

Original Article

PRINCIPALS' MANAGEMENT TECHNIQUES FOR IMPROVING STUDENTS' PERSONNEL SERVICES IN SECONDARY SCHOOLS IN ENUGU STATE

Chima, Emmanuel Ibe

Department of Educational
Management, Enugu State
University of Science and
Technology (ESUT),
Enugu.

Email:

chima.ibe@esut.edu.ng;
08033365240

Abstract

This study was carried out to find out principals' management techniques for improving students' personnel services in secondary schools in Enugu state. Three research questions and three null hypotheses tested at .05 level of significance guided the study. Descriptive survey design was adopted. The population of the study are all the 298 Principals and 298 urban and ruler public secondary schools in Enugu state. Instrument for data collection was a 26 item structured questionnaire validated by three experts. The reliability of the instrument was determined using Cronbach Alpha formula and a reliability of .70 was got. Data collected was analyzed using grand mean and standard deviation to answer the three research questions while t-test statistics was used to test the three null hypotheses at 0.05 level of significance. It was revealed that management techniques used by principals to improve students' personnel services include; admission of students are guided by available facilities, approaching philanthropic individuals to help sponsor students' personnel services among others. It was recommended that government should train and retrain secondary school principals on current skills needed for effective management of students' personnel services.

Keywords: principals, Techniques, Students Personnel Services, Secondary School.

Introduction

Education according to Aguba (2016) is a process through which human beings become useful to themselves and to the larger society through systematic acquisition of relevant skills, knowledge, values and attitudes. The Federal Government of Nigeria (2013) acknowledging the importance of education to national development acclaimed that

education is an instrument per excellence in affecting national development. The whole world believe that knowledge has become the most important factor for economic and social development in the 21st century. This is because the development of any society is dependent on the general level of education attained by its population, most especially the youths. Formal

schooling in Nigeria was brought by the British Missionaries as far back as 1842.

The introduction of secondary school was delayed till 1880's due to some reasons best known to the Missionaries. The first secondary school was CMS Grammar School, Lagos. Ofejebe and Nnebedum (2016) maintained that secondary education is the stage of education after primary education. It is the final stage of compulsory education. Adeyemi (2015) also stated that the role of secondary education in national education system cannot be underscored. It is the intermediary level between the primary and secondary education. It absorbs the product of primary education and serves as an input unit for tertiary education. In the secondary schools, the principal is the chief administrator, the manager and the chief executive of the institution.

The principal undertakes all the routine activities to accomplish numerous administrative tasks. Such a person is supposed to have a proven quality and competency to coordinate the activities of both the human and material resource. Ozoilo (2014) describes a principal as a chief law enforcement officer of a school who has specific role of enforcing and implementing the secondary school, national and state educational policies and curriculum in school. A principal is the school disciplinarian who is the only person empowered by the law to flog or beat the student. Adeyemi (2015) pointed out that the prime justification for the position of being a principal is to give leadership process. The area of activity of the principal are administrative manager, instructional leader, school community relation officer, child guidance counselor, plant supervisor, staff personnel leader. Afugbuom (2019) on his own part maintained that a principal is the professional leader of secondary school and as the leader occupies a unique and strategic position in secondary school administrative structure. He is saddled with

responsibility of leadership and accountability. Egwu (2016) noted that a principal as a leader must plan, coordinate and supervise the affairs of the school so that they run smoothly. The principal is one who is knowledgeable in school management and one who is abreast with current trends in education and trained in methods brought forth and described by experts.

