



## ASSESSMENT OF PRINCIPALS' PERFORMANCE ON MANAGEMENT OF HUMAN RESOURCES IN PUBLIC SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

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### Abstract

The study assessed the principals' performance on management of human resources in Katsina Zonal Education Quality Assurance, Katsina state Nigeria. The study has one research objective, and a research question. This study adopted survey research design. The population of the study was 1509 comprised 1324 teachers, 175 (SBMC) officials and 10 (MOE) officials. The sample of 306 respondents was used and appropriately selected using stratified random sampling technique. The questionnaire was used as instrument for data collection which was validated and pilot tested and the reliability index of 0.57 was obtained. Descriptive statistics of (frequencies, percentages, as well as mean and standard deviations) was used to answer the research question with the aids of micro-soft excel. The result of the finding revealed that public senior secondary school principals were committed towards ensuring prudent management of human resources in Katsina Zonal Education Quality Assurance. The study therefore recommended that, Katsina State Ministry of Education should encourage the principals' through organizing capacity building programs such as workshop and seminars on managerial / administrative skills for more effective management of human resources for effective teaching and learning activities.

**Keywords:** Principals' Performance, Human Resources, Management



## Introduction

Achievement of the schools' objectives rest on many factors such as roles played by the school- heads (principals) in harnessing the available resources for the accomplishment of the stated objectives. Principals play a paramount role and occupied highest administrative position in the hierarchy of authority in secondary schools (Muhammad, et. al., 2019). It is a position occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. Abari, (2018), stated that, a principal is the single most powerful person in a school district. Their leadership makes the climate for staff, students and the culture they create, tangible. They understand service leadership: They understand that their job is to help the teachers, staff and students to do well. They also bring out the best in people: principals should encourage the staff (teaching staff, non-teaching staff, and students) to do their best by spending a little time.

They should be fair and justice in treating both staff and students: Always they should try to avoid subjectivity in treating the staff and students. After that, Principals' must be independent thinkers: Good principals' answer to their own principles before administration, staff or parents. However, they must be current and updated on almost everything especially related to their duties/ responsibilities assigned to them: The best principals must read and learn a lot about technology, teaching, research and society. Principals' must be relationship builders: They are welcome in any setting or idea because they are seen as a team mate/workmate not an enemy.

School principal is a leader who provides direction and expert advice on development of teaching and learning in school (Aghenta, 2016). The principal has a duty to lead, guide, conduct, direct and motivate both the teaching and non-teaching staff toward achievement of the school goals and objectives. Akinfolarin (2017) asserts that at the secondary level of education, principal is the chief executive officer of the school who is responsible for the effective management of school's resources for the actualization of the stated goals or objectives. Akinfolarin (2017) equally observes that school principals must possess a wide array of competencies in order to lead effectively towards the accomplishment of the educational goals.

Principals are leaders entrusted with duty of ensuring adequate management of school resources especially human resource in order to achieve the desired objectives. A staff human management, students' human management, is highly needed in the administration of secondary school for goals to be achieved. However, financial resource management, physical resource management and community relationship management is very essential in the school administration. Wilmore (2023) also points out some expected roles an effective principal plays in the school such as; setting school goals, guiding and encouraging staff performance, managing school resources in terms of finances and other property, monitoring students' progress, promoting staff development and positive relationships and harmony, and creating conducive school climate among others. If education system must achieve its national policies and goals, the school managers at all levels must ensure effective management of human, material, financial resources.



Principal Performance implies an act of accomplishing or executing a task through use of knowledge, skills, attitude and judgment. In order to effectively manage resources in schools, those occupying mantle of leadership (principals) show effective managerial competency and always see themselves as resources utilizers, teacher-trainers who empower the subordinates through meritorious delegation of leadership role, involvement in the decision-making process and use of effectively communication strategy in order to build a strong team capable of maintaining the standard. Ibrahim, et. al 2020) Principal Performance is the work achieved in carrying out the tasks assigned to him, principal performance is the result contributed by him in carrying out the tasks for which he is responsible. Nkfodia D, E Prasetyo, F (2020) stated that principal's performance implies an act of planning school activities and implement it for the improvement of quality education and to achieve school set objectives.

Managerial performance implies tasks, responsibilities and or schedule of duties a manager (principal) undertakes in an organization. It's the ability of the principal or school-head to optimally utilize both human and material resources available in the school in order to achieve its predetermined objectives. Inyang (2018) defined managerial performance as the leader's ability to achieve desired results. He described it as how well the leader applies his or her skills and abilities in guiding and directing others in order to meet those stated objectives effectively. He contended that managerial performance delineates leadership achievement or failure. Bello (2016) noted that there are linkages between governance of schools, possibilities

of achieving stated goals and effective management and that the primary goal of school-leader should be how to enhance smooth running of schools with emphasis on managing activities even in the midst of pressure.

