



Quality Teachers' Personnel Administration as Determinants of Secondary School Principals' Administrative Effectiveness in Bayelsa State, Nigeria

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ABSTRACT

Quality teachers' personnel administration as determinants of secondary school principals' administrative effectiveness in Bayelsa State, Nigeria was the topic investigated. The correlational research design was used. The population of this study consist 4,895 public secondary school principals and teachers in Bayelsa State, 544 principals and teachers from 3 senatorial districts in Bayelsa State comprise the study's sample. Stratified random sampling was the method of sampling employed. Two self-developed instrument titled "Teachers' Personnel Administration Scale (TPAS) for principals and Principals Administrative Effectiveness Scale (PAES) for teachers were used to collect data. The instruments were subjected to face and content validity by the experts. The reliability of the instrument was determined using the test retest method, at an interval of one week to 50 teachers not included in the sample in public secondary schools in Bayelsa State. The Pearson Product Moment Correlation coefficient was applied for the computation of the reliability coefficient of the instrument. Teachers' Personnel Administration Scale (TPAS) was 0.73 and 0.81 for Principal Administrative Effectiveness Scale (PAES). The average coefficient of the two scales was 0.77. The instruments were administered by the researcher with the aid of three instructed research assistants. At the completion of the questionnaires 469 were retrieved from the respondents, 185 from principals and 284 from teachers which were properly filled and were used for the study. This accounted for 86% returned rate. The research questions 1 and 2 were answered using mean and standard deviation; a mean score of above 2.50 was accepted as the benchmark for agreed while research question 3 was answered using Pearson Coefficient Correlational of Determination, the hypotheses were tested with Pearson Product Moment Correlation Statistics (PPMC) at 0.05 level of significance. Findings are; administrative roles of the principal are placement,

orientation/induction, training and development, and teachers' personnel welfare, among others; that the link that exists between teacher personnel management and principals' administrative effectiveness was outstanding in secondary schools in Bayelsa State. It was recommended that: to improve the levels of principals' administrative effectiveness in discipline, principals should build on their control measures of teachers.

KEYWORDS: Quality, Teachers' personnel, Administration, Principal, and Effectiveness

I. INTRODUCTION

Background to the Study

School principals as administrators in secondary schools are saddled with a number of administrative duties. Nkwah (2017) indicated that these duties include; their ability to administer the finance and business of the school, students and staff personnel administration, instructional supervision, school-community relations and school plants maintenance.

McGregor (2020) sees principals' administrative effectiveness to connote efficiency, which means managing scarce resources prudently so as to achieve maximum output or production. However, efficiency can mean productivity if the personal needs of the staff are satisfied. The implication of principal's administrative effectiveness in their secondary schools especially in Bayelsa State is considering needs of their teachers paramount and satisfying them. It implied that need dispositions of the individual teachers with organization or school is more important or equitable to organizational/school needs. Since no man is an island, the principal's administrative effectiveness relates to cooperating with his subordinates (teachers). In other words, he should work as a team if he wants to be very effective and efficient in his administration. In this view, the



principals of schools must be associated with high morale, effectiveness and efficiency in their administrative responsibilities.

Teachers' personnel administration refers to all the activities that are carried out by the principal to ensure that teachers' derives the best from the school's curricular and co-curricular activities. Emetarom (2018) averred that teachers' personnel administration refers to the planning, organizing, directing, supervising, coordinating and controlling of those activities and welfare of the entire staff (teacher) population. It can therefore be conceptualized that teachers personnel administration comprise those administrative and supervising functions and services other than classroom instruction, like planning, orientation of newly employed teachers, curriculum and instruction, training and development programmes, teachers' welfare, teachers' discipline, implementing teachers' appraisal and education assisting teachers health and safety and provision of working materials, organizing, directing and controlling as the administrative task areas of the personnel administration which under this circumstance should be applied in school administration.

Tsui and Cheng, (2019) stated that in performing these duties of all principal, he should enable teachers to be committed on the job, school principal needs to ensure that they are being supervised and discipline is maintained in order to have a grip of the whole school and consequently move the school forward academically. These range from the monitoring of staff activities, use of committee system in schools, effectiveness appraisal, participatory decision making, delegation of duties and regular staff meeting. Ayeni (2017) noted that to enhance staff commitment, principals are required to improve the administrative effectiveness in schools. Effective leadership of school administrators involves clearly communicating goals, priorities and expectations to teachers, parents, students and the community. The need for emphasizing the value of achievement, establishing systems of incentives and rewards that encourage excellence, establishing and maintaining a supportive and orderly environment and also actively involving teachers and parents in planning, development and improvement efforts. Equity cut across all of these issues of effective leadership by administrators both at the primary and secondary levels.

Statement of the Problem

Good management is an important factor that can make an organization successful in the 21st century Nigeria just in the case of the educational sector. This is a case with the school system based on the fact that education is the foundation of any nation. This has made the quality of teachers' personnel administration one factor that contributes to administrative effectiveness of principals in secondary schools in Bayelsa State like every other state. The administrative performance of secondary schools principals in the setting of Bayelsa State is raising concern in the environment of education in the state. Among the most important through which this efficiency could possibly be determined is the quality of the personnel administration of teachers such as orientation of newly employed teachers, placement, training and development, teacher personnel welfare, quality of curriculum instructional supervision, appraisal and evaluation, and provision of working materials.

