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ASSESSMENT OF PERSONNEL MANAGEMENT ON TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Dr. Chilota Akueyinwa Obiukwu, Prof. Uju Ughammadu and Ifeanyi Christiana Chika (M.Ed)

Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu, University, Igbariam Campus.

ABSTRACT

The study examined personnel management strategies as correlates of teachers' effectiveness in public secondary schools in Anambra State. The study was guided by two research questions and two hypotheses were tested at .05 level of significance. Correlational research design was adopted for the study. The population of the study comprised all 269 principals in public secondary schools in Anambra State. A sample of 263 principals was drawn for the study through census technique. The instrument for data collection was developed by the researcher, which validated by three experts made up of two experts in Educational Management and an expert in Measurement and Evaluation all from Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Cronbach Alpha was used for test of the internal consistency of the instruments the co-efficient of overall reliability index obtained were 0.84 for PMSQ. The instruments were administered to the respondents by the researcher with the help of six research assistants using direct method. Data collected were analysed using Pearson's Product Moment Correlation Coefficient and multiple linear regressions analysis were used for data analysis. The p-value was used to determine the significant difference at .05 level of significant for the null hypotheses. The results of the study revealed that there is a high positive relationship between personnel management strategies and teachers' effectiveness (R-value of 0.80). Based on the findings, the study recommended among others that State Ministry of Education should develop manual on personnel management strategies to guide principals in their practices for enhancing teachers' effectiveness in public secondary schools in Anambra State. The State Government should promptly pay teachers their salaries, allowances and promote them as at when due, these will motivate them to discharge their teaching functions effectively.

Keywords: Education, personnel management, staff development, motivation, effectiveness, teachers' effectiveness.

Introduction

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FRN, 2014). Against this backdrop, National Policy on Education set up policies, which were to facilitate educational development in the country. The policy added that access to education and training is not only a basic human right but also a key factor for societal progress and for reducing the gap between socio-economic groups and sexes. The policy also made provision for equal access to educational opportunities for all citizens at primary, secondary and tertiary levels. The Nigeria education system is categorised into: pre-primary, 5-6 years; primary, 6-12 years, secondary, 12-18 years; and tertiary education, 18 years and above (FRN, 2014). The secondary school education is the focus of this study.

Personnel management is one of the most important and challenging functions of any organization because it constitutes the ultimate basis for the creation and utilization of the wealth of a nation. Griffin (2023) saw management as the process of planning, organizing, leading, and controlling organizational resources to achieve organizational goals effectively and efficiently. DeCenzo, Robbins & Verhulst (2024) explained that personnel management is the process of acquiring, training, appraising, and compensating employees, and of attending to their labour relations, health and safety, and fairness concerns. In order words, personnel management is the effective utilization of people at work to achieve the aims and objectives of the organization. Management is perceived as a set of activities (planning, decision-making, organizing, leading and controlling) directed at an organization's resources (human, financial and physical) with the aim of achieving organizational goals in an efficient and effective manner. Personnel management is the acquisition of personnel or human resources and co-ordination of their performance within the organization.

It is in line with the above assertion, that personnel management has been defined variously by different scholars who have attempted to explain the concept. Dessler (2025) opined that personnel management involves all the activities of managers in getting and keeping an effective workforce. It includes planning, organizing, directing and controlling various operative functions of procuring, developing, maintaining and utilizing a labour force such that the objectives, for which the company is established are attained economically and effectively. Armstrong & Taylor (2023) saw personnel management as strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of organizational objectives. UNESCO (2024) maintained that personnel management refers to the process of planning, recruiting, developing, motivating and retaining teaching and non-teaching staff to achieve educational goals effectively. For proper administration of personnel, the manager has to be conceptually and technically skilful in the discharge of his or her administrative duties.

