

**INFLUENCE OF PRINCIPALS' STAFF PERSONNEL ADMINISTRATION ON  
STUDENT'S ACADEMIC PERFORMANCE IN THE PUBLIC SECONDARY SCHOOL**

**BY**

**CAROLINE IJEOMA NNOKWE (PHD)**

**Faculty of Education  
Imo State University Owerri**

**[nnokweii@yahoo.com](mailto:nnokweii@yahoo.com)**

**08033922888**

**ABSTRACT**

This study examined the influence of principal's staff personnel in the public secondary schools in Imo State. The descriptive survey design was employed in this study. Three research questions guided the study. The population of the study is made up of 5,047 teachers in Imo State Public Secondary School. The proportionate random sampling technique was adopted in the selection of this sample size of 250 respondents. A researcher – made rating scale was constructed to collect the data. The instrument was validated by three experts. Reliability of the instrument was established using Cronbach alpha method with alpha coefficients of 0.78. Data was analysed using mean. The findings showed that staff personnel administration of such as recruitment and selection of teachers, staff motivation and training of staff/teachers enhances academic performance of public secondary schools in Imo State. The study recommends among others that government should recruit qualified adequate members of teachers. The teachers should be promoted as at when due, this will aid the teachers to put in their best and increase the students academic performance in the public secondary school in Imo State.

*Keywords: Principal, Staff, Personnel, administration, academic performance and public secondary school.*

**Introduction**

Secondary Education is very important in Nigeria Education system. It is the stage of formal education that follows primary education and precedes higher education or tertiary education. The personnel staff that are involved in handling secondary school education matters are principals of schools, teachers and non-teaching staff. They work and achieve the role of secondary education as stipulated in the National Policy on Education (FGN 2013) which consist among others, to provide holders of basic education certificate with opportunity for tertiary education irrespective of gender, social status, religion or ethnic background. Educational personnel refer to education specialist trained by universities to work in pre-primary, primary and secondary level of education, including teachers. However, personnel administration is defined essentially as that aspect of public-school administration concerned with the procurement and utilization of human and material resources as well as satisfaction of workers (Nwagbo 2013).

It is also that part of school administration which is concerned with people at work and their relationships with an organization. Personnel administration is essentially the use of human and material resources to achieve the goal of the organization through the establishment of good working relationship between principal and teachers; teacher and students. The principal is the head and chief executive of the secondary school. He controls the administrative matters of the school with the help of the teachers. Staff personnel administration in any school system can make or mar the academic performance of the students in any school. Staff personnel administration involves the meticulous process of recruitment, training, promotion, motivation and discipline of the staff, with a view to raising an efficient workforce capable of achieving educational or organizational goal of any system. The success, or otherwise of students in their academic pursuit in any school is highly dependent on the principal staff personnel administration of the school.

Ogbonna, Okafor and Anayo (2023) stated that without efficient staff personnel administration ensuring that qualified trained and highly motivated teachers are in place, the education goals of the school which include providing enough educated students cannot be achieved. Teachers in any school system are the most potent weapon that the school manager can use to achieve positive academic performance among the students. This can be achieved through the recruitment of adequate number of qualified, trained, experience and motivated teachers in all the subject areas by an efficient principal staff personnel administration in the school.

Oparaji, Ugwe, Chime and Ugochukwu (2021) defined recruitment as the process of advertising available job spaces in an organization or school and selecting from the pool of applicants those considered to be employed to work or teach in schools.

Offer (2018) asserted that recruitment exercise follows job analysis which help the management or education planners to determine the quality and number of teachers to be recruited based on established criteria. At the public secondary school level, recruitment of teachers is the responsibility of the teaching commission (FGN 2013).

Anyagwu (2016) opined that recruitment of teachers follows a proper personnel planning exercise which should define the quality and quantity of teachers needed to fill the academic vacancies in the school. In the opinion of Offer (2010), staff personnel administration does not end with the selection of qualified teachers from the pool of applicants. It also involves the training of those selected to teach, promotion of those that are for promotion and retirement of those due for retirement.