School resource management refers to planning, organizing directing and coordinating the school resources including human, material, financial and time, for effective and successful teaching and learning. Peace (2022), resources management is the process of pre-planning, scheduling the resources to maximize efficiency. Uko (2015), effective management of school resources requires knowledge, skill and expertise in handling different facets of the school programmes. This calls for principal's ability to set required objectives, supervise resource usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization has the onerous task of mobilizing available resource to ensure a proper running of the school. Resources are limited and need to be properly utilized and maintained to support educational improvement objectives to a great extent. They are inputs in school systems which should be distributed, utilized and maintained by the school principal to encourage successful teaching and learning in order to optimize school output and continuous school improvement.

Resources are elementary implements required in the real performance of tasks and for the growth and development of human organization. Franz, Alban (2020) resources refers to objects, personnel's that can be use to achieve the organizational objectives.



Agabi, (2019) explained that, the advantages of resource deployment may include increased wealth or wants, proper functioning of an institution or a system. Shortage of resources is not always the problem holding schools back; in countless situations, it is the nonexistence of utilization, maintenance, proficiency and the resolve to use resources effectively.

In the school system, part of the integral pre-requisites to be put in place towards the actualization of the educational goal and objectives requires effective management of education resources to avoid wastages and improve the quality of the teaching - learning process of all the burdensome problems facing secondary school education, none is as persistent as the one relating to the management of resources for effective academic achievement. Akinfolarin, Rufai (2017) lamented that some facilities in our schools are underutilized while some are over-utilized and some are not available. Quality education cannot be realized when educational resources are not adequately managed. In some secondary schools for instance, educational resources suffer neglect as a result of carelessness, ignorance, lack of commitment and poor management on the part of the school leadership. Therefore, it is in light of this introduction or background that the study intends to assess the principals' performance on management of human resources in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

### **Statement of the Problem**

It is undeniable fact that the efficiency or effectiveness of secondary school institutions lies heavily on proper management of its resources. Resources are inputs which should be distributed, utilized and managed by the

school principal to encourage successful teaching and learning in order to optimize effective school output and or good sound academic activities. In other words, a principal as a leader must effectively plan, organize, control and coordinate educational resources for the improvement and achievement of secondary school pre-determined educational objectives. Ikediugwu (2016) emphasized that, principal must carefully and effectively handle educational resources particularly human resource put under his or her custody for proper and effective management.

The fact that government establishes schools; it usually shows keen interest in supporting prudent management of such schools especially in the areas of financial resource and human resource. Despite these enamors efforts by the government usually, however it is evident that some schools fail in the achievement of these pre-determined objectives. This really manifests itself in the under-utilization of human resources or human resources mis-management among schools. Institutions of learning need human, material and financial resources to implement the national policies and goals of education. In secondary schools' human resources must be well-managed by competent school administrators (principals') for goals achievement. No meaningful secondary school can progress and all academic activities to take place without effective management of human resources and some public secondary school principals' were failed to manage the resources provided in their schools especially human resource and this is what made or causes the performance of the students' became worrisome in the state in some public secondary schools' and this issue made the parents' always centralizing their blames on teachers' only



with no even a little concerns on public secondary schools principals' concerning the responsibilities assigned to them especially management of human resources both side (Teaching staff, non-teaching staff and Students). However parents' are aware of the facts that, teachers' are the ones that teaching the students, setting exams questions, writing exam questions, marking exams and assessing the students' based on their performances but why the problem is still existing. This outrageous development prompted many researchers, writers and scholars alike to investigate in to the possible cause(s) of the problem. Although some studies have attributed poor schools' performance to ineffective nature of principals' managerial functions, many of the studies tend to confirm the insignificance of principals' role performance in managing human resources for better academic activities. The paper therefore seeks to fill a gap in the understanding the effect of principals' of the level performance on management of human resources bearing in mind the fact that, public secondary schools in Katsina State seem to be facing problem in relation to poor or mis-management of personnel (teaching and non-teaching staff, students, members of school community among others). It is in light to these challenges that this study aimed at assessing the principals' level of performance on management of human resources in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State.

### Research Question

The following research guided the conduct of this study:

1. What is the level performance of principals' on management of human resources in public secondary schools?

### Methodology

Descriptive survey design was used to assess the level of performance of principals' on management of human resources in public secondary schools in Katsina Zonal Education Quality Assurance Katsina state. A total number of 1509, comprised 1324 Teachers, 175 SBMC and 10 MOE officials formed the population of this study. The sampled 306 respondents and stratified random sampling technique were used in selecting the respondents. To ensure that instrument is valid, the researcher presented the instrument to three (3) experts. Two (2) in the field of management and administration and other one (1) from statistics in education who PhD holders are with rank not below senior lecturers for validation, the instrument were pilot tested in Government Senior Secondary School Charanchi Local Government under Rimi Zonal Education Quality Assurance which is not part of the study sampled. The essence of pilot testing is to ensure reliability of the instrument. Questionnaire was used as instrument for the data collected from the field. The result obtained from pilot testing was analyzed using cronbach alpha technique at 0.57. The research question raised was analyzed using descriptive statistics of (Frequencies, Percentages, and Distribution Tables)

### Results

**Research Question:** What is the level performance of principals' on management of human resources in public secondary schools in Katsina Zonal Education Quality Assurance?