Management encompasses activities such as proper planning and handling of school facilities, maintenance of school discipline among staff and students, provision of infrastructure, provision of instructional materials, availability of qualified personnel, effective policy. Afugbuom (2019) opined that management refers to the process by which managers create, direct, maintain and operate purposive organizations through coordinated, cooperative human efforts. The hallmark of personnel management in any organization is to retain, attract, reward and develop team of highly motivated workforce, capable and willingly ready to contribute meaningfully to the attainment of institutional and national objectives (Nnebedum, Abadi and Obasi (2019). Personnel management in educational process is very crucial. Observed that distinguished characteristics of personnel stem from the fact that other resources cannot be controlled without human effort. Personnel management rests on the shoulder of school principals so as to create conducive learning environment in order to achieve educational goal. Personnel management in secondary education are classified into two categories: staff personnel management and student personnel management. This study will focus on student personnel management. The fact that students are central in the affairs of secondary education cannot be overemphasized. The student resource component revealed that education sector of any nation is very important for without it the nation

would be a mirage. This is because if students were not well formed at the secondary level, the future aspirations of the nation will not be realized. Also, their positive change in attitude are very relevant to national development. Therefore, Ofejebe and Nnebedum (2016) maintained that proper management of the students in secondary schools would be an added advantage in attaining educational goals, producing students that will meet the needs of the society, both now and in future.

Students' personnel services as opined by Mbon and Ukpobio (2019) is one of the essential components of the school administration. This involves all the activities that are rendered in the school for students for the achievement of the educational objectives apart from the normal classroom instructions. Chidiobi (2015) maintained that students' personnel services encompasses all other extracurricular programmes of guidance geared towards ensuring that students have enabling environment for smooth teaching and learning. It constitutes very vital services and functions required for the realization of education. These services include orientation for students, discipline of students, health and safety services, food and housing, variety of curricular activities.

It is in realization of the symbolic role of the curricular and co-curricular services in the realization of educational objectives at secondary level, that the Federal Government of Nigeria (2013) in the National Policy on Education prescribed mandatory student personnel services that school administration should make available to students in tandem with the curricular offering. Under personnel services to include: registration and orientation of student, enrollment management and health care services, social and recreational services, disciplinary services, municipal services such as portable water, convinces, catering services, and

dormitory services. Also included is the periodic evaluation of students' character and learning participation in school governance, special education service and participation in school clubs and societies. Ozioko (2014) identified the objectives of students' personnel services to include: making students think effectively, helping them to communicate their thoughts clearly, enabling the students develops relevant skills in judgment and decision making.

Ofejebe and Nnebedum (2016) identified others to include: help them play their part as useful members of their homes and families, making the pupils understand basic facts about health and sanitation, helping students' to appreciate their roles as citizens of Nigeria and the development of good moral principles as well as the appreciation of their cultural heritage and dignity of labour. Meeting the basic education, enhancing the environment learning and national needs of secondary education as mentioned in National Policy on Education cannot be achieved without the provision of basic personnel service in all levels of education as a whole and secondary school in particular. Federal Republic of Nigeria (2013) makes education the right of every person, child, youth and adult, and also makes it mandatory that the education in every country in general and Nigeria in particular shall be able to meet the basic learning needs of participants.

Today, the student personnel services appear not only to be inadequate, but appeared to be neglected and ineffective. For instance, the hostel accommodation is deplorable and un-conducive school buildings are seen with cracks/decaying walls, sagging roofs, and bushing surrounding (Ozioko, 2014). These problems may make students to lose confidence in themselves and others, have no sense of personal value, become tense, introverted and emotional mostly expressed through hostility and aggression or involvement in clandestine activities like secret cults, robbery, riots. The problem of poor funding of education sector, poor

maintenance culture, careless use of facilities by students, non-participation of private sector in provision of student personnel services and others are among the constants facing implementation of students' personnel services. Libraries in some secondary schools appear not to have books/materials, and no reading tables and chairs are available. Students go to streams to fetch water because institutions depend on water tankers for supply of water, security is porous, there are cases of rape, murder, phone snatching, robbery and cult activities (Egwu, 2016). As a result of these, many scholars have advocated the need to come up with some techniques that will help to tackle the challenges facing student personnel in schools.