It is important to understand the link between the quality of the teachers' personnel administration with the administrative effectiveness of principal concerned with the secondary schools in the state of Bayelsa so that their administrative performance can be enhanced and consequently improve the performance of the activities of teachers as talked about by the school. They may result in lack of commitment on the part of the teachers that has been viewed as the cause of a number of ills among them such as absenteeism, irregularities in classroom, indiscipline among the staff, and may not allow collaboration between the principals and the staff. Principals should thus understand how to do and be ready to deal with quality personnel of teacher to improve attendance and regularities in the classroom undertakings. Hence, the question this study answered is: Would quality teachers' personnel administration be determinants of secondary schools' principal administrative effectiveness in Bayelsa State?

II. REVIEW OF RELATED LITERATURE

Theoretical Framework

The theory which informed the research study is that of scientific management by Fredrick Taylor (1917) was that a worker ought to be provided with standardized conditions and this implies that the teachers ought to work in fine conditions and implementations to complete the task successfully.

This structure looks into the connections between administration and management. In order to



achieve quality (quality teacher output) and economy (principal administrative input effectiveness) in production it is upon the central management to exercise provision of quality teacher personnel administration such as supervision which is defined as frequent monitoring in line with clearly stipulated task effectiveness standards. This implies that the job of teachers should be effective, the administrators also have to be effective in their work, and principals should also take charge of the school members' placement, welfare, promotion including training. This structure is to be hierarchical in a bid to realise the control and coordination. This fact is inevitable and entails management of the efficacy of the subordinates. Taylor also demonstrated that the utmost prosperity can only be attained as the outcome of utmost productivity of teachers. He contended that the most vital thing to both the employee and the management is the training and development in the fact that administration should organize training to each individual within the establishment so that he is able to be doing the works at the highest level to which his natural abilities can suit him. Taylor also stated the provision of the tasks, equipment necessary for small productivity workers.

When the principle is brought to the study, then principals will be mandated to impose strategies that will enhance efficiency in teaching and learning in the school that will ultimately result to high performance when training and the right tools are available. The principal should also bear in mind that human factor is quite significant in realization of the organizational goals. Therefore, if the personal welfare of teachers is taken into account, both will perform better academically and have a positive interest and attitude toward learning and school activities. They will also be disciplined and monitored by the school administrators. This essentially means that the administrative branch of any organization, particularly the school, should place the highest priority on teachers' personnel services. Therefore, the principal should prioritize the interests of teachers in order to achieve effective secondary school administration.

Concept of Teachers' Personnel Administration

The world sees education as the corner stone of development in all countries. It constitutes the foundation of literacy, acquisition of skills, advances in technology and capacity to utilize the natural resources of the environment to conduct development (Anukam, Okunamiri & Ogbonna, 2018). In order to be in a position to actualize the school organization had to be managed well. The

school is a complex of multiple activities that are executed by persons and controlled by various individuals. Therefore, school requires management to co-ordinate the different activities of the units in an aim to accomplish the goals (Anukam, Okunamiri & Ogbonna, 2018).

The role of a school manager is referred to as an executive head of his or her institution. He/she is a coordinator who must plan in a manner, which makes the activities flow smoothly, fast and well. The education manager has been defined as the person in a school who participates in guiding the school matters in a manner that the school can attain its main goals and objectives. He/she participates in proper planning, organizing, supervision, controlling and evaluation. Thus to enable a school manager to achieve the objectives he set, he needs to cooperate with other individuals in the school system and be in a position to motivate them to cooperate and work in harmony with him in order to realise the educational objectives (Agih, 2015).

Being the prime executive officer of schools has diverse activities that the principal must complete to have a successful administration of the school system. There are some authors dedicated to the description of functions and roles of school principal. Amadeker (2015) applies these functions and roles of school principal as the head teacher, principal, head of the school, school father adviser, the chief administrative executive, the public relation officer, the curriculum director, the innovator, the policy maker, the organizer, the communicator, the school authority educator, perfectionist, and a philosopher. Similarly, Ezeocha (2021) identifies monitoring the instructions, curriculum construction, assistance assessment, connections with the local people in the community, and school budgetary matters, staff, and academic personnel administration as the functions of principal.

According to Ehiamentor (2015), there are four issues and functions that educational administrators deal with and they include: Procurement, training, maintenance, development evaluation as well as remuneration of personnel. This is mainly because it is their responsibility to determine and implement the instructional programme. The running of educational business in its entire branch like resources, finance etc., and the making and the sustaining good relations with the general people and the teacher particular is another product that will bring in the improved teaching and the learning environment. The roles of principals include instructional supervision, curriculum development and evaluation, building of



relationship with school community, staff personnel management, school finance management and management of school buildings and facilities (Ezeocha, 2021).

The management of the personnel in the public schools can be explained as the process of ensuring that qualified personnel is availed to offer instructional services that are required to achieve the objectives of the system (Okoh & Abraham 2019). According to Arikewuyo and Adegbesan (2019), it is the duty of the personnel department to hire, nurture, introduce and encourage workers. It is also the role of personnel department to select and recruit professionally qualified teachers and support staff. It also oversees the removal of inept employees, so as to preserve the integrity of organization. In order to realize the goals of the intellectual system some of the different personnel policies are necessary to serve as a basis of necessary management- decision and actions.

As Okoh and Abraham (2019) clarified, the role of improving the wellbeing of the staff personnel belongs to the educational administrator who is the principal in charge of the secondary school. The principal is supposed to obtain trained staff who will deliver instructional services, which are required in the attainment of the objectives of the system. In personnel management, the welfare of staffs is highly essential. According to different studies, employees who are looked after properly or are engaged, might be very productive and creative (Ejiogu, 2021; O'Neil, 2015). The staff welfare services are promotion, capacity and development opportunities and proper health and safety incentives. Arikewuyo (2016) further says that among the welfare services that might be offered in an organization as a means of protecting its employees, there is the reasonable retirement benefits, pension scheme, medical care to workers and their dependants, staff school to children of the workers, company cars and end of year bonus among others.