**Table 1: Respondents' Mean and Standard Deviation Score Rating Principals' Performance on Management of Human Resource**

S/N	Item	Respondents	SA	A	D	SD	Mea n	Stdv
1	Principal explanation of the rules and regulations guiding the school to the new teachers help them deliver effectively	Teachers	53	86	42	30	2.76	0.984
		SBMCs	08	34	14	07	2.68	0.839
		MOEs	03	04	02	01	2.90	0.994
2	Principal applies Planned procedure for introducing new staff (teaching and non-teaching) to the working environment, and this enhances them perform excellently.	Teachers	27	108	55	21	2.66	0.824
		SBMCs	05	40	15	03	2.74	0.671
		MOEs	02	04	02	02	2.80	0.918
3	Principal promptly organizes orientation for new teachers/students on teaching practice to enable them settle down to their duties.	Teachers	68	90	34	19	2.98	0.920
		SBMCs	04	30	20	09	2.46	0.819
		MOEs	04	03	01	02	2.90	1.197
4	There is free flow of information between the principal and the subordinates (teachers, students and members of the community) and this enhances their participation in the school activities.	Teachers	25	100	49	37	2.53	0.916
		SBMCs	09	40	10	04	2.46	0.819
		MOEs	02	05	02	01	2.80	0.918
5	The principal keeps the subordinates informed of his plans, policies and programs for the school and this enable them have confident in the school	Teachers	50	88	43	30	2.74	0.975
		SBMCs	02	41	15	05	2.63	0.679
		MOEs	02	05	02	01	2.80	0.918
6	The principal welcomes reports from the subordinates concerning the happenings in the school, and this enhances them performance.	Teachers	35	91	49	36	2.59	0.958
		SBMCs	04	35	14	10	2.52	0.839
		MOEs	02	04	03	01	2.70	0.948
7	The principal holds meetings with the subordinates to educate them about the happenings in the school.	Teachers	49	80	43	39	2.65	1.031
		SBMCs	03	42	10	08	2.63	0.768
		MOEs	01	05	03	01	2.60	0.843
8	The principal promptly passes information from the higher authorities to subordinates and this help them perform efficiently	Teachers	48	115	40	08	2.96	0.754
		SBMCs	07	30	16	10	2.53	0.894
		MOEs	04	03	01	02	2.90	1.197
Average Means Teachers = 2.73 SBMCs = 2.60 MOEs = 2.80								



Table 1 shown the average mean scores of Teachers (2.73), SBMCs (2.60) and MOEs (2.80) of items 1,2,3,4,5,6,7 and 8 of the principals' level performance on management of human resources in public senior secondary schools in Katsina were obtained and greater than the Decision mean (2.50). In this regard, the participants rated the principals' performance on management of human resources in items 1,2,3,4,5,6,7 and 8 as effective. The result or analysis therefore revealed that, public senior secondary school principals in Katsina Zonal Education Quality Assurance were committed towards ensuring prudent management of human resources.

### Discussion of the Finding

The study was on the assessment of principals' performance on management of human resource in Public Secondary Schools in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria. The research data was descriptively analyzed using frequency count tables and percentages for the respondents' Bio-data; while Mean and Standard Deviation techniques was used for answering the research question in order to determine the respondents' level of agreement or disagreement (responses). The public senior secondary school principals' in Katsina Zonal Education Quality Assurance were effective in keeping the subordinates (teaching and non teaching staff) well-informed of the schools' rules and regulations, policies, programs, plans and procedures; and this ensures proper management of human resources. This is reflects in the respondents' response that the principals' in the course of carry out managerial functions apply planned procedures for introducing new staff (teaching and non-teaching) to the school

environment through orientation, allow free flow of information, promptly passes information that comes from higher authorities to subordinates, explain schools' rules and regulations, welcome the subordinates concerning the happenings in the school, holding meetings with the subordinates to keep them informed of plans, policies and programs. This finding is in line with Lawal (2022) who study found out that democratic leadership style has great influence on management of human resource in the school system. The finding substantiates that of Nnebedum and Egboka (2017) that due to good leadership style practices, secondary school principals' in Enugu State were effective in adopting human resource management strategies through involvement of staff in decision-making process, supervision of teachers' instructional delivery, praising staff for excellent performance, monitoring staff truancy level to encourage school attendance. The finding is in line with Nuraddini (2024) who found out effective secondary school leadership has significant roles on management of human resource.

### Conclusion

The study assessed principals' performance on management of human resources in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria. One research question was raised to guide the study and the question was digested into eight statement items to ease the respondents understanding the research question. Descriptive statistics used for the analysis of the data indicated that the respondents had agreed with almost all the statement items in the cluster as such the study concluded that: Public secondary school principals in Katsina Zonal Education



Quality Assurance were effective in the management of human resources in the schools.

### Recommendation

From the above research findings, the following recommendations are made;

1. Katsina State Ministry of Education should encourage the school administrators (principals) through capacity building programs such as workshops and seminars on managerial skills in order for them to maintain a proper and effective management of schools' human resources for effective teaching and learning activities in school.
2. Katsina state government should add more effort to organize a committee ensure that Katsina State Ministry of Education is organizing capacity building programs for effective human resource management in the school.

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