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Relationship Between Principals And Teachers' Perceptions Of Principals' Performance Of Staff Development And Students Personnel In Secondary Schools, Delta Central Senatorial District, Nigeria

E.D. Nakpodia

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Author(s): E.D. Nakpodia

Introduction

The success of any organisation solely depends upon the quality and efficiency of its staff personnel , who perform the functions necessary for the fulfilment of stated goals and objectives. These assumptions is as applicable to the school system as it is to any organisation involving human efforts. The extent to which the quality of education succeeds will depend strictly upon the quality of the personnel engaged in the educational process, and upon the effectiveness with which they carry out individual and group responsibilities. (Nakpodia, 2006)

In the secondary school system in Nigeria, teaching learning process requires a lot of human resource inputs both on the part of the government and the students. Basically, human and material resources are needed, in good number and quality for successful school work. The human resources include the principal, teachers, school bursars, clerks, typists, cleaners, messengers, cooks, laboratory and library attendants, security men and a host of others (Whawo, 1993) . The teaching experience, dedication and qualification of the principals and teachers are of much importance since they can significantly influence the academic achievement s of students in the schools.

However, most of these human resources are deficient especially the skilled personnel due to lack of appropriate or no induction course, poor attitude to work, lack of responsibilities and motivation on the part of the government of the country . Principals are often not involved in the selection and recruitment of staff to work with. Efforts intensified by individuals to solved these problems have been in vein. Thus, human resources available in the schools must be properly managed if the goals for which they were established are to be achieved.

The school is a social system and a formal organisation, and like every formal organisation, elements of administration must be used in running the organisation. Some of these elements are clear statements of aims and objectives, hierarchy of authority, unity of command, delegation of authority, division of labour, and effective communication and coordination of various tasks such as staff development and students' personnel performed. In the school system, these responsibilities of coordinating the activities, normally falls on the principal at the secondary school. The principal is saddled with responsibility of managing human resources in the school and he is appointed as a result

of qualification and seniority to oversee the proper running of the school in terms of staff and students' welfare and discipline; hence, the growth and development of secondary schools in Nigeria depend largely on the principalship (Peretomode, 1992).

To perform effectively in the principalship, at least two productive alternative stances may be taken since principals' awareness of the tasks on human resource management may be viewed differently from the perceptions of his staff and students. The first is termed the foundations of the principalship, which draws heavily and correlates the behaviour of the principal and those with whom he works. The second is the function of the principalship which focuses on the tasks that occupy the bulk of the principal's time, and analyses them according to the major competencies that must be demonstrated by an effective school principal. It is believed that the foundational-functional relationship is not dichotomous but continuous, and that the principal on the job inevitably moves back and forth between foundations and functions in resolving issues making decisions and performing his roles (Fowers, 2008). Clearly, the school principals needs to know the organisation and be aware of and be sensitive to the tasks performed, which lead one to the tentative conclusion that are probably based on two basic organisational domains, namely: a bureaucratic one and a professional one. The bureaucratic one consists of the institutions and managerial functions. On the other hand, the professional one involves the actual technical processes of teaching and learning. In the secondary schools, principals have to establish clear, practicable and convincing aims, policies and objectives in executing the various tasks, especially on staff and students.

The functional category of staff development includes: responsibilities of the principal to go for further training, orienting, supervising, improving, evaluating the staff members of the school and recommending staff for promotion. These activities are synthesised in system terms. Staff development should be designed to maximize the degree of role-personality and compatibility in the employment process. Improvement of staff includes leadership of the principal in supervisory activities that will foster increased role effectiveness and maximum personal satisfaction of each staff member (Nakpodia, 1998).

As a leader, the principal initiates structures within the school for orchestrating the contribution of teachers, guidance counsellors, and other student personnel specialists to allow each student to increase his feelings of satisfactions, belongingness, identification and achievement, in present and protected situations.

Statement of Problem

The problem envisaged in the study is to find out if the perceptions of principals differ significantly from the perceptions of teachers through their mean responses of principals' performance of staff development and students personnel. These tasks are crucial to the attainment of any system goals. The degree of effectiveness and efficiency of the tasks, depend largely on the availability and judicious use of the organisation's human resources. If the principal sees himself as a good and effective leader, and if the teachers working under him see him that way, there will be congruency in his behaviour and they are likely to bring the school into success. Nevertheless, if the way the principal perceives himself is different w=from the way the teachers see him, then there is incongruence, and that can affect their performance psychologically. Hence, the problem that this study concerns itself with is to find out the relationship between the way principals see themselves and how they rate their performance on staff development and student personnel, and the way teachers see principals and rate the principals

performing.

