

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is recognized all over the world as the corner stone of development and anything that affects it invariably affects development. In Nigeria, as in every other part of the world, people are anxious to improve on their educational system. Nigerians are desirous and anxious to improve their quality of education received and make education available to all citizens. There is no doubt that man's existence and relevance in life is ensured through education. Education is a veritable tool for social emancipation, national development and for fostering the worth and development of the individual; physically, emotionally, psychologically, socially, economically and spiritually. The evidence of this is our main national objective which is to build a just and egalitarian society of which mass literacy and qualitative education are the bedrock (FRN 2012). For quality of instruction at all levels of the educational system. This quality education was and is aimed towards the all round development of the individual. The giving of quality instruction at all levels of the educational system rest squarely on the teachers. Nwaogu (2015) stated that the absence of the teachers in the classroom, instruction would be difficult... It is difficult to divorce instruction from the teachers responsibility to direct the all round education and development of the individual child in the right way. This task can only be achieved through effective teaching provided by quality and committed teachers.

There is a public outcry about the deterioration in quality of public education. Scholars such as (Titilayo, 2002, Iyamy, 2005 & Ajobieive, 2008) noted with gross

dissatisfaction the quality of education delivery and output in Nigerian education sector today which can be attributed to poor relationship between the head and his subordinates (teachers). The Nigerian educational system is beset with many problems just as the school system becomes more complex, the complexity of the school creates new forces and construct for the manager. Among the problem areas is poor relationship between the principal who manages the secondary school and his staff personnel, the teachers. Staff personnel are the main human resources and the most important type of resource in any organisation, for all the other resources, finance, facilities and structures, have meaning only with the application of human resources. It is therefore necessary to carry the people together as they cooperatively work towards goal achievement. So, the management of staff in the organisation is of uttermost important so as to make sure that the transfer of knowledge from the teacher to the student which is the core objective of the school is achieved. The responsibilities of coordinating of activities to ensure efficiency form the basis for the appointment of a principal (FRN 2012). However, his ability to discharge his official duties effectively depends largely not only on his organizational principle and ability to maximize it for the purpose of achieving educational goals but also in his ability to partner with his subordinates (Buscanol, 2013). There appears to be a general belief among most Nigerians including “Anambrians” today particularly with those who are interested in the educational sector that the “standard” of education is falling. Those who believe in this, issue possibly mean that the level of academic performance of students in public schools especially is declining when compared with past standards (Uzoma 2012). The increasing

demand on education requires administrative competence in providing good working relations with teaching staff whose duty is to effect desirable teaching and learning. Good principal and staff relationship creates the requisite for an enabling environment that facilitates the objectives of the school system. Staff personnel management according to Emeterom (2013) is the organisation of workers in a working place for effective and efficient productivity. This is the making sure that the workers are satisfied, and goals and objectives achieved. Ndu (2004) opined that staff personnel management is the management of people at work. It is a specialized dimension of management activities concerned with the numerous problems involved in staffing matters, like staff needs and job satisfaction. This personnel management if handled well can reduce conflicts in the organisation. Staff personnel are the most important types of resources in any organisation for all the other resources e.g. finance, facilities and structures have meaning only with the application of human resources. Good leadership style connotes dedication and commitment. For instance when staff needs and welfare are not carefully considered, resentments and lack of job satisfaction begin to breed. Severed relationship between members of authority and the rest of school personnels may lead to unresolved conflict in the school. Conflict can manifest between the following groups: the principal and staff, the principal and students, school authorities and students as well as the teachers and the students. Administrators who ignore the human relations in work places have continued to receive criticisms for being too goal oriented (Law 2010). It was in order to curtail deficiencies and take account of human relations that the application of elements of human relations became more desirable in

organizational management (Bong, & Skaalvik, 2013). For the principal to efficiently perform his duties, roles must be assigned to members. In playing these roles, some form of interaction must exist between them. Good principal and teacher relationship creates the requisite for an enabling environment that facilitates the achievement of the objectives of the school system. Personnel management is the most important in an organization. Thus, all other resources have meaning only with the application of the elements of human relations to staff personnel management (Uzoma 2015).

Nworah (2012) explains that teachers are the most potent weapons in the hands of the school administrators in achieving educational objectives, therefore, they should be handled adroitly for they possess the capability to make or mar the school and its programmes. Management is implied where there is a job to be done and two or more people are available for the job (Hanis 2010). Since it involves group dynamics, it necessarily requires that members have to work cooperatively for the purpose of achieving the organization goals (Onyali 2009). From the study carried out by Osakwe (2011) he lamented over the poor relationship between the principals and the school teachers in Anambra State, he further said that this has negatively influenced the teacher's work attitude. Uzoma (2011) noted that poor relationship manifest in increasing cases of poor performances, incompetence and lateness to school, truancy and examination malpractice among teachers. Onuorah (2013) lamented that majority of teachers in Anambra State view their principals relationship as inappropriate while interacting with them, they exhibit postures showing snobbish attitude and impatience to teacher's needs, feelings and problems. Akubue (1997) opined that

poor human relation between the Anambra State principals and their teachers hinders the ability to work with others especially in drawing support and co-operation, he further said that good human relations are one of the major competences of a leader. Stressing on the value of good relation, Omenyi (2007) stated that days are gone when the relationship between the leader and the led was that of master/ servant relationship or super-ordinate/ subordinate relationship but is now that of friends and colleagues working together for the attainment of one objective. Okoye (2006) corroborating this view opined that good inter-personal relationship among workers will create an atmosphere of ideas necessary for progressive improvement in the productive sector of the industry/ school.

However, most of the school administrators who belong to the old thought still get saddled with the responsibility of managing the human personnel applying this approach of human elements. Jay (2005) argued that without good human relation among the workers, managers/ principals can fail to gain commitment from employees, achieve organizational goals, develop rapport with people on their team and fail as leaders. Implicitly, educational administration is concerned with the mobilization of the efforts of people for the achievement of educational objectives. The major responsibility of the principal is to be a guarantor for good quality and to see that educational policies are implemented in accordance with policy stipulations (FRN 2012). The principal remains in charge of all educational activities in the school and should practice human relations that promote school improvement. For principals to effectively meet the challenges of human relations, they must acquire some elements of human

relations. To this end, principals must not only have sound professional skills, for human relations, but must also competently acquire and apply a variety of elements of human relations while relating with their staff (Boscariol, & Neden, (2013).

Based on the research carried out by the researcher in the course of this study in some schools in Anambra State, it has been noted that there are some uncultured attitudes in some schools such as favouritism by principals, cliques among teachers, lack of promotion for staff, inability to get casual leave, allowance problems etc which causes poor principal/staff relationship in Anambra State Secondary Schools. According to Uzoma (2015) the central problem of any enterprise, whether government or private is building a dynamic and harmonious human relation. Therefore, he recommended a democratic and participatory leadership which makes for good human relationship within an organization. Omenyi (2007) also stressed that good human relations between the head and the subordinates can make the achievement of the set organizational goals. For an effective and efficient running of the school, there is need for cordial relationship between the principal and the staff. Ndu (2004) opined that motivated behaviour is internally controlled such that with or without the symbol of pressure (fear or reward) the individual continues to do well, but many principals fail to achieve this mutual satisfaction, so end up being ineffective and inefficient in their performance. Works of Adegbsan (2010) and Uzoma (2012) noted that principal and staff relationship in most of the secondary schools in the state, have shown an alarming revelation of conflicts,

gossips, communication gaps etc (Anakwe, 2004, Ndu, 1984 & Uyanwa, 2004).

