

THE STUDY OF STAFF AND STUDENT PERSONNEL INSERVICE TRAINING NEEDS OF SECONDARY SCHOOL PRINCIPALS IN ENUGU STATE

By

AGUSIOBO, HILDA CHINEZE, (MRS) PH.D. (NIG.)

Department of Educational Foundations, Godfrey Okoye University, Enugu, Enugu State

E-Mail Address: hildagusiobo@yahoo.com, hildagusiobo@gmail.com

GSM: 08037028652

Abstract

This study examined the in-service training needs of secondary school principals in two broad areas (i) staff personnel administration and (ii) student personnel administration. This study adopted a survey research design. Following a thorough review of related literature, administrative responsibilities of principals were identified. These formed the basis for the construction of the instrument Principals' In-service Training Needs Instrument (PITNI). The two roles of the principal i.e. staff personnel administration and student personnel administration formed the two sections. Each section had its relevant administrative responsibilities called skills. The instrument was face-validated by experts. The reliability of the instrument was determined using Kuder Richardson formula 21 and found to be 0.86. The instrument which was based on a four-point likert scale was administered to 92 principals in Enugu and Nsukka education zones of Enugu State. The data obtained were analyzed using mean scores, standard deviations and t-test statistic. The results showed that the principals agreed that the administrative responsibilities are important for their in-service training. In this regard, gender, nature of school (boarding and non-boarding) and experience were not significant factors. One major finding of this work is that the two leadership roles under study should be considered as the most essential areas in school Administration and should be emphasized by Ministry of Education, Post Primary School Management Board etc. The implication of this study is that since all the respondents agreed that they need the skills in the instrument, in-service training for principals should therefore be organized for them using the identified needs.

Key words: Principals' In-service Training needs, staff personnel administration and student personnel administration.

Introduction

In Nigeria, the Federal Government views education as an instrument par excellence for achieving national development (FRN 2004). Secondary school in Nigeria is one of the institutions established to inculcate desired skills to adolescents for academic excellence and achieving national development. The principal is the leader in a secondary school. According to Wekhuyi (2014) the principal is the most influential individual in any secondary school. He/she is responsible for activities around the school. It is his/her leadership that sets the tone of the school, the climate of learning, the level of professionalism, morals of teachers and non-teachers and the degree of concern for what the students may or may not become. Ayeni and Akinola, (2010) opined that sustainable quality assurance in secondary school education is a continuous process of the best practices in the management and utilization of human and material resources and strategic supervision of teaching and learning activities for the realization of the

set goals in schools. In this regard for any secondary school to function effectively the principal, the staff and students must co-operate and put in their best. Zuhari and Suparman (2011), agreed that sustainable quality assurance in an educational institution is also made possible when every member of the institution contributes his/her quota to the quality process. Furthermore Osagie (2011) noted that if national development must be achieved through education, then there is need for a strong teaching force to handle the teaching in the educational institution. This teaching force must be supervised and motivated to get the desired result. The principal as the leader must be properly trained and retained to be able to supervise and motivate the teachers, non-teachers and students for academic excellence. By implication, Maduabum (2012), observed that the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem solver. This follows that the principal has to undergo training as soon as he/she is appointed and retained regularly in the job so as to acquire the skills to be above those he/she is to lead. In England for example as noted by Wekhuyi (2014) the National College for School Leadership (NCSL) was formed in the year 2000 to ensure that the current and future leaders develop managerial skills especially in human management and the capacity to lead and transform the school education system into the best in the world. Fink, (2005) agreed that aspiring principals are prepared through the National Professional Qualification for Headship (NPQH) programme and are inducted through Early Headship Programme (EHP) on ascension to principalship. Those trained are continually developed through Heads for the Future (HFTF) programme, Brundret and De Cuedas, (2007) added. In Nigeria there is a strong desire to train and retain principals, this is evidenced by the occasional workshops and seminars organized for principals. In-service training for school principals is of utmost importance in exposing and retooling them with the latest relevant knowledge and skills to help them to function better in school environments that are constantly changing. Agusiobo, (2000) argued that through in-service training need analysis, trainers would be able to come up with needs and requirements of the participants. In this light the trainer would be able to formulate skills relevant to the needs of the principals. Ayeni, (2012) pointed out that the principal as the Chief Executive of the school must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities. Agusiobo (2000) further stated that the ideal principal ensures that every student is given adequate opportunity and motivation to learn. In view of these, it is pertinent to identify different staff personnel and student personnel skills that can be incorporated in a programme that would serve as a component of in-service training needs of the principals. In line with this view, Onyango, (2001) observed that for successful steering of institutions, principals need to be equipped with human skills that enable them work with other people, communicate and work within teams and conceptual skills which help one to understand and better decide the actions that would ensure mutuality in organizations.