Research Questions

In view of the problem of the study, the researcher raised two questions:

1. How does the perceptions of principals relate to that of teachers on principals' performance of staff development when sex is taken as the independent variable?

2. To what extent does age affect performance of principals' performance of student personnel as perceived by principals and teachers?

Hypotheses

Based on the questions, the following null hypotheses were formulated to guide the study:

1. There is no significant relationship between principals and teachers' perceptions of principals' performance of staff development.

2. There is no significant relationship between principals and teachers' perceptions of principals' performance of student personnel.

Review

The principal is a unique person in a school administration, who is needed by all, and is endowed with a kind of knowledge and appropriate skills to perform assigned tasks. To perform the tasks creditably, the principal has to exhibit his good leadership behaviour. Hence, Maleke (2003) pointed out that the smooth running or failure of a school in attributed to the principal's leadership behaviour. He opined that when a school is seen to be performing well in all aspects of its objectives, it is the principal that often receives that credit. While on the other hand, the school is plagued with failures, it is usually the principal that is replaced. For the principal to succeed, he works with four reference groups, since the Principalship is an important administrative position in the organisation of education in the community. The first of the reference groups are the youths. The youths in a school constitute a reference group relevant to the principal's operation. The second reference group is the teachers, who are the chief work-group of the principal. The third reference group is made up of the parents and the people in the community. The fourth group is constituted by the office staff. The students, teachers, parents and the office staff, are the principal major groups; and the principal is in the middle of these four groups (Bander, 2004). These groups do not necessarily make the same demand on the principal in the performance of various administrative tasks. As a result of these divergent demands, the principal needs integrity, and understanding what his role is and capacity to achieve these objectives in terms of staff development and student personnel.

Staff Development

School administration must be based upon good understanding of human personality. To implement any programme under pupil personnel development, appropriate staff must be provided. At this point, one has to examine staff development as one of the major operational areas in school administration. The focus here is certificated personnel such as teachers, guidance workers or supporting staff, and

administrators. Many of the approached mentioned also have applications to know certificated personnel like custodians, gatemen, cleaners, messengers, cooks, drivers, etc. However, some of the aspect to be highlighted in staff development is personnel as an administrative tasks performed by principals in schools are:

a. Personnel policies

b. Securing personnel

c. Supervising personnel

d. Appraising the performance of staff members

Personnel policy pertaining to work conditions should meet the following criteria:

a. Provide for staff participation in the formulation and operation of policies

b. Establish the fact that full information on school operation is available to teachers

c. Make plain the basis for promotion, and

d. Provide clear channel of communication.

It will be noted that participation of staff members in discussing major school problems is given official endorsement, and the need for face-to-face communication among the line personnel and professional staff members is recognised.

In terms of securing personnel, the principal must also determine the kinds and numbers of people needed to man the various programmes of the school and must then proceed to secure the people. In supervising personnel, after personnel have been employed and assigned to various positions of responsibilities within the school system, there is still the need for the principal to supervise the work. The term supervision, curriculum development, and in-service education are closely related. Each suggests that teachers and principals need to work together to decide what the programme ought to be, how it should be implemented and how it is to be evaluated (Keoreng, 2004).

In addition, administrators who have been given responsibility for the operation of a school must develop some plan of appraising works of the certificated and the non-certificated personnel who work in the school. The appraisal is based on the work or performance of the teachers, or other personnel, rather than on their personal characteristics.

Student Personnel

One of the major administrative tasks of principals in secondary schools in Nigeria is that of student personnel services. Activities included within the operational area of pupil personnel, embrace those services to pupils that supplement regular classroom instructions. Except in schools with very small enrolment, the chief role of the principal in student personnel area, is one of integrating the personnel functions with instruction and of coordinating the various kinds of personnel services. Some of the major tasks in student personnel are as follow:

(a) Student inventory and organization

(b)   Student accounting

©   Student personnel services, and

(d)   Control of the student behaviour

In most of the secondary schools, staff members determine how many youngsters there are of school age in the community. It does so by means of a school census, by the keeping of enrolment and attendance data. It is usually necessary that the number of students be determined by grade level and by school.