Effective communication solves a lot of problems. Adequate flow of communication in all human interaction is essential in resolution of problems in education. Adeyemi (2015) defined communication as a process of passing information, ideas, attitudes and understanding from one person to another. Mbon and Ukpobia (2019) is of the view that school administrators should establish an effective channel of communication within and if possible outside the school. He argued that one of the functions of an institution is to be able to diagnose when students have problems and as such there should be some equilibrium in the communication system Ofejebe and Nnebedum (2016) also identified the following as some of the techniques that can be used by administrators to improve student personnel services: decision making and problem solving, participation of students in school administration, democratic relationship between the administrators among students and discipline (Afugom, 2019). Also Adeyemi (2015) maintained that how school organizes the students, teachers and available resources to provide the individuals with fullest guidance possible to achieve the desired educational

objectives is the function of school principal. Proper guidance of students' in their choice of subject career is one of the techniques, establishment of student loan board, among others. It is based on this background that the researcher embarked on the study to determine principals' management techniques in improving students' personnel services in public secondary schools in Enugu State.

Purpose of the Study

The main purpose of the study is to examine principals' management techniques for improving students' personnel services in public secondary schools in Enugu state. Specifically, the study tends to:

1. Find out students' personnel services adopted by principals in public secondary schools in Enugu state.
2. Determine constraints to effective students' personnel services in public secondary schools in Enugu state
3. Identify management techniques adopted by principals to improve students' personnel services in public secondary schools in Enugu state.

Research Questions

The following research questions guided the study:

1. What are the students' personnel services adopted by principals in public secondary schools in Enugu State?
2. What are the constraints to effective students' personnel services in public secondary schools in Enugu state?
3. What are the management techniques adopted by principals to improve students' personnel services in public secondary schools in Enugu state?

Hypotheses

The following hypotheses guided the study and were tested at .05 level of significance:

H0₁: There is no significant difference between the mean opinion scores of principals in urban and ruler

on student's personnel services adopted by principals in public secondary schools in Enugu state.

H0₂: There is no significant difference between the mean opinion scores of principals in urban and ruler on student's personnel services adopted by principals in public secondary schools in Enugu state.

H0₃: There is no significant difference between the mean opinion scores of principals in urban and ruler on student's personnel services adopted by principals in public secondary schools in Enugu state.

Method

The design of the study was descriptive survey research method. The population of the study was 298 principals comprises 107 in urban and 191 in ruler's area of public secondary schools in Enugu state (PRS, Unit 2023). The sample size of the study was 10% of principals (298) which is 30 and 10% of urban and rulers (298) which is 30, making a total sample size of 60 respondents. A researcher designed instrument with four points rating scale titled "Principal Management Techniques for Improving Student Personnel Services Questionnaire" (PMTISPSQ) was used to source

Table 1: Mean Scores and Standard Deviations of Principals in urban and ruler area on Students' Personnel Services Adopted by Principals in Secondary Schools in Enugu State.

S/N	QUESTIONNAIRE ITEMS	PRINCIPALS			URBAN& RULER		
	Student's personnel services adopted by principals include:	X	SD	DEC	X	SD	DEC
1	Processing of students admission	2.6	0.7	A	2.7	0.7	A
2	Registration of new students	2.5	0.7	A	2.5	0.6	A
3	Orientation of students as and when due	2.7	0.6	A	2.6	0.7	A
4	Rendering counseling services for students	3.0	0.5	A	3.0	0.5	A
5	Organizing co-curricular activities for students	2.9	0.5	A	2.7	0.7	A
6	Discipline of misbehaved students	3.1	0.5	A	2.6	0.7	A
7	Managing of students records	3.0	0.5	A	2.7	0.7	A
8	Appointment of school prefects	2.6	0.7	A	2.6	0.7	A
9	Formulating rules and regulation that guide students	3.1	0.5	A	3.0	0.5	A
10	Rendering of library services	2.7	0.7	A	3.0	0.5	A
	GRAND MEAN	2.8	0.6	A	2.7	0.7	A

responses from the respondents and to collect data. The instrument was face validate by three experts from Enugu State University of Science and Technology (ESUT) Enugu. A trial test was conducted in 15 secondary schools in Anambra state which yielded coefficient of .70 using Cronbach Alpha statistics. The administration of instrument was carried out by the researcher with the help of two trained research assistance, the measure yielded 90% return rate. Mean and standard deviation were used to test the three research questions while t-test statistics was used to test the three null hypotheses at .05 level of significance.