Statement of the problem

The problem of this study is the absence of a systematic training programme for principals of secondary schools in Enugu State. The question now is: how can the gap in the area of in-service training needs of principals be bridged? This study, therefore, tried to answer this question by identifying and formulating administrative skills for in-service training of principals.

Scope of the study

The study covered staff personnel administration and student personnel administration as applicable to the principals of secondary schools in Enugu State.

Purpose of the study

The major purpose of this study is to identify and analyze the training needs of secondary school principals in Enugu State. Specifically, the study intends to;

1. Identify the specific training needs of secondary school principals in staff personnel administration.
2. Identify the specific training needs of secondary school principals in student personnel administration.
3. Examine the extent to which principals agree with each training need with respect to their gender, experience and nature of school.

Research questions

The following research questions were constructed to guide this study.

1. To what extent do the staff personnel administrative skills in the instrument constitute necessary training needs of the principals?
2. To what extent do the student personnel administrative skills in the instrument constitute necessary training needs of the principals?

Hypotheses

The following hypotheses guided the study;

1. There is no significant difference between the mean scores of principals who head boarding schools and those who do not on how they agree that the administrative skills formulated meet their training needs.
2. There is no significant difference between the mean scores of male and female principals on how they agree that the administrative skills constructed meet their training needs.
3. There is no significant difference between the mean scores of experienced and inexperienced principals on how they agree that the administrative skills constructed meet their training needs.

Methodology

This study employed a descriptive survey research design. This is because opinions of the respondents were sought. The study was conducted in Enugu State, which is made up of six education zones namely Enugu, Agbani, Awgu, Udi, Nsukka and Obollo-afor. Enugu State is one of the 36 states that make up the Federal Republic of Nigeria. The population of the study is the ninety two principals from Enugu and Nsukka education zones sampled from the six education zones in Enugu State. In Enugu and Nsukka Education zone there are thirty two and sixty principals, respectively (sources: PPSMB 2013). Having reviewed relevant literatures on this study, the principal In-serviced Training Needs Instrument (PITNI) was developed. The Principals In-service Training Needs Instrument (PITNI) was developed with two parts. An introductory part which called for the respondents personal data, such as his/her sex, location of school, experience in years, name of school and nature of school (boarding and non-boarding). The

two administrative roles of principals formed the two sections. Section A with seven items is on staff personnel administration and section B with twelve items is on student personnel administration. The questionnaire constructed is modified four point likert scale with the following responses Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) and with nominal values of 4, 3, 2, and 1 respectively for the two research questions. Validation of the instrument was done by three experts in the Faculty of Education. Crombach Alpha was used to determine the internal consistency of the items. This involved the conduct of pilot study with a sample of forty principals randomly selected from secondary schools in Awka zone of Anambra State. The reliability of the instrument was determined using Kuder Richardson formula 21 and found to be 0.86. The researcher engaged the services of two research assistants who were trained on how to administer and retrieve the instruments from the respondents in each of the two education zones. About 80 copies of questionnaires distributed were retrieved thereby giving a return rate of 90%. After collating the scores, mean (x) and Standard Deviation (SD) were used in answering the research questions and t-test was used to test the three hypotheses. For decision-rule, 2.50 was used as a bench mark, any item with a score of 2.50 and above was regarded as positive whereas those with a score of less than 2.50 was said to be negative. To further analyze the hypothesis for each section of the PITNI using t-test statistics, where calculated value of t is less than critical value of t, the hypothesis was accepted otherwise the hypothesis was rejected. For the purposes of the analysis, principals who have served for five years and above were regarded as experienced and under five years, as inexperienced.