Ordinarily, a school census system is established to help with this task. There is a compulsory education law in nearly every state, and a school census is a necessary step in the enforcement of such laws. While census taking was once seen as a yearly task, many school system now use the continuing census approach. However, procedures may be followed in the accounting process as Douglas and Strauss (2005) speculated.

A very important aspect of student personnel area as an administrative task performed by6 principals, is the provision of appropriate student personnel services large secondary school in the country may have services such as the following :

1 Child study

2 Guidance and counselling advertisement

3 Testing

4 Visiting teachers and social workers

5 Medical and nurses

Also, another consideration as been injected into student personnel services like mountain concern about the kinds of data appearing in student record, such as test results and teacher judgement on students behaviour (Whawho, 1999).

In addition, schools attempt to determine the cause of misbehaviour on students through the effort of principals, and they also treat the cause and not the symptom of such actions. However, there are times when students must be corrected or discipline. Policies governing these matters are clear and competent teachers exercise appropriate controls over their students.

Methodology

Research Design

In this study, a correlational survey is used. Correlational research allows for measurement of numbers of variables and their relationship simultaneously.

The Population

The population of this study is 265 public secondary schools/principals and 6,683 teachers (males and females respectively) in Central Senatorial District of delta state Nigeria.

Sample and Sampling Techniques

From the existing 265 schools, the researcher sampled 54 (20%) secondary schools /principals, and 335 teachers (5%) teachers out of the targets population. The sample random sampling technique was used in the selection of principals and teachers. To ensure that the sample to a high degree represents the population, the balloting technique was used to obtain the sample.

Research Instrument

The research instrument for the study is a questionnaire designated as PTPPPQ- Principals and Teachers' Perceptions of principal performance Questionnaire. The questionnaire was made up of two section, A and B respectively. Each of the section consists of two parts of similar items namely: the demographic variable and twenty similar items each on the working variables of the study which are in line with the hypothesis formulated to guide the study.   Parts 1 of section A and B contain two items, and information sought is purely demographic based on sex and age. Parts II of sections A and B contain twenty similar items each relating to the two working variables staff development and students personnel observed in the study.

Validity of the Instrument

The questionnaire was designed and validated in its contents and faced values.

Reliability

 The reliability of the battery of test was determined by conducting a Kuder-Richardson reliability test. In the this case, only one test is administered and it eliminates measurement error such as differences in testing conditions, which could easily affect the test -re-test reliability. The reliability coefficient of each scale was thus established at 0.45 for teachers and 0.48 for principal by constructing the acceptable level of reliability. This showed that the instrument was measuring what it tends to measure and therefore was reliable.

Administration of the Instrument

The research instrument were administered in person to the respondent in the 54 sampled schools for the sloe purpose of distributing and retrieval of completed questionnaire.

Method of Data Analysis

The study made considerable use of tables for the presentation and analysis of data. The percentage was used for the analysis of demographic data and in testing for significant relationship of the two variables to be called X and Y. principals and teachers perceptions of principals performance of staff development and students personnel, the Pearson Product Moment Correlation coefficient 'r' was employed.

RESULTS

Section A: Demographic Variables

This section consist of the analysis of the responses of demographic variables as shown in table 1 and 2 respectively using percentages

Table 1

Respondents By Sex

Sex	Principals	%	Teachers	%
Male	36	66.6	158	47.5
Female	18	33.6	176	52.5
Total	54	100	335	100

The table 1 showed that they were 389 respondents made up of 335 teachers, 54 principals used in the sample of the study. Out of the 335 teachers sample din the study, 158 (47.5%) were males and 176(52.5%) were females, while there were 36 (66.6%) males and 18 (33.3%) females, out of the 54 principals sampled.

Tables 2

Respondent by Age

Age Group	Principals	%	Teachers	%
Below 40	21	38.8	173	51.6
Between 40-50	21	38.8	122	36.4
Between 50-55	6	11.1	32	9.55
Between 55-60	6	18.5	8	2.38
Total	54	100	335	100

Table 2 revealed that the total number of principals and teachers who responded to the instrument designed were different age groups. Among those below 40 years were 21 (38.8%) principals are 173 (51.6%) teachers, between 40-50 years were 21 (38.8%) principals and 122 (36.4%) teachers ; those between 50-55 years were 6 (11.1%) principals and 32 (9.55%) teachers and those between 55-60 were 6 (18.5%) principals and 8 (2.38%) teachers.

