

**HUMAN RESOURCES MANAGEMENT AS A PREDICTOR OF
ADMINISTRATIVE EFFECTIVENESS AMONG PRINCIPALS OF PUBLIC
SECONDARY SCHOOLS IN ANAMBRA STATE**

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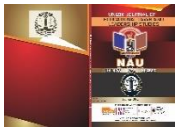
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ABSTRACT

Administrative effectiveness is indispensable for the actualization of the educational policy objectives. In other words, in secondary school administration no meaningful progress, can be made without administrative effectiveness because it is through it that public secondary school principals give directive to educational policies implementation, align with set educational policies and change management. The study discussed human resources management as a predictor of administrative effectiveness among principals of public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population for this study comprised 267 principals of public secondary schools in the six education zones of the State. The study was a census study. The instruments for data collection were two structured questionnaires designed by the researchers, titled 'Human Resources Management Questionnaire (HRMQ), Principals' Administrative Effectiveness Questionnaire (PAEQ)' were structured after the Likert type scale which had Strongly Agree (SA) =4 points, Agree (A) =3 points, Disagree (SD) =2 points, Strongly Disagree (SD) =1 point. The instruments were validated by three experts, two from Educational Management and one from Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Cronbach Alpha method was utilized to determine the internal consistency of the instruments. The instrument yielded an average co-efficient value of 0.85 for human resources management questionnaire and 0.82 for principals' administrative effectiveness questionnaire which was considered highly reliable and suitable for the study. A total of 267 instruments were administered to the respondents but a total of 265 was retrieved which is 96% return rate. Simple linear regression analysis was used to answer the two research questions and the two hypotheses tested at 0.05 level of significance to further guide the study. The findings of the study revealed that there were increase in administrative effectiveness with values of 0.41 staff performance appraisal and for 0.43 staff development. The study concluded that human resource management had large positive predictive value on administrative effectiveness of principals in public secondary schools in Anambra State. Based on the findings the study recommended that principals imbibe good human resources management with the staff working with them to improve in their own output to bring about administrative effectiveness.

Keywords: Human Resources Management, Administrative Effectiveness, Principals, Public Secondary Schools

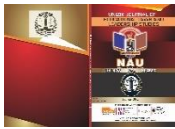


Introduction

Administrative effectiveness is the ability of principals to achieve the educational goals of secondary schools through their administrative prowess. It is indispensable for the actualization of the educational policy objectives. In other words, in secondary school administration, no meaningful progress may be made without administrative effectiveness because it is through it that principals give directives as regards educational policies implementation, alignment with set educational policies and bringing about changes in secondary school administration. Principals have the onerous task of leading efficiently and effectively in the development and management of all the resources within the secondary school system. Recent observation has shown that there are several abnormalities associated with administrative effectiveness among principals in public secondary schools in Anambra State in the areas of good and balanced academic programme, students and staff administration, proper supervision of curriculum and instructional work. These are manifested in poor students' performance, inadequate coverage of curriculum, teachers' persistent lateness to classes, lack of loyalty to principals, poor task performance as a result of poor curriculum supervision by principals which are pointers to deficiencies to administrative effectiveness among principals in public secondary schools in Anambra State. Administrative effectiveness is the ability of principals of public secondary schools to understand, supervise, control all the resources within their schools. Inter State School Leadership Consortium in Enwezor (2021) opined that administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish anticipated educational objectives. Also, Obiekezie and Ogboji (2021) pointed out that administrative effectiveness requires collective and co-operative human efforts.

Public secondary schools in Anambra state are expected to prepare individuals culturally, scientifically, technologically and commercially. It is also expected to produce school leavers with creative and analytical minds as well as give them the opportunities to acquire reasonable skills and other benefits for useful living within the society and for pursuance of higher education. In order to attain the core objectives of public secondary schools' principals need to ensure strict compliance to already developed academic programme, monitor students' progress, motivate and encourage teachers, create and manage a conducive school environment, manage defined school system as well as work out a process to improve and sustain school performance. All these are becoming increasingly difficult with the growth of students' enrolment in public secondary schools in Anambra state because of the declaration of free education by Government.