Also, Eneastor (2001) observed that:

Many principals do not communicate with their teachers as skillfully as they ought to.

Some principals turn management functions into a scene of criticism, antagonism, victimization, disagreements, insults and conflict, rather than applying support mechanism for teacher development and instructional improvement.

Conflicts between principals and teachers, communication gaps, teacher indiscipline and lack of compliance with the principal's directives in schools are prevalent, thus hindering teaching and learning.

If therefore, the principals should acquire and apply these elements of human relations in their dealings with the teachers, the main objective of the school which is effective and efficient teaching and learning would be achieved. According to Okorie (2011) the application of elements of human relation approach in administration is an innovative practice born out of the need to fully attend to the welfare needs of the staff of the organization as a means of ensuring maximum cooperation from the staff for the purpose of realizing organizational goals. Elements of human relation is seen as a good tool for planning, teaching, organizing and controlling the organizational process to achieve specific objective (Hynes, 2008). There is therefore a need to assess how principals in Anambra State apply these elements for school improvement as directed by the Post-Primary School Service Commission towards achieving their goals. Elements of human relations could be referred as those characteristics

that aid human relations at work. They are according to Unachukwu (1992), Hanis (2010), Uzoma (2011), Nworay (2012) and others, human worth and dignity, recognition, participation, cooperation, communication and freedom. According to them, human worth and dignity is the value and uniqueness of an individual in the society. They stressed that the human creative potentials should be recognized and harnessed. The contributions, ability and disability of an individual staff should be accorded and respected by the principal.

Principal should give each staff or teacher his desired respect, when this is done, it is possible that he/she will put in his best to achieve the desired objective, but some principals according to Osuji (2004) do not give teachers this respect. They fail to recognize ones variability arising from disabilities, intelligence, social or cultural background.

Recognition according to Osuji (2002) is the ability to recognize and appreciate the contribution of any staff member for the achievement of the set organizational goal. The principal should recognize any effort done by the staff for the progress of the school. According to Omenyi (2007) leadership relates to vision, mission, purpose, direction and inspiration, leadership actually concentrates on vision and draws others into the active pursuit of the strategic goals. Therefore, the principal should recognize the efforts of the staff in contributing positively in the attainment of the organizational goals and objectives.

Participation according to Nwankwo (2003) is the ability for one to be allowed to follow in any meaningful association. Here, it could be seen as involving teachers

in an activity that concerns them, such as seminars, conferences, interviews, meetings etc, for individual or professional growth. When teachers according to Unachukwu (1992) participate in activities that concern them, it will enable them to function better, to ensure that the objective is achieved. Staff consultation is very important to see that new instructional materials are available for staff improvement and also enhance students' learning. The teachers should participate in conferences, journals, meetings, consultation in their different fields of profession. According to the FRN (2013) and New Education Reform Agenda, participation, will bring development of the individual and in particular at the physical, intellectual, moral and spiritual realms.

Co-operation according to Bhasin (2010) is the coming together of both the head teacher and his subordinates. According to him, the togetherness of the head-teacher and the teachers will bring about the realization of the same goal. Ajolabi (2013) stressed that the coming together of principals and teachers will bring about a cross section of meaningful ideas for the growth of the school. Principals should not isolate their teachers and teachers should not work independent of the principals for maximum productivity.

Communication according to Obi (2002) is the transmission, transfer or exchange of ideas, feelings, views, messages and issues. Managerial communication is seen as a tool for planning, lending, organizing and controlling the organizational process to achieve specific objectives Hynes, (2008). In the context of this work, communication in the secondary school is the internal and external behaviour

exhibited by the principal while performing the managerial functions for proper coordination and articulation of the various components of the school. Jay (2005) argued that without good communication managers can fail to gain commitment from employees, achieve organizational goals, develop rapport with staff on their team and fail as leaders. According to Onyali (2007) information or ideas have not been conveyed, when communication has not taken place. He therefore stressed that for communication to be successful, the meaning must be imparted and understood. Agabi, (2010) said that in administration, a lot of communication is involved. In the school setting, teaching, supervision and other activities require a lot of communication. The flow of communication, the organizational chart and the channels of communication should be clearly delineated. When members of the organization or school understood such established procedures, healthy and purposeful interaction will be enhanced (Unachukwu 2002).

Freedom as defined by Vikali (2005) are those activities that underline individuals growth, development and self actualization. Ndu (2002) outlined the activities as freedom to learn, to explore, to invent, to experiment and try out things. Onyali (2007) found out that majority of teachers view their principal's freedom skill as poor because they do not give them the freedom to acquire more knowledge when desired. Udeozor (2014) opined that freedom makes for the acquisition of meaningful learning. The teachers should be allowed to participate in conferences and meetings that will enhance the teacher's skills and method of teaching. Also he viewed that this will enable teachers to say out their views and contribute meaningfully to the organizational goals and objectives.

Hence the researcher was motivated to assess the extent to which these elements of human relation are being applied by the Anambra State principals in their dealings with the teachers for effective and efficient running of the school. Assessment as defined by Ige (2013) could be seen as what the principal does to improve teaching and learning. In this sense, assessment is a measurable, observable action, which someone performs to improve an objective. Bourke (2001) described such assessment as all the actions, demands, functions and decisions required for improving principal/staff relationship. Zannon (1990) defined assessment as the demands being made upon a manager in performing a particular role, with a view to designing appropriate training for those being managed. In her own view, Mitchell (1999) described assessment as measurable, observable supervisory actions which results in efficient management. In essence, assessment of principal/staff relationship is accessing those actions and initiatives which managers engage in to make management effective using the requisite elements of human relation. These points to the fact that good human relations is needed to enforce quality education in schools. Principals or managers must therefore according to Omenyi (2004) engage in actions that will facilitate good relationship using the requisite elements of human relations; so their ability to do these need to be regularly assessed.

Statement of the Problem

Application of the elements of human relation to staff personnel management plays vital role towards the achievement of set organizational objectives in every organisation, the school not excluded. The effective performance of an

organisation is its activities require the cordial relationship between the employer and the employees. However, many school managers fail to achieve this mutual satisfaction and peaceful co-existence. They end up being ineffective and inefficient in their performance or service they render. This is why organizational conflicts and disagreement emerge and affect teaching and learning. Poor relationship can manifest in poor students' performance, lateness to school and classes by teachers, lack of meaningful contribution towards school work, non-preparation of lesson notes and opting out of the profession at a slightest opportunity without regrets. Inefficiency and wastages become the order of the day. In addition, lack of staff participation in management decision making, poor communication, lack of serious concern over staff general welfare, all pose as problems for an organisation to achieve its objectives.

Consequently, the research work would strive to assess the extent to which the secondary school principals in Anambra State Secondary Schools apply the elements of human relation in staff personnel management.

Purpose of Study

The main purpose of the study is to assess the extent to which the secondary school principals in Anambra State apply the elements of human relations in personnel management in Anambra State. Specifically the study would

- (1) Assess the extent of principals' application of the element of human worth and dignity in staff personnel management in Anambra State.
- (2) Assess the extent of the principals' application of the element of recognition in staff personnel management in Anambra State.