Hypotheses Testing

Hypothesis 1

There is no significant relationship between principals and teachers' perceptions of principals' performance of staff development.

Table 3

Summary Table for the Test of Significant of Relationship

Between Principals and Teachers Perception of Principals'

Performance of Staff Development

Subjects	No. of Variables	Mean	Sum of Square	df	(
Teacher	54	17.9	18395	106	0
Principal	54	20.6	24062		

Significant at 0.05 level

The summation table in table 3 shows the correlation coefficient obtained and its relationship wit the critical value of the correlation coefficient. It was observed that the calculated 'r' value with the correlation was 0.26 which was greater than table of 0.166.

This showed that it was significant in view of the critical value of 0.166. Hence, the null hypotheses of no relationship between principals and teachers perceptions of principals' performance of a staff development was rejected and the alternative accepted. Therefore, there is a positive relationship between the teachers and principals' perception of the principals' performance of the task. Since the mean responses of teachers perception of the principals' performance of the task was 17.9 and the mean responses of the principals perceptions of the principals performance was 20.6, was an indication of significant correlation of both perception. The r^2 suggests that the independent variable X predict the independent variable Y by 6% .

That is, 6% of the changes in the independent variables could be attributed to changes in the independent variable.

Hypothesis 2

There is no significant relationship between principals and teachers' perceptions of principals'

performance of student personnel.

Table 4

Summary Table for the Test of Significant of Relationship

Between Principals and Teachers Perception of Principals'

Performance of Students Personnel

Subjects	No. of Variables	Mean	Sum of Square	df	(
Teacher	54	17.1	16626	106	0
Principal	54	18.1	18844		

Significant at 0.05 level

The summary in table 4 showed the calculated 'r' value of 0.25 while the table value was 0.166 at 0.05 level of significance, and with 106 degrees of freedom. Since the calculated 'r' value of 0.25 was more than the table value, the null hypothesis which stated that there is no significant relationship between principals and teachers perceptions of principals' performance of students' personnel was therefore rejected ; and the alternative accepted. This indicated a low positive relationship between the principals and teachers perceptions of the task. However, since the mean responses of teachers perceptions of principals performance of the task was 17.1 while the male responses of the principals' perceptions of the principals' performance of students' personnel was 18.1, was an indication of the significant relationship of both perceptions. The coefficients of determination 'r' of 6% shows that the X variable predicts the Y variable, the dependent variable at weak predictor. That is, 6% of the changes in the dependent variable could be attributed to changes in the independent variable.

Discussion

The analysis of the data showed the content of the relationship between principal and teachers perceptions of principals' performance of staff development of students' personnel. The result of the null hypothesis were rejected which is an indication that the values were significant. Principals maintain effective school management hence, they occupy key position in the school system as the chief executive. In hypothesis 1 the value was significant because the calculated 'r; value of 0.26 was greater than the table value of 0.166 which is an indication of low positive relationship, and thereby, rejecting the null hypothesis.

Hypothesis 2 which states that there is no significant relationship between principals and teachers perceptions of principal performance of teachers' personnel of students' personnel was also significant at 0.05 level as showed in table. The calculated 'r' value of 0.25 was greater than table value of 0.166 – an indication of low positive relationship, and therefore, the null hypothesis was rejected.

Conclusion

As a result of the findings, the researcher draws the following conclusion in the study.

1 That staff development in terms of personnel policies, securing and supervising the staff, and

appraising their performance are well performed by principals as perceived principals and teachers.

2. That students are involved by principals in school administration, through activities which

embraces those services to students that supplements regular classroom activities such as : student inventory, student accounting, student personnel services, and control of student behaviour as perceived by both principals and teachers.

Recommendations

The researcher has found it pertinent to commend the following : measures for more effective and efficient performance of administrative tasks in Delta Central Senatorial District of Delta State Secondary Schools.

1. Principals should develop their staff by way of personnel policies, securing and supervising the staff and appraising their performance.

2. Principal should involve students in school administrations through activities, which embraces those services to students that supplements regular classroom activities.

3. Induction courses, seminars and workshops should be organised periodically by Ministry of Education for principals and prospective teachers to enhance their performance.

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