

EVALUATION OF PRINCIPAL – STUDENTS PERSONNEL MANAGEMENT IN IMO STATE SECONDARY SCHOOLS, NIGERIA.

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Abstract

This study on the Evaluation of Principal-Students Personnel Management in Imo State Secondary Schools has the objective of determining the level of efficiency and effectiveness of principles in students' personnel management. One hypothesis was formulated to guide the study. The study has survey and evaluation designs. The area of study is Imo State. The population of the study consists of all substantive principals of secondary schools in Imo State. A sample of five principals for the study was randomly selected from the three zones of the state (two from Owerri Zone, two from Orlu Zone and one from Okigwe Zone). A researcher-made rating scale was constructed to collect the data. The instrument for data collection was validated by two experts from Measurement and Evaluation. Its reliability established was 0.96 using Kendal's Coefficient of Concordance method. Analysis of the data and test of the hypothesis were done using mean ratings of the principals. It was found out that the mean rating of the principals in student personnel management was less than 2.5 suggesting a poor level of students' personnel management by the principals. Conclusion was made that this deplorable condition of students personnel management in our schools should have immediate checks and remedies for the smooth running of teaching and learning. Recommendations were made.

Keywords: Evaluation, Principal, Student, Personnel, Management.

Introduction

Personnel management is one of the criteria used in assessing the efficiency and effectiveness of a secondary school principal. It is basically concerned with the employment, development and effective utilization of an organization's human resources to achieve organizational and employee goals (Ogunu 2000). For the concept of evaluation, Ogunleye (2000) view it as concerned with some judgment of the effectiveness or desirability of a particular product, process or programme. Arikewuyo and Onanuga (2005) have identified the functions of the school administrator to revolve around the following areas:

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Curriculum and instruction; pupil personnel; staff personnel; school plant; finance and business management as well as school-community relationship. Highlighting on pupils (students) personnel, they emphasize that a head that wants to make a success of school administration must ensure that all support services that would promote good enabling learning environment for the pupils are provided. These include guidance and counseling, library, transport, health services, etc. Again, the safety of the pupils within the school premises and maintenance of discipline are also the responsibilities of the administrator in this regard. They also emphasize the immense role, the keeping of proper inventory of pupils' plays in pupils' personnel management.

Jaiyeoba (1997) identifies pupil personnel services to include pupil accounting, classification and grouping for instruction, guidance and counseling, recreational facilities, etc. Sotonwa and Omaniya (2005) recommended that students as part of their personnel management, should be made to have access to Instructional Technology Resources (ITR) so as to improve their learning comfort. Writing about the provision of good disciplinary atmosphere for the students, Rozman (1994) finds that teaching children to mediate could improve their decision-making and put them in touch with their deeper core values. In the same vein, Thompson (1996) used and recommended a voluntary peer meditation programme as another effective strategy for instilling discipline in students. Fayombo (1999) in an experimental study of secondary school adolescents finds that by improving social skills, students abstain from drugs, thereby improving their level of discipline. So he recommends Social Skills Training.

With the foregoing on the standards and principles on which a principal's student-personnel management could be based, one can go on to attempt the evaluation of the secondary school principal's student-personnel management in Imo State.

Purpose:

The purpose of the study is to determine the level of efficiency and effectiveness of principals of Imo State Secondary Schools in Student Personnel Management.

Scope:

This study is limited to Imo State Secondary Schools and how their principals carry out principal-student personnel management.

Hypothesis:

The mean rating of the Imo State Secondary Schools Principals' efficiency and effectiveness in Students Personnel Management is not significantly greater than 2.5 at an alpha level of 0.05.

Method:

This is an evaluation cum survey study. The evaluation of the effectiveness and efficiency of the principals are based on Stuffle beam's evaluation model of 1971 as recorded in Duru (2011). Along the study line, a survey of the implementation strategies of the standard for achieving high-students' personnel management by the principals was conducted. The area of study is Imo State. The population consists of all the substantive secondary school principals in Imo State. A sample of 5 principals was randomly selected (two from Owerri Zone, two from Orlu Zone and one from Okigwe Zone).

The instrument for data collection is a researcher-made rating scale for principals to rate themselves for students' personnel management. The instrument was validated by two experts in Measurement and Evaluation. Its reliability was established at 0.96 using Kendal's Coefficient of Concordance Method. The method of collection of data was by one-on-one administration of the rating scale by the researchers and collection of the responses either the same day or a few days later. The data were analyzed using means. The hypothesis was tested using mean standard of 2.5 above which there was a rejection and below which there was an acceptance. The maximum score for each item is 5. P₁, P₂, P₃, P₄, and P₅ stand for Principal 1, Principal 2, Principal 3, Principal 4 and Principal 5 respectively. E stands for Effective and IE stands for Ineffective.

Data Analysis and Results:

Hypothesis:

The mean rating of the Imo State secondary School Principals' efficiency and effectiveness in Students Personnel Management is not significantly greater than 2.5 ($p < 0.5$).