- (3) Assess the extent of the principals' application of the element of participation in staff personnel management in Anambra State.
- (4) Assess the extent of the principals' application of the element of cooperation in staff personnel management in Anambra State.
- (5) Assess the extent of the principals' application of the element of communication in staff personnel management in Anambra State.
- (6) Assess the extent of the principals' application of freedom in staff personnel management in Anambra State.

Significance of the Study

Research in the area of human relation is very crucial and useful to many not only the school heads or managers of various organizations both government owned and privately owned but also to teachers, investors, individuals and the society in general.

Application of elements of human relations is particularly crucial to principals who as instructional supervisors or managers work with teachers and other members of the staff. Therefore, its findings will enlighten principals on the elements of human relation and if applied will enhance their relationship with teachers thereby improving school goals and objectives. This could be possible if they are opportune to go through this research work. It will also enlighten them on the ways of winning the "heart of workers". Again, the findings of this study will help principals take cognizance that people outside monitor the ways they relate with their staff and could help them make amends where they are found wanting after reading and understanding the need for application of human relations.

Teachers will also gain from the findings of this study because since it focuses on the principals' application of elements of human relations. It will help the principal to improve their relationship with them and so will make teachers get job satisfaction. Secondly, it will help the teachers to be involved in taking decisions that concern them and allow them to participate in the decisions that concern them and the school as a whole.

The students will also benefit from this research work because teaching and learning which is the main objective of the school will be enhanced. This could be achieved because when principals apply those elements of human relations the ways of relating with their staff, could improve and consequently teachers will improve on their method of teaching. This will in turn increase students learning.

Investors and other establishments could also benefit from the findings of this research work after reading and understanding the need for the application of elements of human relations: could publish human relations manuals to help their managers improve in human relations.

The society as a whole could also gain from this research work because when the relationship between the principal and staff is enhanced and cordial, there is every tendency that there will be tremendous improvement in the teaching and learning which take place in the school and as such will help in the production of capable and industrious school leavers who the society can be proud of. Finally,

the result of the research work will serve as a guide or baseline data for further researches.

Scope of the Study

The study is delimited to six elements of human relations namely human worth and dignity, recognition, participation, cooperation, communication and freedom in staff personal management. This study focused on the assessment of principals' application of the elements of human relations in staff personnel management, in Anambra State secondary schools.

Research Questions

The following research questions guided the study:

1. To what extent do principals in Anambra State apply the element of human worth and dignity in staff personnel management in Anambra State?
2. To what extent do principals apply the element of recognition in staff personnel management in Anambra State?
3. To what extent do principals apply the element of participation in staff personnel management in Anambra State?
4. To what extent do principals in Anambra State apply the element of cooperation in staff personnel management in Anambra State?
5. To what extent do principals in Anambra state apply the element of communication in staff personnel management in Anambra State?
6. To what extent do principals apply the element of freedom in staff personnel management in Anambra State?

Research Hypotheses

The following null hypotheses will be tested at 0.05 significant levels.

1. There is no significant difference between the mean ratings of principals and teachers on the principals' application of the element of human worth and dignity in staff personnel management in Anambra State.
2. There is no significant difference between the mean ratings of principals and teachers on the principals' application of the elements of recognition in staff personnel management in Anambra State.
3. There is no significant difference between the mean ratings of principals and teachers on the principals' application of the element of participation in staff personnel management in Anambra State.
4. There is no significant difference between the mean ratings of principals and teachers on the principals' application of the element of cooperation in staff personnel management in Anambra State.
5. There is no significant difference between the mean ratings of principals and teachers on the principals' application of the element of communication in staff personnel management in Anambra State.
6. There is no significant difference between the mean ratings of principals and teachers on the principals' application of the element of freedom in staff personnel management in Anambra State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature for this study was reviewed under the following headings:

Conceptual Framework

Principalship

Staff Personnel Management

Human Relations

Assessment

Theoretical Framework

Human Relations Theory

Taylor's Theory

Assessment Theory

Theoretical Studies

The Principal and Staff Personnel Relations

The Elements of Human Relations

The Application of the Elements of Human Relations.

Management Practices in Secondary Schools in Anambra State

Link between the need for Principal's Knowledge and Application of

Elements of Human Relations

Empirical Studies

Studies on Human Relations

Studies on Personnel Management

Summary of Related Literature.

Conceptual Framework

Principalship

The principal is the one that heads a secondary school. (FRN 2012) He is incharge of all the activities that go on within the secondary school. He is a professional and educationist with adequate knowledge of his profession and has had enough experience and must have put in many years of service as a teacher. According to Adegbsan (2010) a principal deals with human beings at various levels e.g. teachers, students and the community where the school is situated. This in essence makes him to ensure the ways he relates with them make a very big difference. The principal is the school administrator and has to co-ordinate activities within the school and procure and manage available resources so as to achieve the main goals of the institution. In doing this according to Uzoama (2012) ethical and moral issues arise because managing resources, both human and material require justice and fairness which are ethical concepts. For an administrator who does not have regard for ethics and morality, people regard him/her as a dictator with the attendant consequences. The principal at all levels involves effective planning, organizing supervising, controlling and evaluating. Each of these states of administration has ethical implications and at each of these levels ethical issues are at stake.

Okah (2011) opined that the type of person an administrator is, will enable him work better with his staff and students and inspire them to co-operate with him to achieve the aims of his school. If he is upright, just, fair and accountable, it is

more likely that his efforts will be appreciated by the majority of his staff and students.

The principal should therefore know that he should make sure that he is accessible to the various groups that need him at all times and should give them the feeling that he is with them and incorporating them in all the important decisions in their school. He should have initiative and a lot of drive in order to spur on the members even in the face of difficult situations. He should be very understanding and human and also be able to recognize individual differences and frailties. This will enable him guide and encourage the not so able and give them the motivation to strive harder. The principal should understand that the ultimate responsibility for the effective management of the school lies solely on him. According to Kambia Raj (2015) the principal must be able to vouch for members to whom he must delegate sensitive and important duties so that they remain responsive to his leadership. Therefore, the principal gives colleagues and subordinates supportive leadership.

Staff Personnel Management

Staff personnel management according to Uzoama (2013) is the management of people at work. It is a specialized dimension of management activities concerned with the numerous problems involved in the employment of people.

It is also involves staff relationship. It includes developing of information management systems that improve free communication to both employers and employees on matters relevant to either group in achieving both personnel and organizational goals staff personnels are the human resource and the most

important type of resources, finance, facilities and structures, have meaning only with the application of human resources. It is therefore necessary to carry goal achievement. So, the management of staff in the organisation is of uttermost important so as to make sure that the transfer of knowledge from the teacher to the student which is the core objective of the school is achieved.