The personnel management also has the other important duty of indirectly paying the personnel duly their due as and when due. These include salary arrears of benefits in terms of promotions and retirement benefits among other individual emoluments. One notes that, personnel management, which happens to be among the most important departments in the education industry, is interested in formulation and utilization of policies, which are interrelated with manpower planning, placement, training, working conditions employment services (O Neil, 2015). One of the aspects that mostly influences the quality of the

personnel is retention and development of professional teachers as this would promote the optimal level of effectiveness to the provision of quality education. However, employees are considered as the best and one of the most useful learning tools that need to be utilized in optimization of provision of services, in terms of effectiveness.

One of the most significant and the most difficult operations of firm is the administration of person, because, it is the ultimate pillar of the production as well as utilization of the riches of a country. Personnel management can therefore be described as a way of acquiring human resource as well as aligning resourcefulness in the organization (Francis, 2019). To say so personnel management is an effective use of people at the workplace with a view of achieving realization of the aims and goals of the organization. In line with the above assertion, Peretomode (2019) affirms that, personnel management is the wheel of progress in the realization of the education purpose and objectives. It means that a good personnel management is vital in making an organization fail to meet its established aims and objectives.

The educational administrators, whose responsibility it is to take care of educational institutions such as secondary schools, should establish how the complex characters and behaviour of staff, can be handled since it determines the success of educational institutions as well. Other related fields that are taken care of by the personnel functions of the educational administrators include recruiting, selecting, placing, orientation, staff projection, training, development, provision of welfare and working tools, curriculum and instructional administration, staff organization, and supervision. The educational administrators (principal are not directly involved in the recruitment and selection process of teaching staff and even non-teaching staff who are employed in the principal office) are brought on board due to level of centralisation in the departments that is undertaken in the civil service. Consideration of the personnel function of principals must only be made in placement and projection of staffs (Okoh & Abraham 2019).

Conducting the activities of teachers placement, the principle that guides the principal is determining the specific job requirements of the position to which the teacher is about to be deployed as a class teacher, a subject teacher or a duty post officer depending on the case. The principal must be up-to-date with job analysis so as to enable him know, what is the position duty really responsible,



the manner to carry out the duties, how the duties can be discharged and the history knowledge recourse to discharge the job. Job description is another crucial part of staff placement, through this the relevant roles of the teacher to the objectives of the school is spelt out right in the beginning. The principal is supposed to organize and draft plans to sharpen the intergroup connection, staff projection and projection of different parts within the school (Uche, 2019).

Teachers' projection is one field of the personnel administration, which is also relatively very important. It is a valuable plan on future development and advancements of the school. The principal cannot afford to wait until he/she experiences a short fall in staff supply. This means that before the principle even ventures in the process of job analysis and placement, the first and more crucial activity that comes to his mind is planning of staff requirement. After experiencing how enrolment staff must be used and where they should be placed, principals ought to be in a position to figure out the easy future requirements to achieve the organizational objectives (Uvais, 2019).

The other significant role of the personnel department in the school is to conduct orientation of the new staff. The provision of new employees with the information concerning the job, the organization and co-workers is called orientation (Emechebe, 2019). Emechebe continues to emphasize that, the objective of orientation is to enable the new members of staff to comprehend the educational policies, procedures and structures. Orientation of new personnel will make them go about their work effectively.

Principals' Administrative Effectiveness

It said that government will strive to enhance the quality of secondary-school education by receiving assistance to the proposals which will bring about effective administration in particular, it described the recruitment of those of the right calibre to beheads of schools, the establishment of induction courses to new principals. This is the good intention of the government and this implies that they should not appoint principals of schools and upon year of graduation, but upon administrative competence. Sex and location do not also determine the appointment of principals. Any school may have a principal who is either of the sexes as long as he/she has qualified to the principals' cadre. Principalship implies management of human and materials resources towards attainment of the school goals and objectives. The principal is therefore at

the topmost administrative ladder of the secondary school (Ikegbusi 2016).

Ikegbusi, Eziamaka and Onwuasoanya (2016) identify the table of effective school administration to include good communication network, presence of appropriate resources, good human relations and community building, excellent academic performance in the children, excellent discipline among staff and children, systematic student development and transformation among others.

According to Katz (2015), three basic skills that were mentioned to be requirements of every administrator are such as: technical, human and conceptual skills. These entry level skills are normally delineated and discussed with respect to the task of the secondary school principals. Successful effectiveness of knowledge, skills, attitude and judgement of a task is what is referred to as competency as postulated by Carol and Edward (2015). They also tell that it is the condition of been functionally sufficient in the efficacy of his duty. Stronge, Richard and Catano (2016) defined competency as the skill to practice something in a good way when compared to a standard, particularly the skill which is gained through experience or training. To put it another way, a capable principal should have the skills necessary to run secondary schools efficiently. Competency is the knowledge, abilities, and mindset that secondary school principals need to enhance their performance in their roles.

The management of educational programs, teacher personnel, financial and physical resource management, and community relations are among the duties listed by Heller (2019) for school administrators. The success of instructional management depends heavily on decision-making, which is a critical and indispensable component of planning. For efficient school administration, it is therefore crucial that principals possess decision-making expertise. According to Olaleye (2015), as the head of secondary schools, principals should be able to make wise choices that will greatly benefit the staff and the school as a whole. According to Iheukwumere and Afianmgbon (2016), the educational plans created for the country's development failed due to a lack of sufficient information on the issues involved, which led to poor decisions. They view decision-making as a mental exercise and a demonstration of intellectual or conceptual ability.