Staff development is a systematic process of improving the knowledge, skills and attitudes of school personnel to enhance organizational effectiveness, Oboegbulam & Okorji (2023). The Teachers' Registration Council of Nigeria viewed staff development as a basic instrument that provides principals and teachers with the tools to meet professional challenges, ensuring that they are up-to-date with information; materials, adequate financial outlay and commitment. Nwosu & Omebe (2022) agreed that staff development involves in-service training, workshops, seminars and further education organized to update staff competencies for improved service delivery. It is an integral part of personnel management aimed at equipping employees with relevant skills for effective job performance (Adeyemi, 2023). Training and development make them to be of value in the life of the organization and at the same time meet individual needs. Staff development according to Eze & Ogbonna (2021) encompasses all activities designed to foster professional growth of teachers through training, retraining and capacity building. It is the opportunities available to new and experienced teachers and teaching assistants.

Therefore principals are expected to assist teachers to undertake professional development programmes, keep them abreast with innovative strategies in teaching and in the performance of other instructional duties to bring about effectiveness. Invariably, as teachers are obliged to engage in various professional development programmes, their motivation tendencies are intrinsically enhanced towards effectiveness.

Motivation is the process by which a persons' efforts are energized, directed, and sustained toward attaining a goal involves the use of internal and external factors to stimulate desire in people to be continually interested and committed to job and role or to make effort to attain a goal (Robbins & Judge, 2024). Principals' motivational strategies include recognition, welfare packages and delegation significantly improves teachers' job effectiveness (Owolabi & Adediran 2023). Principals' motivational strategies also include; recommending staff for promotion, maintaining good interpersonal relationship with them, creating atmosphere for teamwork, rendering counselling services to staff, among others. Similarly, Ezeugbor & Egenti (2022) identified motivation practices of principals including praise, promotion and in-0service training enhance teachers' instructional effectiveness and commitment. Involving teachers in taking decisions in issues that affect their welfare in schools remains not only an important strategy but also a vital leadership style that ensures increase in teachers' effectiveness. Nwankwo & Okeke (2024) observed that, motivation in educational administration involves stimulating teachers through intrinsic and extrinsic rewards to achieve school goals and improve performance.

Effectiveness means the ability to attain goals either personal or school by using resources efficiently and effectively. Teachers' effectiveness requires the judicious use of resources to maximize productivity. The concept of teachers' effectiveness is elusive given that teaching is a complex activity. However, teachers' effectiveness refers to the process of teachers' interaction with students in educating them and students' performance in tests and examinations.

Seemingly, the personnel management strategies adopted in this study were principals' staff development strategy and principals' motivational strategy. These were of great interest in view of their relevance in positioning teachers for their effectiveness. From the background discussion it appears that something is lacking in the teachers' effectiveness in public secondary schools. The present state of affairs of personnel management is apparently affecting the teachers' effectiveness negatively. It could be that personnel management strategies have not been applied. This situation prompted the researcher's interest in assessing personnel management strategies in public secondary schools in Anambra State, with a view to evolve ways of enhancing teachers' effectiveness.

Statement of the Problem

The deteriorating state of students' academic performance in the West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO), Unified Tertiary Matriculation Examination (UTME) and other internal and external examinations in recent years are alarming. Secondary school education in Nigeria is expected to equip its graduates with necessary qualities to serve in various sectors of the economy. Unfortunately, observation has revealed that in many cases, secondary school students in Nigeria graduate as ineligible individuals with little or no competencies for work or life. Many times, they do not meet the satisfaction of employers, stakeholders and the society at large. This problem is believed to have contributed to the high rate of unemployment among secondary school leavers since a reasonable percentage of them come out as unemployable graduates. Not only does this serve as indicator that the secondary seem not to be attaining the objectives for which they are established, it is also an indication of possibility that teachers' capacity to perform effectively is questionable. Teachers' effectiveness in secondary schools has been put under observation.

With the observations above, it appears that management of secondary schools in Nigeria and Anambra State in particular cannot be fully adjudge to be efficient for enhancing teachers' effectiveness. This could also mean that personnel management strategies are not well practiced in secondary school system for teachers to be effective and efficient. Hence, the problem of this study is to examine personnel management strategies for teachers' effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to investigate personnel management strategies for teachers' effectiveness in public secondary schools in Anambra State.Specifically, the study sought to:

1. Examine the relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State.

2. Assess the relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State?
2. What is the relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and was tested at P < .05 level of significance:

1. There is no significant relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State
2. There is no significant relationship between principals' motivational strategy teachers' effectiveness in public secondary schools in Anambra State.