Results

The data collected were analyzed and presented in tables with the three research questions and three null hypotheses that guided the study. Mean and standard deviation were used in answering the three research questions while t-test statistics was used to test the three null hypotheses.

Research Question 1

What are the students' personnel services adopted by principals in secondary schools in Enugu state?

Data analysis from table 1 shows the mean and standard deviations of principals in urban and ruler area on students' personnel services adopted by principals. Analysis shows a grand mean of 2.8 for principals and 2.7 for guidance and counselors as well as standard deviation of 0.6 for principals and 0.7 for guidance and counselor which reveals that both principals in urban and ruler agreed that principals adopt all the items in table 1 for students' personnel services

Research Question 2

What are the constraints to effective students' personnel services in secondary schools in Enugu state?

Table 2: Mean Scores and Standard Deviations of Principals in urban and ruler area on Constraints to Effective Students' Personnel Services in Secondary Schools in Enugu State.

Constraints to effective student personnel services include:			SD	DEC	SD	DEC	
1	Poor communication	3.1	0.5	A	2.8	0.7	A
2	Poor funding	3.0	0.5	A	2.6	0.7	A
3	Increased enrollment without proportionate increase in students' personnel services	2.8	0.6	A	2.7	0.6	A
4	Poor supervision of student personnel services administration	2.8	0.6	A	3.0	0.5	A
5	Careless use of facilities by students	2.8	0.7	A	2.8	0.7	A
6	Poor maintenance culture	3.0	0.6	A	2.8	0.7	A
7	Non-private participation in student personnel services	3.0	0.5	A	2.6	0.7	A
8	Mismanagement of fund meant for student personnel services.	3.1	0.5	A	2.7	0.7	A
GRAND MEAN		2.9	0.6	A	2.7	0.7	A

Data analysis from table 2 shows the mean and standard deviations of principals in urban and ruler area on constraints to effective student personnel services. Analysis shows a grand mean of 2.9 for principals and 2.7 for urban and ruler area as well as standard deviation of 0.6 for principals and 0.7 for guidance and counselors which reveals that both principals in urban and ruler area agree that all the items in table 2 are constraints to effective student personnel services.

Research Question 3

What are the management techniques adopted by principals to improve students' personnel services in secondary schools in Enugu State?

Table 3: Mean Scores and Standard Deviations of Principals in urban and ruler area on Management Techniques Adopted by Principals to Improve Student's Personnel Services.

S/N	QUESTIONNAIRE ITEMS	PRINCIPALS			URBAN& RULER		
	Management techniques adopted by principals for improving students' personnel services include:	SD	DEC		SD	DEC	
1	Maintenance of facilities used by students	2.8	0.7	A	3.0	0.5	A
2	Communication channels between school authority and students	2.7	0.7	A	2.6	0.7	A
3	Students admission are guided by available facilities in school	3.0	0.5	A	2.6 0.7		A
4	Organization of orientation programs	2.8	0.6	A	2.8	0.7	A
5	Involvement of philanthropic individuals to help in student personnel services	2.7	0.6	A	2.8	0.7	A
6	Providing of entrepreneur department in schools	3.0	0.5	A	2.6	0.7	A
7	School authority raises loan for student personnel services	3.1	0.5	A	2.5	0.7	A
8	The Government funding of schools	3.0	0.5	A	2.6	0.7	A
	GRAND MEAN	2.8	0.6	A	2.6	0.7	A

Data analysis from table 3 shows the mean and standard deviations of principals in urban and ruler area on management techniques adopted by principals to improve students' personnel services. Analysis shows a grand mean of 2.8 for principals and 2.6 for guidance and counselors as well as a standard deviation of 0.6 for principals and 0.7 for urban and ruler area which reveals that both principal in urban and ruler area on agreed that all the items in table 3 are management techniques adopted by principals for students' personnel services.