Anho, (2022), explained that electronic training and development as the deliberate attempts training and development at influencing, training and development of teachers to enhance and expand



their knowledge, skills and abilities in order to perform their scheduled tasks satisfactorily within the school system through the use of the electronic media. The study design adopted is an ex-post-facto design with the correlational descriptive survey design. Its population consisted of 15356 and 659 principals and teachers were sampled in the stratified random sampling technique. There were two self-constructed/developed questionnaires and checklist. The former is labeled as Questionnaire on Principals use of E-Training and Development as Administrative Task to Job Performance of the Secondary Schools Teachers (QPEPFDSP). The review list was designed on types of accessible information sources within schools and the second one was a questionnaire on a teacher working performance rate. Four research questions were posed to inform the study with the hypothesis developed and tested at the level of significance of 0.05.

The results revealed that the principals and the teachers have failed to adopt the use of electronic resources in administration of the school, teaching as well as learning and that the key ICT resources (outfitting and apparatus) were lacking. It was also observed to have a very strong connection between the employment of electronic training and development amongst principals of secondary schools and the performance of jobs among teachers. This paper has thus advised that: Principals as heads of schools must be willing to ensure personnel welfare that they consistently sponsor and or engage their teachers through a continuous e-training and development. Courses on the use of electronic resources in administration and in teaching should be subjected on secondary school administration/principals and teachers. School owners, governments and persons should therefore help schools to ensure that some of basic electronic/computer hard and soft wares become available to the school.

According to Ikediugwu (2016) in a result oriented secondary school management, the teachers must be motivated through democratic leadership skills instilled into them by the principal, the full participation of the teachers in the development of the programme, supplying qualified teachers and enough teaching materials. In the opinion of Ikegbusi (2016) and Egwu (2016), workers will become more productive when they perhaps have an opportunity to fulfill their needs when working in an organization and among them might include better condition of work, timely payment of salaries, in-service training etc. Besides, Kiddler (2015), McNamara (2016) and Okoye (2016) say that

communication skills, leadership skills and decision- making skills play an important role in personnel management. The researchers Egwu (2016) and Heller (2019) also provide the consensus that one of the primary roles of principals is fund management.

Iheukwumere and Afianmagbon (2016) claimed that educational participation in any school programme largely depends on how the financial costs are controlled. According to Alia and Iwuoha (2015), the main aim of the financial management is fund raising and ensuring that the funds mobilized are employed in the best and efficient way possible. They also describe the following ways through which schools could raise funds: school fees, old boys/ girls, non-governmental agencies, community effort, donation by individuals, charity organizations, endowment funds and the proceeds of school activities.

Instructional leadership: Ikegbusi (2016) examined the competency requirements of principals as far as administration of secondary schools at senior secondary school (SSS) level is concerned. The study guided the development of three research questions and two null hypotheses. The research was survey based. The study population included all the principals of the SSS teaching within South East geo political zone of Nigeria. The study used a sample of 100 SSS principals who were selected through stratified random sampling method of the total SSS found in the five states namely; Abia, Bayelsa, Ebonyi, Enugu and Imo. Data collection was done using a structured questionnaire called, Principals Management Skills Survey Questionnaire (PMSSQ). Answers to the research questions were determined using mean scores and standard deviation whereby the hypothesis was tested using the t-test statistics at 0.05 level of significance. Among others it was established that the principals perceive instructional leadership skills as quite a major management skill required in the effective management of a secondary school.

Training and development: Ndana (2018) carried out a study on the administrative problems that public secondary school head teachers face in Kenya. This study aimed at investigating the administrative problems that public secondary school head teachers face in Kenya with reference to Kitui District of Eastern province. The research was based on a descriptive design. Five research questions and three hypotheses were posited for the study. The researcher adopted a stratified random sampling strategy on a target population of 85 public secondary schools in Kitui District. Data was



collected by the use of questionnaires which were self-administered by the researcher with the help of two research assistants. Measures of central tendencies were used to describe the results after analysing the collected data with Statistical Package for Social Statistics (SPSS).

The study established that lack of adequate training and experience on financial management might be the main cause of school mismanagement and hence poor academic effectiveness. The study concluded that inadequate training and experience of the Head teacher in school financial management; discipline and teacher relation could be the cause of poor school effectiveness. This is because the role of the head teacher revolves around the three issues.

Team work: The effectiveness of a school's staff is closely tied to their competence. This includes their qualifications, skills, and knowledge in their respective roles. Competent teachers contribute significantly to the academic success of students, fostering a positive learning environment. A high-quality staff collaborates effectively. Teamwork among educators promotes a cohesive approach to teaching, sharing best practices, and addressing challenges collectively. Collaboration also enhances the overall work culture and morale within the institution. Effective leadership involves setting a clear vision, providing direction, and fostering a positive school culture. A principal with strong leadership skills inspires and motivates both staff and students. Administratively effective principals make informed and timely decisions. They weigh options, consider input from staff, and implement decisions that align with the school's goals (Hamadneh, 2015; Okpatka & Arar, 2016).

Sound decision-making contributes to the overall success and stability of the institution. A principal's ability to communicate effectively is crucial. Clear communication ensures that the staff is well-informed about school policies, expectations, and any changes. It also facilitates open dialogue, which is essential for addressing concerns and maintaining a healthy work environment. The quality of staff and administrative effectiveness directly influences academic outcomes. Competent teachers, supported by effective leadership, contribute to improved student performance and achievement. The major concern of policy makers, education administrators, and other stakeholders in education is the administration of educational institutions.