Igumba (2018) opined that successful recruitment of qualified teachers in the school system is usually followed by the proper specification to ensure that teachers are placed in their subject area of specialization. This will ensure easy transfer of knowledge from the teacher to the students, thereby enhancing the academic performance of the students. There is need for proper planning to be carried out before embarking on any recruitment exercise. The number of teachers needed in the various subject areas in the school as well as the qualification of the required teachers must be established, specified before the selection exercise. It is important that teachers recruited should teach subjects they are qualified to teach. This makes for successful

transfer of knowledge to the students who will in turn, improve in their academic performance. The staff personnel administration in the school system should always be guided by the fact that no teacher can give out a knowledge that he does not have. It is also important to recognize the role of training of the teacher in the school system. Through conferences, workshops, seminars and in-service training, the teachers are exposed to modern teaching techniques to improve their teaching skills, which will in turn reflect in the improvement of students' academic performance.

Oku (2009) stated that staff training is a programme designed for the continuing education of the teacher enhance his knowledge, and teaching skill. The teacher is exposed to new teaching method and techniques in his area of specialization. Though in-service training, workshop conferences and seminars, teachers are upgraded to new educational values, norms methodology, which help the teacher improve his teaching skills, resulting in better students' academic performance. Nwosu (2017) stated that constant emphasis on in-service training for teachers has brought out increased interest on skills in staff personnel development. This is because improved skills obtained by teachers during training will help both the principals and teachers to put in their best in teaching the students, and this will bring about effective learning by the students, thus enhancing academic performance.

Motivation of teachers through staff promotions is also an important aspect of staff personnel administration which can lead to improve student academic performance in school. Staff promotions is referred to as the advancement or upward movement of an employee within an organization to a higher job position or rank which carries responsibility, authority and potentially higher salary or benefit (Jacob, 2024). Staff promotions result in movement of worker "up the ladder" from his existing grade level in the job and such upward movement comes with increased responsibilities, new expectations, new increased authority, with attendant monetary compensation and other benefits. This strategy should be well emphasized in staff personnel administration as a way of motivating the teachers to put in their best in order to stimulate better academic performances among the students.

Ezepue (2015) stated that a run-away teacher leaves his teaching job because of poor working conditions, poor remuneration and lack of recognition. Also, Ikediugwu (2017) opined that when teachers are recognized and rewarded for their excellent job, and provided with sufficient working tools, truancy and nonchalant attitude on the part of the teachers will be greatly reduced, thus leading to improved academic performance.

Oparaji, Ugwude, Chime and Ugochukwu (2020) stated that students' academic performance refers to the result of the terms or session and that the quantity and quality of teachers in a school determine, to a great extent the quality of academic achievement of the student at the end of the term or session. Thus, an effective staff personnel administration which takes into consideration the recruitment, training and welfare of teachers should be the panacea for all students' poor academic performances. Furthermore, as a way of improving the performance of teaching staff, it is necessary that newly recruited teachers be given orientation in order to familiarize with his job specifications.

Anukam, Okunamiri and Ogbonna (2010) described orientation as a process of familiarizing an employee with all aspects of his immediate work situation. It is the responsibility of the principal of the school to introduce the new staff or teacher to the school community until the teacher posted to the school becomes acquainted with his new physical and social environment of the school. In line with this, Jainyoba (2014) and Udeozor (2014) emphasized the need for orientation of the newly recruited teachers as this will make the teacher to easily adjust and speedily settle down to his new job.

Staff discipline is another important aspect of staff personnel administration. It is expected that staff members and students of a school should adhere to the rules and regulations of the school, respect constituted authority and responsibly and willingly discharge their duties and responsibilities. This helps to establish cordial teacher-teacher, teacher-student and student-student relationship, thereby creating a conducive teaching- learning environment which promotes the students potentials to learn and achieve more academic performance.

Uchechi (2014) opined that some staff sometimes, have the tendency to go contrary to the school rules and regulations by showing some uncourt behaviours which include among others, lateness to school and class lessons, absenteeism; truancy; laziness and quarrelling with colleagues. It is the responsibility of the staff personnel administration, and the secondary school, the principal of the school to call the teacher to order with a view to ensuring the creation of a school environment conducive to teaching and learning, which will in turn stimulate greater student's academic performance.