Emeterom (2002) opined staff personnel administration as to the establishment of a process of planning, organizing, directing, controlling, supervising and coordination of those activities which the school system performs so as to ensure that every member of the school contributes maximally to the effectiveness of the school system. Ndu (2002) stated that staff personnel management is a specialized dimension of management activities concerned with the numerous problems involved in the employment of people; staffing matter personnel maintenance including counseling appraisal, control etc. Mgbodile (1997) explains that staff personnel administration forms the second cardinal leadership responsibility of the school administrator in achieving the goals of the school in particular and education in general. Staff in the secondary school include teaching and non-teaching staff such as clerks, watchmen, labourers, laboratory attendants etc. Teachers are the most potent weapons in the hands of the administrator in achieving educational objectives, for they are the people who transfer knowledge to students. According to Ndu (2002) they should be handled adroitly for they possess the capability to make or mar the school and its programmes.

Assessment

Adegbsan (2012) opined that assessment is the process of clarifying educational objectives and assessing the effectiveness of conditions set up to evoke them is referred to as assessment. Mkpa (1987) saw assessment as an elaborate undertaking, which centers on adjudication about all the facets of school programmes. According to Akudolu (1985), assessment of educational programmes is aimed at ascertaining the extent to which the stated goals reflect the needs of the society as well as the extent to which the implementation strategies are such that can lead to the achievement of those stated goals. Assessment covers basic educational issues such as the planning process, decision-making, staffing and staff development issues, supervision, coordination of instruction, organization of subject matter and learning experiences/activities, methodology of instruction, organization of learning activities and content and the assessment procedures (FRN 2013). Ulrich (2015) saw assessment as the act of critically examining issues in policy implementation with a view to making value judgment about them. Gronlund (1981) saw assessment as a "systematic process of determining the extent to which educational objectives are achieved by school". In this sense, assessment focuses on goals attainment and learning outcomes. Others consider assessment as the starting point of educational development and consequently define it in terms of need analysis. Cookey-Gam (1980) gave such definition when he stated, "assessment in a nutshell is a process of determining the socially and intellectually desirable goals and outcomes for education". In other words, assessment involves looking at the goals of a programme and on the basis of the goals judge the outcomes. Similarly,

Ndubuisi (1981) made the point that "assessment is the process of information for the sake of facilitating decision making at various stages of educational planning".

One basic idea that runs through the different definitions of assessment is that it is a systematic and continuous process of verifying the merit of educational endeavours with regards to educational goals and objectives (Ukeje 2004). As Zourvir (2004) noted, the main purpose of education is to bring about desirable changes in the behaviour of learners. The main purpose of management in schools is to usher in and sustain desirable changes in schools administration. Assessment is therefore the systematic process of clarifying those desirable changes and checking the effectiveness of managerial conditions set up to evoke them. Ige, (2013) opined that the extent to which these desirable changes are achieved determines the worth of the educational programme. Assessment could be also be seen as what the principal does to improve teaching and learning. In this sense, assessment is a measurable, observable action, which someone performs to improve an objective just as Bourke (2001) described such assessment as all the actions, demands, functions and decision required for improved principal/staff relationship. Zannon (1990) defined assessment as the demands being made upon a manager in performing a particular role, with a view to designing appropriate training for those being managed. In her own view, therefore, assessment can be described as measurable, observable supervisory actions which results in efficient management. In essence assessment of principal/staff relationship are those actions, and initiatives which managers engage in to make management effective. These points to the fact that

good human relation is needed to enforce quality in schools. Principal or managers must therefore engage in actions that facilitate good relationship using the requisite elements of human relations. Their ability to do these, needs to be regularly assessed (Landon, Landon, (2010).

Human Relations

According to Bong Scariol, and Neden, (2013) Good human relations has to do with the establishment of effective rapport and channels of communication between the leader and the led. Misunderstanding and disagreement are sorted out, group cohesiveness is vigorously pursued and collective efforts are encouraged, these among others enhance productivity. It is therefore necessary that the leader cultivate the habits of human relation in his administrative practice. This implies that he should be conversant with the ramification of human relations including its background, its essential elements, and how its tenets can be operationalized (Ndu 2004).

Okorie (2011) in his opinion, stated that human relations in administration is an innovative practice born out of the need to fully attend to the welfare needs of the staff of the organization as a means of ensuring maximum cooperation from the staff for the purpose of realizing organizational goals. Adeghsan, (2010) opinioned that the resultant effect of this relationship on administration brought about a new line of thought which revealed that the psychological aspects of administration was vital for optimal participation and goal achievement in an organization. Follet, a prominent pioneer of the new line, in National society of Education (Edem, 1987) as stating thus,

Is not just the production and distribution of manufactured articles. It is to give an opportunity for individual development and self-actualization through better organization of human relationships. The process of production is as important for the welfare of society as the product of production.

Also Law, (2010) believe that good human relation can help in the areas of organizing and coordination of the activities of a business in order to achieve goals and objectives using available resources. In this study therefore, these balances maintain that goal attainment is not achieved through an utter disregard for efficiency with its emphasis on productivity, goal attainment, discipline and authority relationships but through integrating them with other factors which takes into account human feelings, needs and satisfactions, this is all about human relation.

Theoretical Framework

Human Relations Theory

Human relations school existed between 1935 – 1950 and was initiated by the following individuals – Elton Mayo, Mary Follet, Reothisberge Diskson. This school of thought was concerned about the well-being of workers and wanted them to be treated as people not as a part of the machines. It felt that when attention is given to needs, enhances active participation of workers which will improve their moral at work. This moral, in turn, leads to greater compliance with managerial authority. The human relations' school believed that interaction among individuals and schools was essential for truly democratic organization. The experiment was aimed at finding the effect of psychological and social

factors that affect men at work. The implication of this theory is that managers should be friendly in their relationships with workers, listen to workers concern and give them a sense of participation in decision making so as to meet their social needs. According to Moorhead and Griffen (1998), the experiment was aimed at finding the effect of psychological and social factors that affect men at work, which the classical theories neglected.

Another fact that emanates from this theory, is managers should focus on employees rather than on mechanistic production. This encourages workers to become more satisfied and thus more productive. Human relations theorists asserted that managers should be paternalistic and nurturing in order to build work groups that could be productive and satisfied. This theory strongly advocates formal and informal communication and stresses interpersonal channels (Team Spirit) with peers and their recognition of formal channels (group leadership) this makes it broader than scientific management. Listening and two-way communication existed in this type of theory makes room for constant assessment of the principal who heads the school and his relationship with the staff personnel. The theory implies that the workers happiness is essential in the productivity of the organisation where the needs and aspiration of individual worker is met, there is every tendency that worker will bring out his/her best to the work. There will be joy and enthusiasm in the job which enhances productivity.

Taylor's Theory of Scientific Management

One of the management theories that is relevant to personnel management is the theory of scientific management. This theory belongs to the family of classical theories. It was derived from Taylor's (1911) analysis of scientific management in organizations. Taylor recognized that the productivity of workers is a function of the interaction of personality development and environmental condition. According to the theory, optimal job performance occurs when the environment facilitates the conditions necessary for job performance. Taylor and his followers came up with these scientific approaches to management:

- Replacing rule of thumb with science
- Obtaining harmony in group action rather than discord
- Co-operation in the organization to enhance group moral
- Developing all workers to the fullness to the extent possible for them and their companies.