Result

The results of the study were presented in line with the research questions and hypotheses.

Research question 1

To what extent do the staff personnel administrative skills in the questionnaire constitute necessary training needs of the principals?

Table 1: Mean scores (x) and standard deviations (S.D) of secondary school principals in staff personnel administration in Enugu State. Enugu principals Nsukka principals overall S/N X SD Decision X SD D X SD Decision

1. Selection of staff and handing groups like HIV positive staff
3.53 0.70 Accept 2.85 1.16 GE 2.70 0.93 Accept
2. Request placement, assignment and recommendation for transfer of teaching and non-teaching staff.
3.75 0.52 Accept 2.82 1.16 GE 2.99 0.84 Accept
3. Orientation of staff on first arrival and evaluation of staff
3.43 0.55 Accept 3.63 0.76 VGE 3.53 0.66 Accept
4. Providing for in-service training for growth and motivation of staff
2.80 0.68 Accept 3.21 0.98 VGE 3.01 0.83 Accept
5. Ensuring and maintaining healthy school atmosphere for efficient and good public relations

3.80 0.41 Accept 3.72 0.64 VGE 3.76 0.53 Accept

6. Procurement and allocation of staff such as materials needed for official duties

3.03 1.00 Accept 2.96 0.70 GE 3.00 0.85 Accept

7 Compiling annual report on all teaching and nonteaching staff as required

3.40 0.72 Accept 2.51 0.72 VGE 3.46 0.72 Accept

Table 1 shows that the least overall mean score is 2.80 while the highest is 3.80. All the mean scores are each greater than 2.50. Therefore, principals agreed to a very great extent that the skills are good.

Research question 2

To what extent do the student personnel administrative skills in the instrument constitute necessary training needs of principals? This was answered using mean scores and standard deviations. The results to this research question are presented in table 2.

Table 2: mean scores and standards deviations of principals in student personnel administration. Enugu principals Nsukka principals Overall S/N X SD Decision X SD D X SD Decision

8 Services rendered to students 2.60 0.61 Accept 2.72 0.65 A 2.66 0.60 Accept

9 Auxiliary services in the areas of food, health, recreation, transportation 2.92 0.81 Accept 2.85 0.95 A 2.82 0.54 Accept

10 Students data interpretation and policy procedure 3.00 0.73 Accept 2.94 0.78 A 2.97 0.50 Accept

11 Encouragement of moral and physical and development of all students in the schools 3.73 0.53 Accept 3.51 0.52 A 3.62 0.42 Accept

12 The maintenance of proper order and discipline in the school. 3.73 0.44 Accept 3.79 0.51 A 3.74 0.49 Accept

13 The registration and classification of students and reporting their progress through the school 3.30 0.53 Accept 3.33 0.56 A 3.32 0.41 Accept

14 Ensuring that the attendance of students to school every day is recorded in the register in accordance with the instructions contained therein 3.53 0.48 Accept 3.26 0.61 A 3.40 0.52 Accept

15 Conducting the school in accordance with government approved time table, and making same available to all pupils, teachers and inspectors