Human resources management is always part of public secondary schools in Anambra State because it evolves around human resources which put other resources to use in secondary school administration. For Manafa and Manafa (2020) human resources management practices, include: recruitment and staffing, motivation, professional development, reward, welfare packages, appraisal schemes, salaries and wages, job security and equity. While Armstong in Okaforcha and Ifediora-Okeke (2019) posited that human resource management especially in public secondary schools include: recruitment, induction and orientation; staff performance appraisal, staff development, delegation and assignment of duties to teachers; rewards and compensation among other. However, this study focused on staff performance appraisal and staff development. Agu and Amayuoji (2022) upheld that staff performance in the school system is the evaluation of the performance of teaching and non-teaching in their rendering of



expected tasks which is the ability of teachers to fulfil their duties as a teacher and the non-teaching staff performing their official duties in the school. In addition, Jeske et al. (2021) pointed out that staff performance appraisal can motivate the staff as well as provide the opportunity to motivate them to put in their best in the school system.

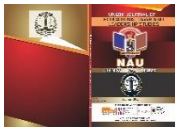
Staff performance appraisal is meant to improve and manage performance of staff in execution of their duty through the evaluation of such services. Unachukwu and Orji (2021) in agreement stated that performance appraisal is the approach through which the activities of units, sections and teachers are cross-checked and evaluated. They further added that it helps to checkmate competencies, adherence to guiding principles and compliance to the instructions in a transparent manner, moreover it is through performance appraisal that the subject teachers become more conscious of the demands of teaching. For Peter et al. (2022) staff performance appraisal is important for the principal to track teachers' productivity, to improve their career, provide a brighter career pathway and help teachers to improve their job quality. Oguama et al. (2019) listed staff performance appraisal practices to include; assessment centres, Behaviourally Anchored Rating Scales (BARS), human resource accounting method, 360 - degree performance appraisals and Management by Objectives (MBO). It is a "formal system of reviewing and evaluation of individual or team task performance" (Mondy and Martocchio, 2016; Torrington et al. 2017). Ademola (2017) maintained that performance appraisal is one of the widely researched human resource management methods worldwide and has been described as a positive motivator. Staff performance appraisal in public secondary schools has helped principals to evaluate staff working with them so as to know where to place them in school system.

Staff development is an essential element in administration, it makes the teacher more efficient and active in the school system through bringing out the things they have learnt in the process. Staff development is the crux of better organisational management in the school system, it makes teachers more efficient and effectual (Nduma & Mkulu 2021). It enables the teacher grow themselves within the organisation and raise their market value in education arena, thereby improving both the teachers and learners (Paschal et al. 2020). Eniang-Esien (2022) postulated that staff development is aimed at the improvement of instruction and learning thereby a mechanism to secure quality education and such significantly predict principals' management efficiency.

Staff development programmes usually come in many or numerous types, they include: In service course, staff seminar, off-the-job-training, on –the-job-training, on-and-off-the-job training, induction courses, refresher courses, vestibule training, role playing, conference training, sensitivity training and supplementary training. Olawale (2023) pointed out that staff development has a great influence on school administration as it increases knowledge, skill, experience, and attitude and probably releases employees' latent potentials. In affirmation, Sofome (2015) maintained that teachers' performance was positively impacted through regular in-service training, workshops, seminars and mentoring.

Statement of the Problem

The responsibility of maintaining administrative effectiveness is the core task of principals of public secondary school. However, the attainment of administrative effectiveness in secondary school depends on the individual principals' capability, knowledge, and skills to discharge specific responsibilities towards achieving the goals of secondary school system.



This involves ensuring good and balanced academic programme, students and staff administration stem, progress and discipline, proper supervision of curriculum and instructional work as well as effective leadership. Recently with the increase in students' enrolment in public secondary schools in Anambra State, it is worrisome when one looks at the administrative process in some secondary schools in Anambra State as a result of the numerical increase in public secondary schools both in students and personnel. Administrative ineffectiveness is evident in areas like; inadequate coverage of curriculum, teachers' persistent lateness to classes, lack of loyalty to principals, poor task performance as a result of poor curriculum supervision by principals in public secondary schools in Anambra State. Considering that human resources usually put other resources to use, the researchers' interest was aroused to investigate human resources management as a predictor of administrative effectiveness among principals of public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

- (1) What is the predictive value of staff performance appraisal on administrative effectiveness among principals of public secondary schools in Anambra State?