### **Statement of Problem**

It is expected that in every public secondary school in Imo State, should be equipped with human and material resources to facilitate teaching and learning so as to achieve its educational goals. Despite this, public secondary schools in Imo State face challenges in staff personnel administration which may affect teaching and learning outcomes. Thus, there are inefficient recruitment processes that compromise teacher quality, poor motivation and low morale among teachers which may hinder productivity and inadequate training and personnel development opportunities affect teaching effectiveness. These challenges contribute to inefficient resources utilization, affecting academic performance of students. It is on this premise that the researcher investigates the staff personnel administration and student academic performance in the public secondary school in Imo State.

### **The Purpose of Study**

The general purpose of this study is to ascertain staff personnel administration and students' academic performance in the public secondary school in Imo State. Specifically, the study investigated

1. the ways teachers' recruitment can enhance students' academic performance in the public secondary school in Imo State
2. the influence of training and development of teachers teaching effectiveness

3. the ways/impact teachers' appraisal and promotion enhances the academic performance of public secondary schools in Imo State.

### **Research Questions**

The following research questions guided the study

1. What are the ways staff/ teachers recruitment enhance the academic performance of public secondary school in Imo State?
2. In what ways does training and development of teachers influence teachers teaching effectiveness in the Public Secondary School in Imo State
3. What are the ways teachers appraisal and promotion enhance the academic performance of secondary school students in Imo State

### **Methodology**

The discipline survey research design was employed to guide the study, three research questions were raised for the study. A total of 5047 teachers in the public secondary school in Imo State formed the target population of the study. The proportionate random sampling technique was adopted in the selection of 250 teachers/respondent. A researcher made rating scale was constructed by the researcher and titled (IPSPASAPPSS). Influence of principals' staff personnel administration on students' academic performance in public secondary school was used for collection of data. The instrument was assigned a four-point response scale of strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) which has corresponding numerical values of 4 3 2 and 1. The instrument was validated by 3 experts, one from measurement and evaluation and two from department of management and planning in the faculty of education, Imo State University. The reliability of the instrument was determined using Cronbach alpha method and it yielded a coefficient index of 0.78. Mean rating and standard deviation was used to answer the research questions. The data decision was based on mean score of 2.50 as cut-off point. That is to say that any item with value less than 2.50 was regarded as "Disagree" while items with mean of 2.50 and above were regarded as "Agree"

### **Results**

The results are derived from answering of research questions that guided the study.

#### **Research Question One**

What are the ways teachers recruitment enhance academic performance of public secondary school in Imo State?

**Table 1** The mean rating and standard deviation of the ways teachers recruitment enhance academic performance of public secondary school in Imo State

S/N	Item	SA	A	D	SD	M	SD	RMKS
1	Student academic performance are enhance by adequate number of qualified teachers recruited	123	72	35	20	3.19	0.30	Agree
2	They teach completely and help students interact with the contents of their curriculum	100	65	45	50	2.94	0.20	Agree
3	Teacher recruitment can enhance students assimilation	125	70	40	15	3.22	0.32	Agree
4	Teachers are recruited in their areas of specialization in other to enhance students' performance in their subject areas	87	80	43	50	2.89	0.18	Agree
5	Students' performance are improved by timely teacher recruitment	100	80	40	30	3.00	0.22	Agree
<b>Aggregate mean and cluster mean</b>		3.14						

The table above presents the mean response of teachers on the ways teachers recruitment enhances academic performance of students. From the data presented, it is observed that teachers agreed on all the item with the overall mean of 3.14, which is above criterion of 2.50. This indicates that the teachers are on the view that recruitment of teachers as one of the principals' staff personnel administration, which enhances academic performance of students in the public secondary schools in Imo State.