School – Community Relations: Okoh and Abraham (2019) examined the staff personnel and school-community relations management practices of educational administrators for secondary schools'

environmental safety in Rivers State Nigeria. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The design of the study was the analytic descriptive survey, with the population as the 258 public secondary schools in Rivers State of Nigeria. These schools have a corresponding number of 258 principals, from which 181 were selected as sample to participate in the study, using the proportionate stratified random sampling technique. The instrument of the study was a 9-item scale titled 'Staff Personnel and School-Community Relations Management Practices of Educational Administrators for Secondary School Environmental Safety Scale'(SPSCRMPEASSESS), designed by the researchers, in the modified 4-point Likert scale model, with a reliability index of 0.71, using the Pearson Product Moment Correlation coefficient statistical model. Mean and Standard deviation were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. The results of the study showed that the personnel and school-community relations management practices of educational administrators for secondary school environmental safety include, ensuring that efficient welfare services are put in place to keep school members motivated and the use of social networks for encouraging interpersonal relationship among stakeholders to ensure environmental safety in schools. Consequently, it was concluded that the staff personnel and school-community relations management practices of educational administrators are strong variables that enhance safety environment, for teaching and learning in schools.

Staff welfare: The task of enhancing the welfare of the staff personnel falls within the preview of the principal who is in charge of the secondary school (Mutiso & Kilika (2017). The principal is expected to get qualified personnel, who will provide instructional services, various studies show that staff that are taken proper care of, or motivated, could be highly productive and innovative Oko & Abraham, 2019). Staff welfare services include promotion, capacity building, development opportunities and appropriate health and safety incentives (Onuma, 2015). The management of educational institutions such as secondary schools should look for ways of managing the complex characters and behaviors of staff, because, the way and manner they are managed affects the success of educational institutions which are the personnel functions of the principals. This is done through establishment of conducive school climate that promote excellence in



education, gender fairness for staff, students, parents and the community (Obasi, 2018).

Teachers Supervision

As the head of the secondary school, the principal has a number of responsibilities that are crucial to the school's progress and achievement of its objective of qualitative learning. Supervising instruction is one of these responsibilities. According to Adeyemi (2021), supervision is the administrative process that entails the drive to oversee the daily activities of a single employee or a group of employees within the educational system. The principal serves as the group's leader, and as Adesina (2021) notes, the leader is regarded as having the best suggestions, the most situational knowledge, and the best direction.

A counselling intervention that is given by a senior individual from a calling to a lesser part or individuals from that same calling is how Bernard and Goodyear (2018) describe supervision in the same line. The relationship is evaluative, lasts for a while, and has the dual goal of improving the lesser parts or members' expert work. It is anticipated that they will keep an eye on the calibre of the professional services they provide and act as a mentor to those aspiring to that line of work. These make it evident that supervision is crucial to teachers' efficacy since it provides the professional support and direction they need to do their best work. The goal of this type of instructional leadership is to guarantee high-quality learning in the classroom. In order to identify the strengths and weaknesses of his teaching staff and use appropriate and amiable systems to address the shortcomings and maximize the advantages.

Onyeike and Nwosu (2018) looked into the administrative and supervisory responsibilities of principals in relation to the job effectiveness of teachers in Rivers State secondary schools. The study was guided by two hypotheses and two research questions. 8452 secondary school teachers in the state made up the study's population, and a descriptive survey was used. Using the cluster sampling technique, a sample size of 265 teachers—or 3.1 percent of the total population—was selected. Data was gathered using a questionnaire called the Principal's Administrative and Supervisory Roles for Teachers' Job Effectiveness Questionnaire (PASTJEQ). The z-test statistics were used to test the null hypotheses at the 0.05 level of significance, while the mean (X), mean set (XX), standard deviation (SD), and rank order statistics were used to answer the research questions. Among other things, the results show that principals in Rivers

State assist teachers with instructional activities and manage staff personnel.

Ifedili, (2015) identified instructional supervisory strategies as part of personnel administration to be employed by principals as follows: helping teachers for professional growth, imparting cooperative spirit for teamwork, good use of instructional materials, improving teacher's appraisal of their standards and plan for curriculum improvement. This calls for regular evaluation and supervision of instructions carried out in line with set standards that bring about improvement in teaching and learning. Nzoka and Orodho (2021) opined that principals should be more serious with their responsibility as quality teachers' officers in their schools. Teachers must be well informed, supervised and motivated in order to sustain their interest, dedication and commitment as well as wiliness, enthusiastic and aspiration (Swaleha, 2018). Consequently, principals need to be goal oriented and optimally maximize human and material resources to enhance effective task performance on teachers for the achievement of education set goals (Umo, 2021).

III. RESEARCH METHODS AND PROCEDURES

The correlational research method was used in this ex post facto study to ascertain whether the two variables "go together," or how much they can change. The population of this study consist 4,895 public secondary school principals and teachers in Bayelsa State, with 188 principals and 4707 teachers. 544 principals and teachers from 3 senatorial districts in Bayelsa State comprise the study's sample. Of these, 469 teachers, or 10% of the total number of teachers, and 75 principals make up the sample. i.e. 40%. Stratified random sampling was the method of sampling employed. Senatorial districts were used to stratify the population, principals were randomly selected, and the results were added up to determine the sample size.