3.58 0.46 Accept 3.43 0.51 A 3.51 0.71 Accept

16 Making available to student the list of textbooks approved for use in schools by the Ministry

3.30 0.50 Accept 3.14 0.77 A 3.22 0.71 Accept

17 Giving attention to the health and comfort of pupils and to maintain cleanliness.

3.52 0.49 Accept 3.25 0.78 A 3.39 0.41 Accept

18 Reporting promptly to the nearest medical or health authorities any suspected outbreak of epidemic in the school

3.40 0.42 Accept 3.33 0.66 A 3.37 0.42 Accept

19 Taking all necessary steps to enforce discipline, ensuring high moral and ethical tone of the school.

3.70 0.40 Accept 3.11 0.54 A 3.41 0.61 Accept

Table 2 indicates that each of the mean scores is higher than 3.50. Hence the respondents agreed on each of the skills. Principals in the two zones agreed in each skill but they agreed to a great extent in skills 8 and 9. Enugu principals agreed to a very great extent in skills 10 while their counterparts in Nsukka agreed to a great extent. The principals in the zones agreed to a great extent that the skills are good. Hypothesis 1: There is no significant difference between the mean scores of principals who head boarding schools and those who do not on how they agree that the administrative skills formulated meet their training needs. The mean scores of each section of the PITNI was tested using the t-test statistic. The results are shown in table 3. Table 3 shows the summary of the respondents mean scores, standard deviations and t-test statistic in each section of PITNI.

Table 3 mean scores, standard deviation and t-test analysis of the principals who head boarding and those who do not on how they agree that the administrative skills formulated meet their training needs. Boarding N = 12 principals Non-boarding N = 33 principals

	Section	Mean	SD	Mean	SD	T-cal	T-crit	Decision
--	---------	------	----	------	----	-------	--------	----------

A	3.20	0.61	3.00	0.73	1.35	1.96	Not significant
---	------	------	------	------	------	------	-----------------

B	3.23	0.79	3.25	0.54	0.35	1.96	Not significant
---	------	------	------	------	------	------	-----------------

Overall	3.22	0.70	3.13	0.64			
---------	------	------	------	------	--	--	--

From the table there is no significant difference between the mean scores of principals who head boarding schools and those who do not. For further analysis the t-test statistics was calculated the decision was found to be not significant this shows that the null hypothesis was upheld.

Hypothesis 2 There is no significant difference between the mean scores of male and female principals on how they agree that the administrative skills constructed meet their training needs. The mean scores of each section of the (PITNI) was tested using the t-test statistic. The results are shown in table 4. Table 4 shows the summary of the respondents mean scores, standard deviation and t-test statistics in each section of PITNI.

Table 4: mean scores, standard deviations and t-test statistic of male and female principals on how they agree that the administrative skills constructed meet their training needs. Section Male=23 Female = 33

	Mean	SD	Mean	SD	T-cal	T-crit	Decision
--	------	----	------	----	-------	--------	----------

A	3.07	0.66	3.06	0.67	0.07	1.92	Not significant
---	------	------	------	------	------	------	-----------------

B	3.28	0.58	3.20	0.74	0.57	1.92	Not significant
---	------	------	------	------	------	------	-----------------

Overall	3.18	0.62	3.13	0.71			
---------	------	------	------	------	--	--	--

Table 4 shows that the male principals obtained a mean score of 3.18 with SD of 0.62 while their female counterparts had 3.13 with SD of 0.71. In each section both sexes had mean scores of above 3.00. This means that they agreed to a very great extent with each of the sections. For further analysis of the overall mean scores of male and female principals, the t-test was calculated the decision was found to be not significant this shows that the null hypothesis was upheld.

Hypothesis 3 There is no significant difference between the mean scores of experienced and inexperienced principals on how they agree that the administrative skills constructed meet their training needs. The mean scores of each section of PITNI was tested using the t-test statistic. The results are shown in table 5. Table 5 shows the summary of the respondents mean scores, standard deviations and t-test statistic in each section of PITNI.

Table 5: mean scores and standard deviations of experienced and inexperienced principals in each section of PITNI Section Experienced N = 30 In-experienced N = 29

	Mean	SD	Mean	SD	T-cal	T-crit	Decision
A	3.15	0.56	3.14	0.78	0.09	1.92	Not significant
B	3.14	0.56	3.21	0.74	0.62	1.92	Not significant
Overall	3.14	0.56	3.18	0.76			

Table 5, experienced respondents obtained a mean score of 3.14 with standard deviation of 0.56 while inexperienced counterparts had a mean score of 3.18 and standard deviation of 0.76. Both have mean scores of more than 3.00 in each section of PITNI showing that they agreed to a very great extent. For further analysis the ttest was calculated the decision was found to be not significant this shows that the null hypothesis was upheld.