What is the predictive value of staff development on administrative effectiveness among principals of public secondary schools in Anambra State?

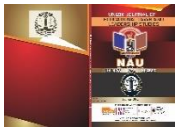
Hypotheses

The following null hypotheses guided the study and was tested at 0.05 level of significance.

1. Staff performance appraisal by Principals would not significantly predict administrative effectiveness in public secondary schools in Anambra State.
2. Staff development by Principals would not significantly predict administrative effectiveness in public secondary schools in Anambra State.

Methods

The researchers adopted a correlational research design. The population for this study comprised 267 principals of public secondary schools in the six education zones of the State. The study was a census study. Two research questions and two null hypotheses were tested at 0.05 level of significance to further guide the study. The instruments were validated by three experts, two from Educational Management and one from Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Cronbach Alpha method was utilized to determine the internal consistency of the instruments. The instrument yielded an average co-efficient value of 0.85 for human resources management questionnaire and 0.82 for principals' administrative effectiveness questionnaire which was considered highly reliable and suitable for the study. The instruments for data collection were two structured questionnaires designed by the researchers, titled 'Human Resources Management Questionnaire (HRMQ), and Principals' Administrative Effectiveness Questionnaire (PAEQ)' were structured after the Likert type scale which had Strongly Agree (SA) =4 points, Agree (A) =3 points, Disagree (SD) =2 points, Strongly Disagree (SD) =1 point. A total of 267 instruments were administered to the respondents but a total of 265 was retrieved which is 96% return rate. Simple linear regression analysis was used to answer the two research questions and the two hypotheses which were tested at 0.05 level of significance.



Results and Findings

Research Question One: What is the predictive value of staff performance appraisal on administrative effectiveness among principals of public secondary schools in Anambra State?

Table 3: *Simple Regression Analysis with Staff Performance Appraisal as Predictor of Administrative Effectiveness among Principals of public secondary school in Anambra State (n=257)*

Predictor	B	SE	B	Remark
(Constant)	54.06	2.607		
Staff performance appraisal	0.55	0.07	0.42	Medium positive predictive value

R =0.42
 R² = 0.18
 Adj = 0.17

The results displayed in Table 3 used staff performance appraisal as a predictor of administrative effectiveness of principals in public secondary schools in Anambra. The regression R squared (R² = 0.18) shows that staff performance appraisal accounted for 17% of the variance in administrative effectiveness of principals in public secondary schools in Anambra State. Furthermore, the regression beta weight (β) of 0.41 suggests that a unit increase in staff performance appraisal leads to 0.41 units increase in administrative effectiveness among principals of public secondary schools in Anambra State. This value implies that staff performance appraisal had a medium positive predictive value for administrative effectiveness among principals of public secondary schools in Anambra State.

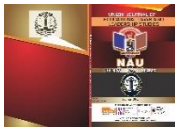
Research Question Two: What is the predictive value of staff development on administrative effectiveness among principals of public secondary schools in Anambra State?

Table 4: *Simple Regression Analysis with Staff Development as Predictor of Administrative Effectiveness among Principals of public secondary school in Anambra State (n=257)*

Predictor	B	SE	B	Remark
(Constant)	55.40	2.34		
Staff Development	0.52	0.07	0.43	Medium positive predictive value

R =0.43
 R² = 0.19
 Adj = 0.18

The results displayed in Table 4 used staff development as a predictor of administrative effectiveness of principals in public secondary schools in Anambra. The regression R squared (R² = 0.19) shows that delegation of duties explained 19% of the variance in administrative effectiveness of principals in public secondary schools in Anambra State. Again, the regression beta weight (β) of 0.43 indicates that a unit increase in staff development results in a 0.43unit increase in administrative effectiveness among principals of public secondary schools in Anambra State. The beta weight (β) suggests that the predictive value of staff development for administrative effectiveness among principals of public secondary schools in Anambra State had medium positive predictive value.



Hypothesis One: Staff performance appraisal by Principals would not significantly predict administrative effectiveness in public secondary schools in Anambra State.