The practical application of Taylor's theory to human relations in the educational sector has been expounded by way of the duties of a principal or manager. The theory is of the opinion that efficient school manager is expected to use elements of human relation which involve the taking of action that ensure greater motivation, commitment and job satisfaction of workers. These actions will help a lot in motivating the staff to bring out their hidden talents and become more committed to the school goals. According to Castling (1998) a principal needs to use complex skills such as planning, organizing (both teachers and students) and communicating effectively in a range of contexts to get the best from staff. The

principal should also develop such values as respect for the individuality of each teacher.

Another fact that emanates from Taylor's theory is that application of the elements of human relations for effective management is a way to guarantee the ability to perform by workers. Accordingly, a principal should be fully able and totally prepared at all times to demonstrate as the need arises, desired professional competencies of relevant elements of human relation for performing managerial roles. It becomes emphatically necessary that the competency of principals in this country should be regularly assessed for adequacy of performance, maintenance of required standard in the preparation and development of staff who would be both able and willing to perform.

Assessment Theory

Backward Assessment model (BAM) according to education agency (TEA) (2008) emphasizes stability, consistency and balance in the delivery of instruction and assessment of student knowledge. It changes the way professional development is delivered rather than having an outside expert tell teachers what needs to be done, the assessment model uses the expertise of the school staff. BAM emphasizes that professional development should primarily be on-site and regularly scheduled. The implication is that an assessment of principal relationship with staff need to be done regularly. The BAM is a communication model. Its strongest attribute is that it provides teachers an opportunity to share their knowledge understanding, skills, experiences and resources with each other. This implies that for the optimal productivity of workers there must be enabling environment

where the staff personnel's can communicate freely and share ideas that will help students succeed., BAM also provides all teachers, experienced and new, opportunities to reexamine and reflect upon their own practices.

Theoretical Studies

The Principal and Staff Personnel Relations

Principal and staff personnel relations can be referred as the relationship between two parties concerned with the life of any given organization Nieboer (2011). At the secondary school level, the principals are entrusted with the responsibility of school management and ensuring that educational policies are effectively implemented in accordance with policy stipulations FRN (2012). Good principal- staff relation creates the requisite enabling environment that facilitates the objectives of the school system. Unachukwu (1997:19) opined that good human relation has to do with the establishment of effective rapport and channels of communication between the leader and the led, misunderstanding and disagreement are sorted out, group cohesiveness is rigorously pursued and collective efforts are encouraged. Akubue (1999) opined that the ability to work with others especially in drawing support and cooperation one of the major competencies of a leader, Okoye (2006) opined that good interpersonal relationship between individual workers and other fellow workers will create an atmosphere of interpersonal understanding, cooperation and dynamic interaction. Ndu (2002) stated that cordial relationship is the act of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance Omenyi (2000) stated that days are gone when the relationship between the

leader and the led was that of master/ servant relationship or superordinate/ subordinate relationship but that of friends and colleagues working together for the attainment of one objective.

Therefore, the principal as the school manager should sort for the cooperation of the entire staff in the management of the school by applying the elements of good human relations so that the objectives of the school will be achieved. Since teachers according to Ndu (2002) can make or mar the achievement of the objectives of the school.

Elements of Human Relations

In order to facilitate a good working relationship in our school system, the principal as the head has to imply the principles of a good manager by recognizing the platform for acquiring educational experiences. The school system as a formal organization and like every formal organization, requires principles of administrations which are necessary ingredients for the smooth running of schools. Some of these principles are clear statements of aims and objectives as stated in (FRN 2012) such as hierarchy of authority, unity of command, delegation of authority, division of labour and effective communication and co-ordination. There are also other principles of human relation by Henry Fayol and Mary Forlet which are also necessary for a good working relations but for this study, the researcher limited the scope to the six basic elements of human relations that form the bases for effective and efficient working relationship. It therefore requires human beings to co-ordinate these activities

for the attainment of educational goals. This realization requires delicate approach in elements of human relationship and effective management.

It is on this premise that the concept of human relations and its six basic elements become imminent in effective personnel management. These elements as highlighted by Unachukwu (1997) are Human worth and dignity, recognition, participation, cooperation, communication and freedom.

Human Worth and Dignity Unachukwu (1997) described human worth and Dignity as the value and uniqueness of an individual in the society. Ndu (1984) defined human worth and Dignity as the regard and recognition given to an individual. It involves the recognition and respect for the views and contribution of a person.

Aral (2005) described this as the creative potentials of an individual in a society. He went further to say that when administrators accord each teacher his due regards and recognition, it is likely that such teacher will put in his best toward the achievement of the objectives of the school. Unachukwu (1992) opined that the element of human worth and dignity presupposes that individual characteristics or peculiarities should be recognized and appropriately attended to. Obi (2004) stated that in human worth and Dignity, the question of individual variability arising from disabilities, intelligence, social or cultural background, among others, should be understood, respected and utilized to promote group cohesiveness. This will engender the feeling of belongingness and correspondingly promote cooperation and improvement. Ndu stresses further that once an employee self respect and pride is valued, there will be every tendency for the individual to contribute meaningful in the organization.

Furthermore, Encarta (2012) states that the human worth and dignity are the contributions of an individual to the organization. It means that once the staff's worth and dignity is recognized, he/she could contribute immensely to the movement and attainment of the set goal by imparting his/her knowledge and progress on the organization.

Recognition: Osuji (2002) defined recognition as the ability to recognize and appreciate the contribution of any staff member for achievement of an organizational goal. For Udeozor (2003) Recognition is the ability of the administrator to value the contribution of a fellow member. This implies that contributions of each member of the group should be recognized. In the school setting, for example, the principal should try to recognize the various contributions of the teachers in order to motivate them to want to contribute to the good of the school. Landon, & Landon, (2010) as opined that the recognition of the welfare of staff on duty works towards the realization of set goals in any given social context. The manager should try and harness both human and material as well as financial resources for the realization of educational goals. The teachers at the school who are the main agent of transfer of knowledge should be put first and their needs and feelings be recognized by the head. For they have the ability to make or mar the organization (Zhao, 2007).

Participation: Nwankwo (2003) defined participation as the ability for one to be allowed to follow in any meaningful association. Unachukwu (1992) defined participation as 'involving teachers in an activity that concerns them. In other words, they are likely to function better to ensure that the objectives are

achieved. This means that, teachers should be allowed to participate in the discussion of many professional problems which concern them. Staff conferences, interviews, staff meetings, discussions, consultations etc should be exploited for the good of the school.

Unachukwu (1992) stated the element of participation in handling some of the following professional problems teachers could be involved in:

- (i) Democratizing of school management-discussion on salaries, allowances, working conditions etc.
- (ii) Recruitment, selection, employment and workload
- (iii) Staff development programmes including refresher courses, in-service training, conferences workshops and seminars, induction and orientation programmes.
- (iv) Teachers associations should be encouraged and their contributions sought and, when necessary, recognized for purpose of policy formulation.

Participation of teachers in activities that will promote their educational level will turn help the students since the teacher imparts his/her knowledge to them. According to UNESCO (2011) will expectedly, improve teaching and hearing which is the main objective of the school system.