Two self-developed instrument titled "Teachers' Personnel Administration Scale (TPAS) for principals and Principals Administrative Effectiveness Scale (PAES) for teachers were used to collect data. It consisted of five sections. Section A demographic data (gender, and location). Section B consist items that sought information on Teachers Personnel Administration in secondary schools, Section C sought information on Principals' Administrative Effectiveness. The instruments were subjected to face and content validity by the experts who examined the suitability and adequacy of the instrument for the study. Based on their suggestions,



comments and recommendations for improvement, the final corrections were effected.

The reliability of the instrument was determined using the test retest method. The questionnaires were administered twice at an interval of one week to 50 teachers not included in the sample in public secondary schools in Bayelsa State. The Pearson Product Moment Correlation coefficient was applied for the computation of the reliability coefficient of the instrument. Teachers' Personnel Administration Scale (TPAS) was 0.73 and 0.81 for Principal Administrative Effectiveness Scale (PAES). The instruments were administered by the researcher with the aid of three instructed research assistants. At the completion of the questionnaire 469 were retrieved from the respondents, 185 from principals and 284 from teachers which were properly filled and were used for the study. This accounted for 86% returned rate.

The research questions 1 and 2 were answered using mean and standard deviation; while research question 3 was answered using Pearson Coefficient Correlational of Determination and the hypotheses were tested with Pearson Product Moment Correlation Statistics (PPMC) at 0.05 level of significance. For the research questions, a mean score of above 2.50 was accepted as the benchmark for agreed and any score 2.50 and below were rejected that is disagreed.

IV. PRESENTATION AND DISCUSSION OF FINDINGS

Answering of Research Questions

Research question one: What are the identified teachers' personnel administrative functions of secondary school principals' in Bayelsa State?

Table 1: Mean and Standard Deviation Analysis of identified teachers' personnel administrative functions of secondary school principals' in Bayelsa State

S/N	Items/Statement	N	Mean	SD	Decision
1	Placement	185	2.86	0.90	Agreed
2	Orientation/induction	185	2.70	1.16	Agreed
3	Training and development	185	2.77	1.15	Agreed
4	Teachers' personnel welfare	185	2.57	0.98	Agreed
5	Curriculum/Instructional supervision	185	3.00	0.85	Agreed
6	Teachers' appraisal/evaluation	185	3.03	1.04	Agreed
7	Provision of working materials	185	3.08	0.94	Agreed
8	Health and safety personnel administration	185	2.56	0.97	Agreed
Grand Mean			2.82	0.99	Agreed

Bench mark mean: 2.50

Table 1 showed the mean and standard deviation (SD) values of principals' response ratings of the identified teachers' personnel administrative functions of secondary school principals in Bayelsa State. The result revealed that respondents agreed on all the items with scores ranging from 3.08 to 2.56. Also, the average mean score of 2.82 and SD of 0.99 which was higher than the benchmark mean score of 2.50 revealed that the identified teachers' personnel administrative functions of secondary school principals in Bayelsa State are; placement,

orientation/induction, training and development, teachers' personnel welfare, curriculum/instructional supervision, teachers' appraisal/evaluation, provision of working materials and health and safety personnel administration.

Research Question two: What are the levels of principals' administrative effectiveness in association with quality teachers' personnel administration in secondary school in Bayelsa State?

Table 2: Mean and Standard Deviation Analysis of Teachers Ratings on the Level of Secondary Schools' Principal Administrative Effectiveness associated with quality teachers' personnel administration in secondary school in Bayelsa State in Bayelsa State

S/N	Items/Statements	N	Mean	SD	Decision
1.	Principal consistently ensure that staff are properly placed by				



1.	subjects areas specializing in.	284	3.12	0.67	High
2.	Principal is involve in the appraisal and evaluation of teachers annually	284	2.72	0.89	High
3.	Principal always assign the appropriate work to staff according to qualification and experience	284	3.10	0.81	High
4.	Principal has a good attendance records of teachers personnel functioning	284	2.93	0.74	High
5.	Principal assist teachers by providing some of the working materials/ tools	284	2.76	0.93	High
6.	Principal is involve in the maintenance and sustenance of teachers' discipline	284	2.66	0.86	High
7.	Principal maintains good working relationship with teachers	284	2.56	0.97	High
8.	Principal is willing to help teachers for effective work done	284	2.70	0.91	High
9.	Principal shows concerns for the security of school and teachers personnel	284	2.70	0.88	High
10.	Principal is anxious that adequate learning environment is provided for students	284	2.57	0.97	High
11.	Principal provides immediate replacement to damaged classroom equipment.	284	2.51	0.82	High
12.	Principal organize orientation programmes for newly employed teachers	284	2.67	0.74	High
13.	Principal makes effort to ensure that facilities are provided	284	2.80	0.65	High
14.	Principal make sure teachers do their curriculum/instructional work effectively	284	2.65	0.70	High
15.	Principal involve teachers in decision making	284	2.82	0.53	High
16.	Principal encourages regular parents-teachers association meetings.	284	2.57	0.98	High
17.	Principal establish and maintain a supportive and orderly incentive to teachers	284	3.00	0.85	High
18.	Principal communicates effectively with teachers on vital issues affecting the school	284	3.03	0.64	High
19.	Principal is concern about the welfare of their teachers	284	3.08	0.94	High
20.	Principal encourage staff to attend in-services training.	284	2.56	0.97	High
Grand Mean			2.78	0.78	High

Bench mark mean: 2.50

Table 2 showed the mean and standard deviation analysis of teachers' ratings on the level of secondary schools' principals' administrative effectiveness associated with quality teachers' personnel administration in secondary school in Bayelsa State. The result revealed that there were high ratings, with scores ranging from 3.55 to 2.56 to include; Principal consistently ensure that staff are properly placed by subjects areas specialized in, involvement in the appraisal and evaluation of teachers annually, assigning the appropriate work to teachers according to qualification and experience, having a good attendance records of teachers

personnel functioning, assisting teachers by providing some of the working materials/ tools, and involvement in the maintenance and sustenance of teachers' discipline among others. The average mean score of 2.78 and SD of 0.78 is higher than the benchmark mean score of 2.50 revealed that teachers' responses to principals' administrative effectiveness in Bayelsa state was high.