Table 10: *Test of Significance of Simple Regression Analysis with Staff Performance Appraisal as a Predictor of Administrative Effectiveness among Principals of public secondary school in Anambra State (n=257)*

Predictor	B	SE	B	T	P	Remark
(Constant)	54.06	2.607		20.73	0.00	
Internet usage	0.55	0.07	0.42	7.37	0.00	Significant

The simple regression result displayed in Table 10 indicates that staff performance appraisal by principals was a significant predictor of administrative effectiveness of principals in public secondary schools in Anambra State, $\beta = 0.42$, $t = 7.37$, $p < 0.05$. Since the p-value was less than 0.05, the null hypothesis was rejected.

Hypothesis Two: Staff development by Principals would not significantly predict administrative effectiveness in public secondary schools in Anambra State.

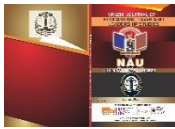
Table 11: *Simple Regression Analysis with Staff Development as Predictor of Administrative Effectiveness among Principals of public secondary school in Anambra State (n=257)*

Predictor	B	SE	B	T	P	Remark
(Constant)	55.40	2.34		23.67	0.00	
Staff Development	0.52	0.07	0.43	7.65	0.00	Significant

As shown in the summary of simple regression Table 11, staff development by principals was a significant predictor of administrative effectiveness of principals in public secondary schools in Anambra State, $\beta = 0.43$, $t = 7.65$, $p < 0.05$. Since the p-value was less than 0.05, the null hypothesis was rejected.

Discussion of Findings

The findings of the study are discussed in line with the research questions and hypotheses that guided the study. Findings of the study showed that staff performance appraisal had medium positive predictive value on administrative effectiveness of principals in public secondary schools in Anambra State. Unachukwu and Orji (2021) in their finding revealed a moderate positive relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in the public secondary schools which indirectly affects administrative effectiveness which in agreement with the current finding. It further aligned with Ademola (2017) maintained that staff performance appraisal is one of the widely researched human resource management methods worldwide and has been described as a positive motivator. Furthermore, in support of the finding, Peter et al. (2021) revealed that staff performance appraisal is important for the principal to track teachers' productivity, to improve their career, provide a brighter career pathway and help teachers to improve their job quality and from there enhance administrative effectiveness. staff development had medium positive predictive value on administrative effectiveness of principals in public secondary schools in Anambra State. In agreement, Olawale (2023) found out that staff development has a great



influence on school administration as it increases knowledge, skill, experience, and attitude and probably releases employees' latent potentials in other words, it enhances administrative effectiveness. Sofome (2015) revealed that teachers' performance was positively impacted through regular in-service training, workshops, seminars and mentoring which also enhance administrative effectiveness. Furthermore, staff development is usually manifested in increased knowledge, skill, experience and attitude when these are inherent in the teacher, it makes the work of the principal easy and improves administrative effectiveness. Eniang-Esien (2022) found out that staff development policy significantly predicted principals' management efficiency.

Conclusion

The findings obtained from this study therefore informed the researcher to conclude that human resource management is a good element of administrative effectiveness among principals of public secondary schools in Anambra State. When principals imbibe good human resources management, the staff working with them improve in their own output to bring about administrative effectiveness. In others words, administrative effectiveness in the administration of public secondary schools lies with how and what the principals use in organizing and supervising the staff under them. Administrative effectiveness remains the core mandate of principals both in public secondary schools, it can only be attained through the resources or methods used by the principals as they can never actualize it single handedly. In other words, without the cooperation and involvement of other stakeholders, administrative effectiveness remains an unattainable feat.

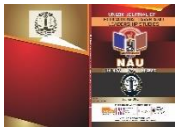
Recommendations

The following recommendations were made following the findings of this study:

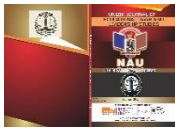
1. Staff performance appraisal should not be used by principals to witch hunt staff that are not on their good book. In appraising staff, they should be as honest and sincere as possible to encourage hard working staff to put in their best.
2. As a way of encouragement, principals should write PTA to sponsor staff on staff development as that of the government may not always go round or takes time to come. This enables staff to improve on their output based on the knowledge gained from such development programmes.

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