Co-operation: Uzoma -Okorie (2011) stated that educational administration involves harnessing both human and material as well as financial resources for the realization of educational goals. This means that the principal as the manager should ensure proper coordination of all these important sources of attainment of set goal together and none should be neglected. Also Adedoja,

Abidoye, & Afolabi (2013) stated that the effect of neglect of any of these source by the as nonchalant and non effectiveness on the hand of the principal. Therefore, they opined that even the head should work cooperatively with the subordinates in exchange of ideas and views. Obi (2004) defined cooperation as the involvement of teachers in the running of the affairs of the school. This means that the principal should possess such characteristics as sociability, cordiality, mutual trust and respect for all staff and create in them a professional spirit and pride in the mobility of their moral conduct and a sense of identification with school objectives. For Unachukwu (1992) it is mutual trust, understanding and acceptance for organizational improvement. Therefore, for a good relationship at work, the head should involve the subordinates for a maximum productivity.

Communication: Obi (2002) defined communication as the transmission, transfer or exchange of ideas, feelings, views, messages and issues. Ndu, Ocho and Okeke (1997) defined communication as involving the use of words, symbols, structure, postures, attitudes. These definitions show that in management, a lot of communication is involved. In the school setting, teaching, supervision and other activities require a lot of communication. Establishing good and effective channel of communication promotes the efficiency of administration, prevents suspicion and make the policies of the school and the principal to be well understood by the teachers. The flow of communication, the organizational chart and the channels of communication should be clearly delineated. When members of the organization or school understood such established procedures, healthy and purposeful interaction will be enhanced.

Communication according to Bangartner (2013) is very important in an organization. He went further to say that inadequate communication in an organization hinders effective flow of work because information on how best to carry out the work was not disseminated. En-Targa (2009) says that oral communication is the best method for transmitting emotions and persuading the receiver. This form of communication is particularly powerful because it includes not only the speaker's words but also his change in tone, pitch, speed, volume and body language. Moreover, in face to face oral communication according to him, the sender of a message receives immediate feedback from the receiver and can adjust the emotional tone of the message accordingly.

Again, from the interaction the researcher had with some teachers in secondary schools, it was suggested that in this advance of new technologies in communications like handset, the information instead of being lately delivered can be send through the handset.

Freedom: Vikali (2005) defined freedom as those activities that underlie individual growth, development and self-actualization. Ndu (2002) outlined the activities as freedom to learn, to explore, to invent, to experiment and try-out things. These activities make for the acquisition of meaningful learning. There should be freedom for staff members to participate in meetings and conferences and express their views. Law, (2010) stated that there should be freedom in expression of speech. He stated that the subordinates and immediate workers should be allowed to view their points in matters that involve them. Freedom in the area of demonstration teaching, symposium, picnics and excursions for

enhancement of academic attainment. Nieboer, (2011) said that the head should make avenues for the improvement of juniors in an organization. This is done by giving freedom to participate in continuous education programme (CEP) and the likes and also should help the staff to get loans maybe from the cooperative society to sponsor the programme so that the issue of financial constraint will not stop them.

The application of elements of human relations by principals or managers is a crucial and enormous task that is an imperative for the success of educational administration. Principals are expected to apply the elements of human relation for planning, organizing, coordinating and controlling principal-teacher interactions in the management of the school. It is worthwhile to discuss the basic concepts in the application of elements of human relations by Secondary School principals in the next paragraph.

Acquisition and Application of Elements of Human Relations in Staff Personnel Management.

The knowledge of elements of human relations for the management of secondary schools is a term that is used to describe the extent to which principals have known the elements of human-relations namely, human worth and Dignity, Recognition, Participation, Cooperation, Communication and Freedom (Duncan 1996). According to Lewis (1995) the knowledge of elements of human relations for good management refers to the acquisition of the competencies and strategies through which a principal plans, controls and directs the activities of an organization including the effective use of resources from school and experience.

Oforma (1997) defined acquisition of elements of human relation as the acquisition of necessary knowledge and skills required to perform management tasks adequately. It is the acquisition of deep structures responsible for outward performance. It is also a process of decision-making and a social process involving the interrelationship of people at work. Hunter (2004) wrote that a principal is said to have acquired the knowledge of the element of human relations for management when he practices the elements of human relations in his relationship with the staff. Acquisition of elements of human relations is therefore the knowledge of the elements of human relation by the principal for effective and efficient work flow in the school. This knowledge can be acquired through conferences, seminars, organized curriculum at school and experience.

Application of elements of human relations for management on the other hand, refers to the ability to manifest human relations expertise during management work. According to Duncan (1996), to apply elements of human relation, is to display observable acts or skills used in enhancing human relations. The application of elements of human relations is a process that is reflected in the administrator's responsibility to plan, guide, supervise, influence and control actions and activities (Leithwood 1995) made the point that the application of elements of human relations to management can be seen in the manner and process by which a principal applies, values, ethics, character, knowledge and skills to influence followers to accomplish a mission, task or objective and directs the organization in a way that makes it more cohesive and coherent. According to Nwankwo (2001), application of element involves manifested actions that characterize individuals as they oversee the works of others in organizations

such as a school. It is the manner with which a principal engages in his work situation as he plans, directs, co-ordinates, or controls the work of his group members. The foregoing discussion shows that the elements of human relations for effective management are important in the growth of the schools. The usefulness of these elements is such that where they are appropriately applied, effective management is assured and much is achieved in terms of realizing the schools and societal objectives (Elbanna, 2010).

One can also see that whereas elements of human relations are vital for effective school management, to acquire these elements is one thing and to apply it in the management process is another thing. A principal must not only have the knowledge of elements of human relations, he must also be able to demonstrate such knowledge in terms of relating with teachers. It is only by demonstrating such knowledge that principals can be said to be competent in elements of human relations. Given these attributes of elements of human relations for good working relationship one is tempted to wonder whether principals actually have the knowledge of these elements and if they do, have they used them to influence the status of human relations in Secondary Schools in Anambra State. The next section will thus be concerned with a discussion of the status of management/staff relationship in Secondary Schools in Anambra State.

Management Practices in Secondary Schools in Anambra State.

External and internal managers carryout school management in Nigeria in general and in Anambra State in particular. The officials of the State Ministry of Education, Post Primary School Service Commission and Anambra State

Universal Basic Education Commission constitute the external managers (FRN 2012). Omenyi (2000) stated that the duty of these managers is to visit schools supervise teachers' instructional materials and activities and give supportive corrections on identified areas of weakness. They are also expected to observe teachers' techniques of presentation, use of instructional materials, language, interaction with the students and accomplishment of the objectives in terms of the learning achieved by the students. According to Nwankwo (2002), the actual reasons for supervision as revealed by the work schedule format of external supervisors include looking at the:

- (1) Personal neatness of the teachers.
- (2) Lesson notes
- (3) Class teaching and control
- (4) Written work done
- (5) Supervision of school heads
- (6) Attendance
- (7) Cleanliness of the school compound
- (8) Appearance of students

On the other hand, school principals and their assistants are the internal managers. Nwegbu (2005) identified their items of management as:

- (1) Stimulating staff members to study new approaches to instructional improvement.
- (2) Helping teachers to become more skilful in curriculum problem-solving approach.

- (3) Providing teachers and others with the necessary resources needed for innovations and adaptation.
- (4) Obtaining from such study groups the information he needs for deciding what to do.
- (5) Stimulating, encouraging, supporting, facilitating and attempting results of activities designed to improve curriculum planning (innovations) and development.
- (6) Ensuring the continuity and sequence of new curriculum.
- (7) Developing valid indicators of instructional improvements.
- (8) Encouraging innovative teachers to try out their ideas, supporting them and giving them a free hand.
- (9) Being flexible in attitude and approach towards curriculum studies.