Research Question 3: What is the connection between quality teachers' personnel administration and principals' administrative effectiveness in secondary schools in Bayelsa State?

Table 3: Correlation coefficient of determination analysis of quality teachers' personnel administration and principals' administrative effectiveness in secondary schools in Bayelsa State

Variable	N	R	r ²	r ² %	Decision
Quality staff personnel administration					
Principals' administrative	469	0.222	0.049	49	Positive connection



effectiveness

The result in the table 3 showed that the r-value of 0.222 indicated the connection between quality staff personnel administration and principals' administrative effectiveness in secondary schools in Bayelsa State. The table revealed a positive connection between the independent variable and dependent variable. The coefficient of determination was 0.049 and the amount of contribution of the Quality staff personnel administration to principals' administrative

effectiveness was 49%. This implied that Quality staff personnel administration was 49% positive connection to principals' administrative effectiveness.

Testing of Hypotheses

Hypothesis 1: There is no significant link between the levels of principals' administrative effectiveness and quality teachers' personnel administration in secondary school in Bayelsa State

Table 4: Pearson Product Moment Correlation Coefficient (PPMCC) of the link between the levels of principals' administrative effectiveness and quality teachers' personnel administration in secondary school in Bayelsa State

Variables	N	Mean	Std. Deviation	R	P-value	Decision
Quality Staff Personnel administration		2.82	1.08			
Principal administrative effectiveness	469			0.222	0.000	Positive link Hypotheses1 was rejected
		2.89	0.58			

$\alpha = 0.05$

Table 4 showed a Pearson Product Moment Correlation Coefficient (PPMCC) analysis of the link between the levels of principals' administrative effectiveness and quality teachers' personnel administration in secondary school in Bayelsa State ($r = 0.222$, $\alpha = 0.05$). This was determined by comparing the p-value to the alpha level. The p-value was less than the alpha level of 0.05. The null hypothesis was therefore rejected. This implied that

there was a positive outstanding link between the levels of principals' administrative effectiveness and quality teachers' personnel administration in secondary school in Bayelsa State.

Hypothesis 2: There is no significant connection between the quality teachers' personnel administration and principals' administrative effectiveness in secondary schools in Bayelsa State

Table 5: Pearson Product Moment Correlation Coefficient (PPMCC) of the quality teachers' personnel administration and principals' administrative effectiveness in secondary schools in Bayelsa State

Variables	N	Mean	Std. Deviation	R	P-value	Decision
Quality teachers' personnel administration	469	2.92	1.05			Positive connection Hypothesis2 was rejected
Principal administrative effectiveness				0.162	0.000	
		2.89	0.58			

$\alpha = 0.05$

Table 5 showed a Pearson Product Moment Correlation Coefficient (PPMCC) analysis of the connection between the quality teachers' personnel administration and principals' administrative effectiveness in secondary schools in Bayelsa State ($r = 0.162$, $\alpha = 0.05$). This was determined by comparing the p-value to the alpha level. The p-

value was less than the alpha level of 0.05. The null hypothesis was therefore rejected. This implied that there was significant connection between quality teachers' personnel administration and principals' administrative effectiveness of secondary schools in Bayelsa State.



V. Discussion of Findings

The identified teachers' personnel administrative functions

From the data analyzed on table 1, it was discovered that the identified teachers' personnel administrative functions of secondary school principals in Bayelsa State are; placement, orientation/induction, training and development, teachers' personnel welfare, curriculum/instructional supervision, teachers' appraisal/evaluation, provision of working materials and health and safety personnel administration. This is in alliance with Arikewuyo (2016), Arikewuyo and Adegbesa, (2019), which stipulated that personnel department, hire, recruit, select, introduce, nurture, train and develop and support quality teachers professionally. Also, Tsui and Cheng (2019) identified teachers personnel administration to include; effective appraisal, instructional supervision, training, and development among others.

Levels of Principals' Administrative Effectiveness

According to the data analyzed from the research question 2 on the levels of principals' administrative effectiveness in Bayelsa State was high including; principal consistently ensure that staff are properly placed by subjects areas specialized involvement in the appraisal and evaluation of teachers annually, assigning the appropriate work to staff according to qualification and experience, having a good attendance records of teachers personnel functioning, assisting teachers by providing some of the working materials/ tools, and involvement in the maintenance and sustenance of teachers' discipline among others.

The data obtained from the analysis of hypothesis 1 if there was link between the levels of principals' administrative effectiveness and quality teachers' personnel administration in secondary school in Bayelsa State indicated that there was outstanding link between the two variables. The finding is in tune with Ezogu (2019), Okoh and Abraham (2019) and Ezeocha (2021) researches which listed curriculum construction, assessment, staff training, assistance in staff welfare issues, evaluation, supervision, staff discipline, assigning right quality attending and keeping good working relationship among others as being high levels indicator of principals administrative effectiveness.