Hypotheses Testing

Hypothesis 1

H0₁: There is no significant difference between the mean opinion scores of principals and guidance and counselors on students' personnel services adopted by principals in secondary schools in Enugu state.

Table 4: t-test Analysis of Mean Rating Scores of Principals in urban and ruler on Students' Personnel Services Adopted by Principals in Secondary School in Enugu State.

Group	N	SD	df	t-cal	t-tab	Dec
Principals	30	2.8	0.6	58	0.9	1.96
Urban & Ruler	30	2.7	0.7			Do not reject

The analysis in table 4 above shows that t-calculated of 0.9 is less than the critical value of t-test which is 1.96. Therefore, the null hypothesis (H0₁) was not rejected. This implies that there is no significant difference in the

mean ratings of principals in urban and ruler area on students' personnel services adopted by principals in secondary schools in Enugu state.

Hypothesis 2

H0₂: There is no significant difference between the mean opinion scores of principals and guidance and counselors on constraint to students' personnel services in secondary schools in Enugu state.

Table 5: t-test Analysis of Mean Ratings of Principals in urban and ruler area on Constraints to Students' Personnel Services in Secondary Schools in Enugu State.

Group	N	SD	df	t-cal	t-tab	Dec	
Principals	30	2.9	0.6	58	0.9	1.96	Do not reject
Urban& Ruler	30	2.7	0.7				

The analysis in table 5 above shows that t-calculated of 0.9 is less than the critical value of t-test which is 1.96. Therefore the null hypothesis (H0₂) was not rejected. This implies that there is no significant difference in the mean ratings of principals in urban and ruler area on constraints to students' personnel services in secondary schools in Enugu state.

Hypothesis 3

H0₃: There is no significant difference between the mean opinion scores of principals in urban and ruler area on management techniques adopted by principals for students' personnel services in secondary schools in Enugu state.

Table 6: t-test Analysis of Mean Rating Scores of Principals in urban and ruler area on Management Techniques Adopted by Principal for Student Personnel Services in Secondary Schools in Enugu State.

Group	N	SD	Df	t-cal	t-tab	Dec	
Principals	30	2.8	0.6	58	0.9	1.96	Do not reject
Urban & Ruler	30	2.6	0.7				

The analysis in table 6 above shows that t-calculated of 0.9 is less than the critical value of t-test which is 1.96. Therefore, the null hypothesis (H0₃) was not rejected. This implies that there is no significant difference in the mean ratings of principals in urban and ruler area on management techniques adopted by principals for students' personnel services in secondary schools in Enugu state.

Discussion

From the result of data analysis from research question one, the result of the study on students'

personnel services adopted by principals indicated that principals have the following in their schools as students' personnel services; process students admission, register new students, counseling services, discipline students, management student records etc. are all students' personnel services adopted by principals. This finding is in consonance with the view of Chidiobi (2015) who opined that students' personnel services encompasses all other extra-curricular programmes of guidance geared towards ensuring that students have enabling

environment for smooth teaching and learning that include: Orientation of students, guidance and counseling, discipline of students etc. the first null hypotheses of the study stated there is no significant difference between the mean opinion scores of principals in urban and ruler area on students' personnel services adopted by principals in secondary schools in Enugu state. Though the magnitude of the mean scores of principals (2.8) is greater than that of Urban and Ruler (2.7) by narrow margin, the difference is statistically not significant, the Principals in urban and ruler area did not significantly differ in their opinions in this regard. The foregoing views of the author cited above, strengthened the reality of the findings.

The result of the finding from research question two on constraints to students' personnel services indicated that some of the challenges faced in executing students' personnel services include: poor communication to students, inadequate funding , careless use of facilities etc. this finding is in agreement with the view of Ozioko (2014) who maintained that poor communication, poor funding, non-participation, poor library service, inadequate medical centers are among the challenges of students' personnel services. The second null hypothesis stated that there is no significant difference between the mean opinion scores of Principals and Guidance and Counselors, on the constraints to students' personnel services in secondary schools in Enugu State. Though the magnitude of the mean scores of principals (2.9) is greater than that of the Guidance and Counselor (2.7) by narrow margin, the difference is statistically not significant. The principals in urban and ruler area did not significantly differ in the opinions in this regard. The foregoing views of the author above, strengthen the reality of the findings.