Discussion:

The result obtained in the study on staff personnel administration has shown that the principals agreed to a great extent that the skills are significant training needs for them. This means that each skill actually deals with staff personnel administration matters. For effective staff personnel administration, Ayeni, (2012) pointed out that the principals as the Chief Executive of the school must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives. He also opined that the teachers must be well supervised and motivated in order to sustain their interest, and make them dedicated, committed, willing, enthusiastic and inspiring teachers. The principals must therefore determine personnel needs and satisfy them for effective personnel management. This therefore shows that principals require in-service training on staff personnel matters.

The principals agreed to a great extent with the skills on student personnel administration. This might mean that they actually deal with students' personnel administration matters. According to Agusiobo (2000) the ideal principal ensures that every student is given adequate opportunity and motivation to learn. This means that the principals must be trained in student personnel duties so that they can carry out their duties for the students efficiently.

Conclusion

The skills identified are relevant in the training programme of principals in Enugu State. The skills to a great extent are acceptable to the principals. This shows that the training programme instrument for secondary school principals can serve the purpose for which it was designed. One implication of this study therefore is that the training programme instrument for secondary school principals in Enugu State is a good valid and reliable instrument for training secondary school principals. The two components of educational administration in this study, namely, staff personnel administration and student personnel administration are relevant components in school administration in which principals require some training. The fact that all principals agreed with all skills in the instruments show that the principals in Enugu State actually need the skills in their training programme so that they can improve through some kind of training programmes.

Recommendations

Based on the findings of this study the following recommendations were made:

1. In-service training needs of the principals identified should be incorporated in their training programme.
2. In-service programmes should be made to emphasize the identified skills on staff personnel and student personnel administration.

References

- Agusiobo, H.C. (2000) Analysis of In-service Needs of Secondary School Principal in Enugu State Unpublished Ph.D Thesis Enugu State University of Technology, Enugu.
- Ayeni, A.J. and Akinola, O.B. (2010) Influence of Principals Leadership Styles and Motivation of Teachers on Quality Assurance in Secondary School a Case Study of Ondo State. *Ife Journal of Theory and Research in Education* II (1 & 2), pp 167 – 170.
- Ayeni, A.J. (2012), Assessment of Principals' Supervisory Roles for Quality Assurance In Secondary Schools in Ondo State, *Nigeria Word Journal of Education* vol. 2, No 1; February 2012.
- Brundret, M. and De Cuedas, R.A (2007), Setting an Agender for Social Justice Through Leadership Development Management in Education. 21 (4), 4448.
- Federal Republic of Nigeria, (2004), National Policy on Education Abuja; Nigeria Educational Research and Development Council.
- Fink, C. (2005), Servant Leadership as an Effective Model for Educational Leadership and Management. *First to serve, then lead. Management in Education*, 18 (5), 11-16.

Isa, Yuguda Kotirde, Jailani, MD Yunos and Suleman, Yahya Anal (2014), The Role of Principals in Sustaining Management of Quality Secondary School Education in Nigeria GSE e-Journal of Education vol. 1 No.2

Maduabum, M.A. (2012), Occupational Stress Factors Among Secondary School Principal in Abia State, Nigeria. International Journal of Educational Planning and Administration vol. 1 (1): 17-27.

Onyango, G.A. (2001), Competencies Needed by Secondary School Head Teachers and Implications on Pre-service Education, Nairobi, Kenya. Unpublished Ph.D Thesis, Kenyatta University, Kenya.

Osagie, R.O. (2011), Teacher Development Programmes and Teacher Productivity in Secondary Schools in Edo State. The Asian Conference on Education Official Conference Proceedings.

Wekhuvi, S.A. (2014), Influence of In-service Training on Public Secondary School Principals Management of Finance and Human Resources in Busia Country, Kenya. A research project submitted in partial fulfillment of the Requirements for award of the degree of Master in Education, University of Nairobi, Kenya.

Zuhari and Supaman, (2011), Managing Quality and Accessibility in open and distance learning in Dkshit, H.P. (et.al) Access and equity p. 262 New Delhi Kogan page GSE e-Journal of Education. Vol. 1 No 2 2011.