On the link between the levels of principals' administrative effectiveness and quality teachers' personnel administration in secondary school in Bayelsa State which indicated that there was outstanding link between the two variables, is in

consonance with Ifedili (2015) which identified connection between personnel administration employed by principals and their evaluation on effective administration. It is also in tune with Okoh and Abraham (2019) on the association between staff personnel management and the ratings of the function of principals' effectiveness using staff wellbeing, training, instructional services, promotion, and proper health and safety.

The association between quality teachers' personnel administration and principals' administrative effectiveness

The third research question sorted the association between quality teachers' personnel administration and principals' administrative effectiveness of the secondary schools principal in Bayelsa State. The result showed that quality teachers' personnel administration and secondary school principals' administrative effectiveness had a significant association in Bayelsa State. This observation was similar to that of Akpan (2016) who discovered a significant positive association between leadership qualities of principals and how effective or poor they performed their administrative tasks. This finding also agreed with Ejiogu (2019) who pointed out that, one of the foremost functions of personnel is the development and maintenance of an efficient and effective school staff (teachers). The finding also in tune with the study of Okoh and Abraham (2019) that task of enhancing the welfare of the staff (teachers) personnel falls within the purview of the principal who is the educational administrator in charge of the secondary school.

Link between the levels of principals' administrative effectiveness and quality teachers' personnel administration

The hypothesis 1 sort was conducted to determine the linked between secondary schools and the principal administrative effectiveness in Bayelsa State and quality teachers' personnel administration. The result showed that quality teachers' personnel administration was highly linked to the effectiveness of the principal administration of secondary schools in Bayelsa State. This observation concurred with Akpan (2016) who established a significant positive link between the quality of leadership of principals and performance of their activities in terms of administration. The finding was in line with Ejiogu (2019) who mentioned that one of the most important roles of personnel including developing and maintaining an effective and efficient school staff.



Connection between Quality teachers' personnel administration and principals' administrative effectiveness

The hypothesis 2 indicated the connection between quality teachers' personnel administration and principals' administrative effectiveness in Bayelsa State. The result showed that there was high outstanding connection between the quality teachers' personnel administration and effectiveness of the administration of principals in secondary schools in Bayelsa State. This is in line with McGregor (2020) who reported principals' administrative effectiveness to connote quality teachers' personnel administration. The finding is also related to Tsui and Cheng (2019) finding that school principals' administrative functions are associated to teachers' commitment on the job.

Summary of the Study

The purpose of the study was to examine synergy between quality of the teachers' personnel administration being a factor that influences the effectiveness of the secondary school principal administration in Bayelsa State. There were also 2 research questions and 1 hypothesis formulated and tested where pertinent data was gathered. The examination consist ex-post facto research design with use of correlational research method. The study population has been selected to be 188 principals and 4707 teachers sampled in 4,895 of the total public secondary schools extracted on a cross section basis in all three senatorial circles of Bayelsa State. It consists of 469 teachers, who were retrieved out of the population of the study and comprise 10 percent of teachers. The sample of the study was selected through stratified random sampling method.

Data were collected using self-developed instruments whose title is Teachers' Personnel Administration Scale (TPAS) and Principals Administrative Effectiveness Scale (PAES). The researcher had expert evaluation in terms of reliability where the test retest method was used. To the not-a-chance sample totalling 50 teachers in the Bayelsa State secondary schools who will not be sampled, the questionnaires were administered two times (once after another) separated by one week. The reliability of the instrument was computed through the Pearson Product Moment Correlation coefficient. The two had internal consistency reliability of 0.73 and 0.81 in Teachers Personnel Administration Scale (TPAS) and Principal Administrative Effectiveness Scale (PAES) respectively.

With the assistance of three research assistants, the researcher distributed and collected 469 copies of the questionnaire. Mean and standard deviation were used to answer the research questions 1 and 2 and Pearson coefficient of determination for research question 3. The Pearson Product Moment Correlation statistics were used to test the hypotheses at the significance level of 0.05.

VI. Summary of the Major Findings

The major findings of this study are;

1. the administrative roles of the principal are placement, orientation/induction, training and development, teachers' personnel welfare, curriculum/instructional supervision, teachers' appraisal/evaluation, provision of working materials and health and safety personnel administration.
2. the levels of principals' administrative effectiveness in Bayelsa State was high in consistently ensuring staff are properly placed by subjects areas specializing, involvement in the appraisal and evaluation of teachers annually, assigning the appropriate work to teacher according to qualification and experience, having a good attendance records of teachers personnel functioning, assisting teachers in the provision of some of the working materials/ tools, and the involvement in the maintenance and sustenance of teachers' discipline among others.
3. the association between quality teachers' personnel administration and the levels of administrative effectiveness of the secondary schools' principal in Bayelsa State was significant.
4. that the link that existed between teacher personnel management and principals administrative effectiveness was outstanding in secondary schools in Bayelsa State.

VII. Conclusion

Based on the results of this study, it can be said that the administrative efficacy of secondary schools principals is demonstrated by the linked of the management of their teachers' personnel in; placement, orientation/induction, training and development, teachers' personnel welfare, curriculum/instructional supervision, teachers' appraisal/evaluation, provision of working materials and health and safety personnel administration.

VIII. Recommendations

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

1. To improve the levels of principals' administrative effectiveness in discipline, principals should build on their control measures of teachers.



2. Principals are to improve on their Internally Generated Revenue (IGR) so as to be able to provide and maintain some working tools/equipment.

3. Principals should encourage PTA to assist in the provision and maintenance of teachers' infrastructure, equipment and tools

4. Principals should be provided with in-service training that focuses on teachers' personnel administration which should be organized by the ministry of education, post primary school management board etc.

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