Table 1:
Mean Ratings of Principals for Students Personnel Management

S/N	Rating Items	P1	P2	P3	P4	P5	ΣX	X	Decision
1.	Health support services.	2	1	3	1	1	8	1.6	IE
2.	Guidance and counseling.	3	2	3	2	2	12	2.4	IE
3.	Library available	3	3	3	3	3	15	3.0	E
4.	Crisis and conflict resolution.	2	1	2	1	2	8	1.6	IE
5.	Punishment book available.	2	3	3	3	2	13	2.6	E
6.	Disciplinary committee.	1	2	4	1	3	11	2.2	IE
7.	ICT and facilities available.	3	2	3	2	2	12	2.4	IE
8.	ICT and ITR accessible.	1	1	2	1	1	6	1.2	IE
9.	Recreation facilities.	3	2	3	1	2	11	2.2	IE
10.	Indoor games available.	2	2	2	2	2	10	2.0	IE
11.	Recreation facilities and testimonials given.	1	1	2	1	1	6	1.2	IE
12.	Graduation ceremony observed.	2	2	2	1	2	9	1.8	IE
13.	Social clubs existing.	2	3	4	3	3	15	3.0	E
14.	Academic clubs existing.	3	2	3	2	3	13	2.6	E
15.	Best students rewarded.	3	2	3	2	3	13	2.6	E
16.	Talented students award given	1	3	3	1	1	9	1.8	IE
17.	Field trips/Excursions undertaken.	1	1	3	2	1	8	1.6	IE
18.	Debates participation.	3	3	3	3	3	15	3.0	E
19.	Sports competition held.	3	3	3	3	3	15	3.0	E
20.	Reports to parents given.	3	3	4	3	4	17	3.4	E
21.	Appointment of prefects always done.	1	2	1	2	1	7	1.4	IE
22.	Bad/non-performing prefects demoted.	1	1	1	2	1	6	1.2	IE
23.	Orientation for prefects organized.	3	1	3	1	1	9	1.8	IE
24.	Leadership training.	1	1	2	1	1	6	1.2	IE
25.	Seminars and workshops organized.	1	1	1	1	1	5	1.0	IE
26.	Public lectures and retreats organized	1	2	3	2	2	10	2.0	IE
27.	Prefects report to form masters.	2	3	3	3	2	13	2.6	E
28.	Rules and regulations published.	3	2	3	2	3	13	2.6	E
29.	Discussion of politics encouraged.	3	3	3	3	4	16	3.2	E
30.	Access to the principal eased.	3	1	2	1	3	10	2.0	IE
	ΣX							64.2	
	Group X							2.14	1E

Table 2:

Summary of Test of Hypothesis for Mean Rating of Principals for Students Personnel Management

ΣX	Group X	Decision
64.2	2.14	accept

From table 2, $2.14 < 2.5$ and 2.5 is the critical level or standard. Hence the null hypothesis is accepted i.e. the mean rating of the Imo State Secondary School Principals' efficiency and effectiveness is not significantly greater than 2.5 ($p < 0.05$).

Summary of Findings:

It has been found out from the analysis above that the mean rating of the Imo State Secondary School Principals' efficiency and effectiveness in students' personnel management is not significantly greater than 2.5. This implies a low level of performance of the principals as far as students' personnel management is concerned.

Discussion of Findings:

The test of the only hypothesis used to guide this study has proved that the mean rating of the Imo State Secondary School Principals' efficiency and effectiveness in students' personnel management is not significantly greater than 2.5. This means that the principals are not efficient and effective in students' personnel management. It follows logically that those personnel services which Jaiyeoba (1997) identified (i.e. pupil accounting, classification and grouping for instruction, guidance and counseling, recreational facilities, etc) are not properly managed by the principals. This calls for attention to the qualifications and training of the principals. Arikewuyo and Onanuga (2005) have observed that the functions of the school heads can be effectively carried out if they are formally trained. They have also observed that the professional training of school administrators has not been given the proper attention by successive governments in Nigeria, adding that often, teaching experience is the major yardstick used by the government to promote teachers to administrative positions.

It is in the light of this inefficiency and ineffectiveness of the principals that Obilade (1989) expressed the fear in the danger of promoting an individual from a position of competence to a position of incompetence. She viewed that some of the teachers who have been promoted from the classroom to managerial levels are not competent to assume such positions. Consequently, Ajayi (2000) has contended that if education leaders are to cope with the challenges posed by the changing

circumstances, then they need to be professionally trained in administration. He succinctly puts it that just as we debunk the assertion that anybody can pick up chalk and start teaching, it is important to note that administration cannot be an all comer's job. It is also pertinent to note that some principals may pay greater attention to other various aspects of school management and pay lip service to students' personnel. They should know that students' personnel management is an indispensable aspect of the school management function.

Conclusion:

This study has evaluated the principal-students personnel management as practiced in the Imo State Secondary Schools. It has discovered a low level of performance by the principals with a mean rating of less than 2.5. This deplorable condition in our schools calls for immediate checks and remedies as it would affect the smooth running of the teaching-learning system.

Recommendations:

1. The secondary school principals should be placed on ad hoc personnel management training with emphasis on students' personnel management.
2. The Ministry of Education inspectors and supervisors should double their efforts to check the school administrators frequently against the various standards of students' personnel management.
3. The Ministry of Education should publish manuals on students' personnel management and make sure that school administrators have access to the copies.
4. Researchers should do much more works on this area of students' personnel management because of its great importance.

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