There are obvious reasons to emphasize the application of elements of human relation in performing these tasks for management/labour relationship. According to Eya (2001), the application of elements of human relations in performing the operational management tasks, helps to the improvement of the qualitative and quantitative contribution of the teacher to the overall goals of education. This is because "even the best teachers", if they are not well related with, may become non-challant and consequently decrease in their competence" (Enestor, (2001). This is why the researcher deemed it fit to assess the principal application of the elements of human relations in the secondary school. By this, the research meant the internal manager (principal/ teachers). Having looked at this, the next paragraph will be on the need for the possession and application of Elements of human relations to enable one see why school managers must not

only possess but also apply those elements of human relation for a better working relationship.

Need for Principals Acquisition and Application of Elements of Human Relations.

The need for the acquisition and application of adequate elements of human relations by Secondary School principals cannot be over-stressed. Joyce and Showers (2003) have concluded that teachers effectiveness is enhanced when principals relate well with them. There are many factors that provide the rational for advocating that principals should acquire adequate knowledge of elements of human relations. One is that considering the high rate of students' enrolment in Secondary Schools but teacher supply has been low. Oguno (2000) worried that schools are becoming more populated with classes having up to forty and seventy students. This implies that teachers need to be more carefully handled and adequately motivated since they are facing more population of students which make work more complex and loaded.

There is also the problem of decline in students' academic achievement. The grate and degree with which students fail external examinations for instance suggest that the standard of education seems to be below acceptable standards (Udofot, 1998) Bemoaning this ugly trend, Offor (1999) reported that for the past two decades, students in Anambra State have continued to achieve significantly low scores in both internal and external examinations. To add weight to these claims, reports from the West African Examination Council (WAEC) on students' achievement in Senior Secondary School Certificate Examinations and General Certificate in Education Examinations (GCE) indicate disgust with the poor

display of academic facts and information skills by students. Okendi (2002) and Edozie (2005) assumed that most of the blames for the present fall in students' academic achievement rest on teachers. These critics opine that issues bothering on teacher incompetence and negative attitude to work are largely responsible for this dangerous trend. Since teachers are the prime suspects in the low academic performance of students, they need to be effectively motivated and related with, so as to find out their problems with regards to the issue. Principals should therefore efficiently apply those elements of human relation to find out what was wrong and encourage teachers to improve their teaching so as to improve pupils achievement (Uzoma 2011).

Closely related to the issue of students' academic achievement is the teacher qualification factor. Ogbufor (2001) noted that the inclusion of new subjects like computer education, social studies and the integration of various themes in schools curriculum have created a situation whereby many teachers who had no basic knowledge and professional skills in the subjects are teaching them due to lack of specialist teachers. Principals are expected to apply adequate elements of human relation such as Freedom and participation will provide the teachers with professional guidance, modeling, demonstrations and mentoring with which to perform their teaching jobs effectively. There is also the issue of inadequate resource allocation and utilization in Secondary Schools. Ezeugbor, & Egboka (2013) opined that if teachers are not well related with, they cannot manage scarce learning resources effectively. But when principals apply adequate elements of human relations, they will be able to effectively plan, organize and

allocate scarce resource to teachers; and they will also adopt efficient control measures to ensure that teachers effectively utilize the resources.

According to Ige, (2013) the point remains that principal/staff relationship helps to detect the strengths and weakness of teaching and learning for the purposes of improvement and the maximum utilization of educational resources. This can only be possible' in the hands of skilled and dynamic managers. Principals as daily managers in Secondary Schools must possess and apply adequate human relations in general and elements of human relations in particular. Law, (2010) said that these elements are part of the training, which professional principals undergo. The extent to which these principals have acquired and manifest these skills has the potential to make or mar effective management in their respective schools. Since principals are incharge of school management in their respective schools, it is important to assess their acquisition and application of these elements of human relations in order to ascertain how adequately they handle their teachers for optimal realization of Secondary School goals. At this point, it is important to discuss the meaning of assessment in the next paragraph to enable one understand what assessment of management/staff relationship is all about.

Empirical Studies

Studies on Human Relations

The importance of principal and staff personnel relations in the school system has evoked several empirical studies all aimed at ensuring that the main goals and objectives of the organization was achieved.

The aim of a study by Ezenwosu (2005) was to investigate the competencies needed by primary school headteachers in Onitsha Education Zone Local education authorities. For effective human relations Five research questions and five null hypotheses guided the researcher in carrying out the study. Copies of a 4-point scale questionnaire containing 32 items were administered on a sample of 40 principals and 382 teachers in primary schools in Onitsha zone Local Education Authorities further information on the competencies posed by the principals was obtained by observing 12 principals (6 specialists and 6 non-specialists) during two supervisory sessions each. Data were analyzed using mean and + - test at 0.05 significant level. It was found out that primary school principals irrespective of their areas of specialization and experience would need in-service training, from time to time to help them acquire and continuously upgrade the needed competencies for effective human relation. Based on the implications of the finding, it was recommended among other things that the management of Anambra State Basic Education Board (ASUBEB) should regularly organize relevant seminars on management competencies for managers and that the managers should make personal efforts to upgrade their competencies. Reading professional journals, peer mentoring and participating in professional conference and seminars will help them achieve this.

This study is related to the present study because was concerned with how competent the headteacher at the primary school carryout his function to ensure that the relationship between him and the staff is cordial to ensure adequate flow of work. The headteacher should ensure that the staff that transfers

knowledge to the pupils or students are adequately satisfied in terms of work relationship to ensure perfect goal attainment.

Offor (2005) investigated the adequacy of the principal and staff relationship in Onitsha Education Zone. The scope of the study focused on human relations, resource management, teaching pedagogy, and observational skills of male and female head teachers with different years of job experience. The study, which was a survey carried out in primary schools in Onitsha Education Zone, was based on four research questions and six null hypotheses. A sample of 37 head teachers and 317 teachers were selected through pro-portionate stratified-random sampling technique. The study utilized a 33 item researcher-developed questionnaire in collecting data. The questionnaire that was designed on a modified 4-point rating scales was face validated and tested for internal consistency using cronbach alpha technique. Data thus collected was analysed using mean ratings and + - test. The major findings of the study were while the head teachers adequately adopted most of the teaching pedagogy skills and resource management, they were found wanting in human relations and observational skills. This was the case with all the head teachers irrespective of their gender and years of experience. This implies that in as much head teachers adequately adopted pedagogy skills, they still require serious efforts to improve on their human relations and observational skills where they were found much wanting. Based on the findings and the implications, it was commended that head teachers should pay more attention to developing and adopting relevant elements of human relations and observational skills in management.

This implies that the relationship between the headteacher and the staff personnel should be cordial. The headteacher who has the responsibility of making sure that the goals and objective of the school system is achieved should know that without the cooperation of other staff in the school, it cannot be achieved. So, for effective realization of the goals and objectives of the school, there is need to assess the relationship of the principal and teacher using the elements of human relation as a guide.