## Research Question 2

In what ways does training and development of teachers influence teachers teaching effectiveness in the public secondary school in Imo State

**Table 2:** The mean rating and standard deviation of the ways training and development of teachers influence teachers teaching effectiveness in the Public Secondary School in Imo State

S/N	Item	SA	A	D	SD	M	SD	RMKS
1	Teachers are exposed to workshop, in-service training/ seminars	115	80	40	15	3.18	0.31	Agree
2	Teachers are exposed to modern teaching methods	132	60	38	20	3.27	0.33	Agree
3	Teachers are exposed to new teaching skills	100	100	24	26	3.96	0.27	Agree
4	Teachers are exposed to ICT tools in teaching various subject areas	107	93	14	36	3.08	0.26	Agree
<b>Aggregate mean and cluster mean</b>		3.35						

The data on table 2 above shows the respondents opinion on the way training and development of teachers influences teachers' teaching effectiveness in public secondary schools. The data indicated that all the items were accepted even the cluster mean of 3.35 was found to be above the benchmark of 2.50. this implies that training and development of teachers influences teachers' teaching effectiveness in Imo State Public Secondary School

### **Research Question 3**

What are the ways teacher's appraisal and promotion enhance the academic performance of Public Secondary School students in Imo state?

Table 3

The mean rating and standard deviation of the ways the teachers appraisal and promotion enhance the academic performance of Secondary School Students in Imo State

S/N	Item	SA	A	D	SD	M	SD	RMKS
1	Teachers are motivated by promoting them as at when due	131	54	37	34	3.18	0.31	Agreed
2	Recognition and award giving encourages the teacher to put in more effort in enhancing students performance	100	104	22	24	3.12	0.28	Agreed
3	New increase in responsibility and authority motivates teachers in putting their best in teaching	110	85	35	20	3.14	0.29	Agreed
4	Recognition stimulates teachers to put in their best in improving academic performance of students	97	85	40	28	3.00	0.22	Agreed
<b>Aggregate mean and cluster mean</b>		3.11						

Table 3

Data shows that all the respondents' items were acceptable with all the mean levels above the 2.50 criterion benchmark. The cluster mean is given as 3.11. Therefore appraisal and promotions of teachers enhances academic performance of Public Secondary School students in Imo State.

### **Discussion of Findings**

The result obtained from research question one above shows recruitment of teachers as one of the Principals' Staff Personnel Administration that enhances academic performance of public secondary school students in Imo State. This is in line with Igumba (2018) who stated that successful recruitment of qualified teachers in the school system ensures easy transfer of knowledge from teachers to students, thereby enhancing the academic performance of students. The recruitment of qualified teachers in their area of specialization and in their adequate numbers, ensures smooth transfer of knowledge to students, who in turn perform better academically.

Research question two revealed the way training and development of teachers influence teachers' teaching effectiveness in public secondary school system in Imo State. This is in agreement with both Oku (2009) and Nwosu (2017) who inferred that training exposes teachers to new methodologies and teaching skills which improve teachers teaching effectiveness. Training and re-training of teachers through in-service training, seminars, and workshop, expose the teachers to new methodologies and teaching skills which enables them teach better and transfer knowledge to students, thereby improving academic performance of students.

The result of table three shows that teachers' appraisal and promotion enhance academic performance of public secondary school students in Imo State. This is in agreement with both Ezepue (2015) and Ikediugwu (2017) which asserted that teachers who are motivated through promotions and awards for their good performances are more likely to put in their best in their job thereby stimulating better academic performance among the students.

Teachers who are by the way of promotions assured of their upward movement in their job, with adequate monetary compensation, are usually motivated for effective teaching which will in turn stimulate better academic performance in the students. Such teachers will surely avoid truancy, and nonchalant attitude towards their duties.

### **Recommendations**

1. The government should recruit qualified and adequate number of teachers needed for school administration.
2. Training and retraining programmes should be organized for the teachers to improve their teaching skills.
3. The government should ensure that teachers are duly promoted as at when due, in other to motivate them to put in their best in their duties.

### **Conclusion**

Principal's staff personnel administration is a key in the realization of school objectives. Principals' staff personnel administration will promote the extent of teachers' performance to improve the student's academic performance in the secondary school in Imo State, hence this study concludes that Principals' staff personnel administration enhances student academic performance in the public secondary school in Imo state.

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