METHOD

Correlational survey design was used for the study. Ali (2024) viewed a correlational survey design as the design that determines the extent to which differences in one variable are associated with differences in another variable. The study was conducted in Anambra State, South-East, Nigeria. The population of the study comprised 269 principals from 269 public secondary schools in the six education zones of Anambra State: All 269 secondary school principals of public secondary schools in the six education zones of Anambra State were used for the study. Researcher structured questionnaire titled 'Personnel Management Strategies Questionnaire (PMSQ)'

The instrument was validated through the informed opinions of three experts, two from the field of Educational Management and one from the field of Educational Measurement and Evaluation, all from the Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Cronbach Alpha method was used to analyse the data collected for reliability. The overall reliability index was .84 and was deemed reliable.

The instruments were administered to the respondents directly in their zones during ANCOPPS meetings, and later visited their schools for collection of the completed research instruments. The completed copies (261) were collected on the spot and follow-up visits were made in cases where the respondents could not submit on the spot.

Data collected was analysed using Pearson's Product Moment Correlation Coefficient to answer research questions and hypotheses. The null hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 level of probability.

Results

1. Research Question One: What is the relationship between principals' staff development strategy and teachers' effectiveness in Public Secondary Schools in Anambra State?

Table 1: Pearson r on the Relationship between Principals' Staff Development Strategy and Teachers' Effectiveness

Source of Variation	N	Principals' Staff Development	Teachers' Effectiveness	Remark
Principals' Staff Development Strategy	261	1.00	0.662	High Positive Relationship
Teachers' Effectiveness	261	0.662	1.00	

Table 1 shows that there is a high positive relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State. This indicated that the increase in staff development strategy by the principals will enhance teachers' effectiveness. This is evident by the size of the Pearson's Correlation Coefficient r, which is 0.662.

Research Question Two: What is the relationship between principals' motivational strategy and teachers' effectiveness in Public Secondary Schools in Anambra State?

Table 2: Pearson r on the Relationship between Principals' Motivational Strategy and Teachers' Effectiveness

Source of Variation	N	Principals' Motivational Strategy	Teachers' Effectiveness	Remark
Principals' Motivational Strategy	261	1.00	0.494	Average Positive Relationship
Teachers' Effectiveness	261	0.494	1.00	

The analysis in Table 2 reveals that there is an average positive relationship of 0.494 between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State. This indicated that the increase in motivational strategy will contribute to teachers' effectiveness.

Hypothesis Testing

Hypothesis One: There is no significant relationship between principals' staff development strategy and teachers' effectiveness in Public Secondary Schools in Anambra State.

Test of Significance of Pearson Relationship between Principals' Staff Development Strategy and Teachers' Effectiveness

Source of Variation	N	Principals' Staff development	Teachers' Effectiveness	p-value	Remark
Principals' Staff development	261	1.00	0.662	.000	Sig
Teachers' Effectiveness	261	0.662	1.00		

Analysis in Table 11 shows that there is a significant relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State. The calculated r (0.662) had *P*.value <0.05. The 1st null hypothesis was rejected. Therefore, there is a significant relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State.

Test of Significance of Pearson Relationship between Principals' Motivational Strategy and Teachers' Effectiveness

Source of Variation	N	Principals' Motivational Strategy	Teachers' Effectiveness	p-value	Remark
Principals' Motivational Strategy	261	1.00	0.494	.000	Sig
Teachers' Effectiveness	261	0.494	1.00		

The analysis displayed in Table 10 shows that there is a significant relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State. The calculated r (0.494) had *P*.value <0.05. The 2nd null hypothesis was therefore rejected. Therefore, there is a significant relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State.

The Summary of the Findings

Based on the data analysis, the summary of the findings is presented as follow:

1. There is a high positive and significant relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State.
2. There is an average positive and significant relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State.

Discussion of Findings

Relationship between staff development strategy and teachers' effectiveness.

