the interpretation of policies, execution of instructional programmes, sees to staff development and ensures adequate and proper management of the school	70%	5.0	VHL	Satisfactory
3	School principal Control the quality of task carried out by the teachers in ensuring school goals and objectives are met	70%	5.0	VHL	Satisfactory
4	School principal Coordinate the activities of teachers in a school to ensure they are all working together to achieve determined outcomes	70%	5.0	VHL	Satisfactory

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S/No	Principals' Managerial Effectiveness of Public Sec. Schools	Rating	Mean	Level	Decision
5	School principal Communicate about matters related to teaching and learning for attainment of desirable objectives	70%	5.0	VHL	Satisfactory
6	School principal assign staff into various committees with rightful talent and skills for smooth running of school programmes	50%	3.0	ML	Satisfactory
7	School principal supervises the work done by the teachers to ensure that it meets with the expected target	60%	4.0	HL	Satisfactory
8	School principal budget school logistics and accounting for funds that have been received needed for the attainment of specific school objectives	40%	2.0	LL	Unsatisfactory
9	School principal makes regular monitoring and reporting of teachers' performance, present data from school performance to board members as required by board policy	50%	3.0	ML	Satisfactory
10	School principal is creative in researching new techniques and resources to improve teaching and learning	50%	3.0	ML	Satisfactory
11	School principal keep record accurate, accessible, complete, comprehensive, effective and secure.	60%	4.0	HL	Satisfactory
12	School principal is fair in taking decision regardless of gender, religion and background	60%	4.0	HL	Satisfactory
	Grand Mean (X)	60%	4.0	HL	Satisfactory

Key: (VHE)= Very High Level, (HE)= High Level, (ME)= Moderate Level, (LE)= Low Level, (VLE)= Very Low Level

An examination of table 2 demonstrates that the participants expressed agreement on a modest degree of Principals' managerial success, corroborated by the finding that the majority of items in this subsection met the 3.0 benchmark. Despite only four items not meeting the criteria, the data presented clearly reflects a commendable degree of managerial efficiency among Principals in secondary schools within the North West Zone of Nigeria.

Analysis of Hypotheses

H0₁: There is no significant relationship between teachers' participation in personnel management and managerial effectiveness of Principals of public secondary schools in North West Zone, Nigeria.

This hypothesis was tested by subjecting teachers' participation in personnel management and Principals' managerial effectiveness scores to a Pearson r-test analysis as shown in table 3.

Table 3: Relationship between Teachers' Participation in Personnel Management and Principals' Managerial Effectiveness.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Personnel management	381	64.43	8.430			
Managerial Effectiveness	381	47.25	7.156	.907	.000	H ₀ Rejected

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According to the findings in table 3, there exists a substantial positive correlation between teachers' involvement in personnel management and the managerial success of principals, $r(379) = .907$, $p = .001$. This suggests a substantial correlation between the involvement of teachers in personnel management and the managerial efficacy of principals, as the p-value is below the .05 significance threshold. Consequently, the hypothesis H01, which posits that there is no substantial correlation between teachers' involvement in personnel management and the managerial efficacy of principals, was dismissed.

Summary of Major Findings

Based on the research findings, the following findings are summarized:

1. The study revealed that there is high extent of Teachers Participation in Personnel Management of public secondary schools in North West Zone, Nigeria;
2. The study revealed that there is moderate level of Principals' managerial effectiveness of public secondary schools in North West Zone, Nigeria;
3. Teachers' participation in personnel management has a positive relation to Principals' managerial effectiveness of public secondary schools in North West Zone, Nigeria.

DISCUSSION OF FINDINGS

This segment examines the study's results in comparison to earlier research. The initial discovery reveals that educators' involvement in the personnel administration of public secondary schools in the North West Zone of Nigeria is significantly high. The discovery aligns with Omede (2014), emphasising the necessity for educators to engage in the administration of personnel activities, fostering effective communication within the school and ensuring teachers are updated on institutional advancements. In a similar vein, Chamundeswari (2013) asserted the necessity for teacher involvement in student management, as

educators are responsible for imparting subject knowledge, establishing rigorous standards to motivate students, enforcing discipline when required, addressing blind spots, and assessing student progress in accordance with predetermined goals and objectives.

The second discovery of the research indicated a moderate degree of managerial efficacy among principals of public secondary schools in the North West Zone of Nigeria. The discovery aligns with Salim (2017), indicating that the principal's managerial competencies significantly and positively affect school management effectiveness by 60.6%, with the remaining influence attributed to other factors. Mulyasa (2011) asserts that main managerial efficacy is a crucial component in enhancing the quality of education. Sergiovanni (2009) asserts that the administrative efficacy of principals positively influences the educational quality of schools, leading to enhanced learning outcomes. In overseeing their educational institutions, the principals carry significant obligations and accountability. The efficacy of principals as educational leaders in executing their responsibilities is intrinsically linked to their effectiveness in school management.

The third discovery reveals a substantial positive correlation between teachers' involvement in personnel management and the managerial efficacy of administrators in public secondary schools within the North West Zone of Nigeria. The discovery aligns with Agih (2015), who determined that teacher involvement in personnel management activities aids school principals in effectively motivating and encouraging staff members, thereby enhancing job retention and optimising their performance for the school's benefit. As explicitly indicated by Oguntimehin (2001); Falemu (2012); Oladejo and Oladejo (2016), the involvement of educators in the administration of personnel activities related to their development within an institution can yield several outcomes: diminished waste; advancement of staff skills, knowledge, and attitudes; better execution of new policies and regulations; and enhanced sustainability and growth of the school.



CONCLUSION

The results of this research have ultimately demonstrated that the efficacy of principals in management is contingent upon the involvement of teachers in personnel administration. Although there exists a correlation between teacher involvement and the managerial efficacy of principals, there remain certain deficiencies that necessitate improvement. Addressing these gaps will augment teacher participation, subsequently leading to an enhancement in the managerial efficacy of principals.

RECOMMENDATIONS

Based on the results and conclusions derived from this research, the subsequent recommendations were proposed:

1. To sustain the level of teacher involvement in personnel management, the Ministries of Education, in conjunction with principals, ought to empower educators, instilling a sense of ownership and accountability while ensuring their opinions are acknowledged and valued. This will enhance their readiness and maintain their connection to personnel management procedures.
2. To enhance the managerial efficacy of principals, the Ministry of Education ought to provide a framework for school leaders on engaging teachers in personnel management tasks, thereby fostering teacher involvement, diminishing their hesitance, and mitigating principal dominance, ultimately sustaining elevated managerial effectiveness.
3. Ministries of Education should encourage school principals to solicit their input, feedback, and suggestions, assign them specific personnel management duties like involvement in recruitment and selection, performance assessments, or spearheading professional development programs, establishing high standards that will

shape students into assets for themselves and society, and guarantee that teachers possess adequate time and resources to manage personnel responsibilities without compromising their teaching obligations. Engaging teachers directly in these responsibilities can augment their efficacy in people management and thus boost the entire operation of the school, thereby improving the managerial effectiveness of principals.

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