The result of the findings from research question three on management techniques adopted by principals for students' personnel services indicated that principals maintain facilities used by students, good communication channel, students admissions are guided by available facilities in school, organize orientation programmes, involve philanthropists to sponsor student personnel services. This finding is in collaboration with the view of Mbon and Ukpobia (2019) who stated that principals' techniques for managing students' personnel services include: participation of students in school administration, including students in decision making, communicating them effectively etc. The third null hypothesis stated that there is no significant difference between the mean opinion scores of principals in urban and ruler area on management techniques adopted by principals for improving students' personnel services in secondary schools in Enugu state. Though the magnitude of the mean scores of principals (2.8) is greater than that of urban and ruler areas (2.6) by narrow margin, the differences is not statistically significant. The principal did not significantly differ in their opinions in this regard. The forgoing views of the author cited above strengthened the reality of the findings.

Conclusion

Based on the findings of the study, it was concluded that students' personnel services adopted by principals include: processing students admission, register new students, orientation of students, rendering counseling services, organizing co-curricular activities, managing student records etc. it was also gathered that poor communication, poor funding, increased student enrollment, poor student supervision, careless use of facilities by students are some of the constraints to effective students' personnel services. Again, it was found out that management techniques adopted by principals to

improve students' personnel services include: maintenance of facilities, students admission are guided by available facilities, urban and ruler areas section are provided, school authority raises loan for students' personnel services and also involve philanthropic individuals sponsor students' personnel services.

Recommendations

4. Government should train and retrain secondary school principals on current skills needed for effective management of students' personnel services both in urban and ruler students.

5. Government and other educational stakeholders should be involved in funding and management of students' personnel services in urban and ruler secondary schools.

6. The principals, teachers in urban and ruler area in secondary schools should help in guiding, disciplining orientating and performing other students' personnel services in schools.

References

Adeyemi, O. A. (2015). *The Role of Education in Implication to Economic Development* International Journal of Sociology and Anthropology Research. 5(2), 1-9.

Afugom, N. (2019). *Principal's Practices Regarding Teacher Participaiton in School Decision Making*. Unpublished Master's Thesis, University of Nigeria, Nsukka.

Aguba, C. R. (2016). Philosophical Bases for Improved Educational Funding. *Nigeria Journal of Educational Administration and Management*. 1(2), 1-9.

Chidiobi, R. U. (2015). Management of Students Personnel Services in Public Secondary Schools in Enugu Education Zones for Sustainability of Quality Human Resources

for *National Development Journal of Scientific & Engineering Research*. 6(7), 23-35.

Egwu B.C. *Management in Education* .Lagos: African Fep Publishers Ltd.

Federal Government of Nigeria (2013). *National Policy on Education* Lagos: NERDC.

Mbon, U. F. and Ukpobia, G. E. (2019). Management of Students' Personnel Services and Secondary School Goal Attainment in Calabar Metropolis. *International Journal of Education Benchmark*. 5(2), 5-14.

Nnebedum, C., Abad, J. L. & Obasi, H. K. (2019). Personnel Management Practices Adopted by Principals in Administration of Secondary Schools in Awka Education Zone, Anambra State. *Educational Process International Journal*. 8(1), 32-43.

Ofejebe, W. and Nnebedum, C. (2016). Comparative Analysis of Principals' Administrative Strategies in Effective Human Resources Management in Public and Private Secondary Schools in Enugu State. *National Journal of Educational Leadership*. 3(2), 174-183.

Ozioko, A. N. (2014). Implementation of Student Personnel Services in Federal and State Colleges of Education in South-East, Nigeria. *Unpublished Ph.D. Thesis, University of Nigeria, Nsukka*.