Research question one sought to find the relationship that exist between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State. The finding of this study showed that there was a high positive relationship existing between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State. The result of hypothesis one (Ho1) which stated that there is no significant relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State showed that the calculated r (0.662) had *p*. value < 0.05 level of significant. The first null hypothesis (Ho1) of the study was rejected. This implied that there was a significant relationship between principals' staff development strategy and teachers' effectiveness in public secondary schools in Anambra State. The positive result indicated that if more effort is channelled to utilizing staff development practices by the principals, teachers' effectiveness will increase. This supports the idea of Oboegbulem et al. (2023) who pointed out that the main objectives of staff training and development is to increase efficiency. The finding was in agreement with Nwosu et al (2022) whose study revealed that there was a positive and significant relationship between training and development given to the teachers and their teaching performance. This could be because both studies were carried out at secondary school level, irrespective of differences in location, sample, methodology, and time lag.

The staff development strategy has very high relationship with teachers' effectiveness possibly due to the fact that it enable them to update their knowledge continually through exposure to latest research and development in teaching. The essence of training and development is to enable teaching staff to acquire the necessary skills to do better what they have been able to do before on the job or to perform tasks they have been performing better.

Incidentally, the findings of this study disagrees with the results obtained from previous studies conducted on the same subject matters. Researcher such as Ugwu & Ogbo (2025), found that no relationship exists between the performance of the school teachers and the newly acquired knowledge and skills. The contradiction between both studies might be because of differences in location, design, content scope, school type, population used, and time lag.

This implies, when teachers are not encouraged to participate in professional growth and development such as; in-service training, conference, workshop, mentoring to update their knowledge, denied research allowances for research oriented activities to enhance their academic growth, definitely, it will lead to teachers' ineffectiveness.

Relationship between motivational strategy and teachers' effectiveness

Research question two sought to find the relationship that exist between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State. The finding of this study showed that there was an average positive relationship existing between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State .The result of hypothesis two (Ho2) which stated that there is no significant relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State showed that the calculated r (0.494) had *p*. value < 0.05 level of significant. The second null hypothesis (Ho2) of the study was rejected. What this implied was that there was a significant relationship between principals' motivational strategy and teachers' effectiveness in public secondary schools in Anambra State. This findings are in line with the views of Owolabi et. al, (2023) and Ezeugbor et al., (2022) that when teachers are adequately motivated and developed, effectiveness is high. The finding implied that when principals support motivational strategies for their teachers such as recommendation for promotion as when due, giving incentives to teachers, establishing good interpersonal relationship with teachers, meeting their welfare needs, giving commendation to teachers as to boost their ego, building effective communication, all these will lead to their effectiveness.

This is in disagreement with finding of Okeke & Nwafor (2024) which revealed that teachers' effectiveness can be enhanced despite inadequate motivation. The two studies were conducted in different countries which may contribute to the disagreement in findings. Motivational strategy encourages teachers' effectiveness if teachers are well motivated through teamwork, incentives, commendations, promotions, work enhancement, involvement in school administration, and provision of good environment and working facilities just like their colleagues in other professions, they will not only perform well but also beyond expectations.

Invariably, where teachers are not motivated, promoted as when due, denied incentive, lacks interpersonal relationship with the management, their needs not met, lack of effective communication, they are likely not to be satisfied and this will surely limit their effectiveness

and vice versa. In order to enhance teachers' effectiveness, principals' motivational strategies must be encouraged in school.

Educational Implications of the Study

The implication of this study to the principals is that they are bound to comply to set fundamental rules, values and norms in discharging their duties for high job performance especially in relation to managing the staff. The school principals who properly apply personnel management strategies motivate and sustain the efforts of teachers thereby enhancing teachers' effectiveness. Another implication of this study is that teachers could be motivated to work as a team to enable them tap into each other's ideas, strengths and attribute to boost their teaching profession.

Recommendations

Based on the discussions and educational implications of this study, the following recommendations were made:

1. State Ministry of Education and school management should give priority to staff development/in-service training of teachers, and should formulate policies which will encourage teachers' regular attendance at conferences, workshops, seminars, short term and long term courses at universities.
2. The State government should ensure prompt payment of their teachers' salaries, allowances and promote them as at when due. The government, school administrators and communities should also device means of rewarding the best teacher at the end of the term/year as the case may be for enhancement of teachers' effectiveness.

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