Studies on Personnels Management

Another finding was made by Glasspool (2007) where he studied an examination of role ambiguity and conflict challenge between the high school principals and their staff. The investigation identified the challenges high school principals encountered when assuming a principalship. To accomplish the study, 35 first year public high school principals were surveyed and 10 interviewed in May near the end of their first years. The majority of the participant principals were seasoned educators with 68.5 percent of them serving in public education for more than ten years, and 100 percent serving as assistant principals for at least three year. The study focused on self-evaluation and programmatic influences on the principalship. The researcher found out that one of the reasons for successful tenure is support system. This means that a principal that his no support from his teachers is bound to fail. Support goes with morale and motivation, a high degree of support from his subordinates automatically gives him comportment of success. He also observed that organizational socialization binds members together into communities based on previous experiences that are stronger than formal structure on hierarchy. Optimism, honesty and consideration (or a

concern for people combined with understanding relationship, both formal and informal, control a principal's effectiveness.

This implies that the relationship between the principals and staff should be regularly assessed to ensure that they are relating well and for easy flow of work to enhance students achievement which is the core reason of establishing schools.

Obi (2005) investigated the constraints of effective internal supervision of instruction in primary schools in Aguata Education Zone. Four research questions and four null hypotheses guided the study. The descriptive survey design was adopted. From a population of 162 head teachers and 1606 teachers in Aguata education Zone, proportionate stratified random sampling technique was used to select a sample of 58 head teachers and 578 primary school teachers. A researcher developed questionnaire comprising 31 items was used to collect data. Mean and standard deviation were used to answer the research questions, while + - test was computed to test the null hypotheses at 0.05 level of significance. The findings revealed that constraints to internal supervision, ranged from head teacher's lack of awareness of some policy stipulations, irrelevant in- service, workshops for head teachers, lack of human relations and lack of communication skill Gender, school location, status and years of experience did not significantly influence the respondents' mean ratings of the constraints to internal supervision. Based on the findings, recommendations included the establishment of good human relation and organization of regular

workshops and seminars for head teacher in order to improve their competencies.

This study is related to the present study because it is concerned with determining how competent principals are in carrying out their functions. Therefore, it was observed that as external manager, principals or head teachers appear to lack basic management competencies. Therefore, it implies that the extent of the application of elements of human relations for good personnel management is in doubt and needs to be assessed.

Summary of Related Literature

The reviews presented here started with a discussion of the concept of management and personnels. Also discussed was the essential elements of human relations that served as a guide for an effective principal and staff relationship in secondary schools in Anambra State. Elements of human relations as stated in this study include: human relations namely human worth and dignity, recognition, participation, cooperation, communication and freedom for effective personnel management relations. This was swiftly followed by the concept of assessment. Also reviewed were theories of human relations, assessment and management to give the study its theoretical base. A review of empirical studies was carried out. It was observed from the review that the issue of human relations in schools has been an issue of extensive research over the years. However, most of these studies concentrated on human relations mostly in management sciences and did not assess the application of elements of human relations by secondary school principals in Anambra State. Therefore, the study

assessed the extent to which principals in Anambra State Secondary Schools apply the elements of human relations in staff personnel management.

CHAPTER THREE

METHOD

This chapter presents the procedures that were adopted for the study. It is organized under the following subheading: research design, area of study, population of the study, sample and sampling techniques, instruments for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study utilized the descriptive survey design. According to Nworgu (2015) a survey is an attempt to collect status of that population with respect to one or more variables. Descriptive research design is a study which aim at collecting data on subjects and describing in a systematic manner the characteristics, features or facts about a given population. This design is therefore deemed appropriate because this study is concerned with collection of data on assessment of principals' application of elements of human relation in secondary schools inorder to assess the extent to which the principals apply the elements of human relations.

Area of the Study

The study will be conducted in Anambra State of Nigeria. The state is one of the thirty six states in Nigeria and situated in the South Eastern part of the country. Anambra State has twenty- one local government area, six education zones namely Aguata Education Zone, Awka Education Zone, Onitsha Education Zone and Otuocha Education Zone. Ogidi, Nnewi. The State is bounded by six States -

Kogi in the North, Delta in the West, Rivers and Imo in the South, Abia and Enugu in the East. The people of Anambra state are mainly into academic activities, buying and selling, farming and civil services.

The state is remarkable for its resourcefulness and hard work. Nnewi is the industrial centre and Onitsha is the commercial centre with the largest market in the West African sub-region. The presence of these industrial and commercial centres no doubt has implication for school management in the state. The National census Bureau (2006) revealed that primary and secondary school enrollment in the state is one of the highest in the country.

Population of the Study

The population of this study was all the 256 principals and 6,233 teachers in the 256 government owned secondary schools in the area of the study. Data was collected from the Anambra state Post Primary Schools Service Commission (PPSSC) as at February, 2016. The population distribution of principals and teachers in the education zone is shown in table 1 in appendix E.

Sample and Sampling Technique:

The principals were not sampled because they were not much; so all the principals were used but 1500 teachers were sampled totaling 1756 respondents. In selecting the teachers, proportionate stratified random sampling was used. The schools were stratified on the basis of the education zones and 20 percent of the schools in all education zone were randomly selected. From each selected school, 20 percent of the teachers were selected to ensure reasonable

representation of teachers in the sample. Nworgu (1991) recommended that a sample size of 20% is ideal for descriptive studies.

Instrument for Data Collection

A structured form of questionnaire was used for collection of data. The instrument is titled "Elements of Human Relations Applied by principals in staff personnel management (EHASPQ). It was structured in such a way that principals will answered to the extent they applied the elements of human relation and the teachers answered to the extent the principals applied these element in staff personnel management. The questionnaire was answered by both the principals and teachers. A collection of views and findings from related literature guided the construction of the questionnaire. The EHASPQ is divided into two parts. Part 1 comprised one question on personal information of the respondents, part 2 comprised 35 items structured using a 4 point rating of Very High Extent (4 points) High Extent (3 points), Low Extent (2 points) and Very Low Extent (1 point).

Validation of the Instrument

The draft of the questionnaire along with the title of the study, its purpose, the research questions and the hypotheses were sent to three lectures who are experts in educational management and policy and a lecturer in measurement and evaluation for face and content validation. They were requested to comment on the clarity of words used and their suitability of the items. Based on their comments, some modifications were made and the project supervisor for this study also gave her corrections. Thereafter, the instrument was deemed valid.

Reliability of the Instrument

To determine the reliability of the instrument, cronbach alpha procedure was used. The researcher sampled 10 principals and 20 teachers in Asaba education zone of Delta State and administered the research questionnaire. Their responses were analysed and the coefficient alpha calculated stood at 0.79. These were considered as acceptable reliability index and an indicator that the instrument has good internal consistency.

Method of Data Collection

The researcher used direct approach in administering copies of the questionnaire. In doing so, the researcher along with six research assistants who are teachers that are degree holders from sampled schools administered the copies of the questionnaire to the respondents. For the purpose of the study and to avoid any missing, the researcher used a direct approach in administration and collection.

Method of Data Analysis

The data was analysed using statistical tools. Mean and standard deviation were used to answer the research questions. The range of the scores for the 4 point scale is as follows.

Very High Extent = 3.50 - 4.00

High Extent = 2.50 - 3.49

Low Extent = 2.00 - 2.49

Very Low Extent = 1.00 - 1.99

The decision mean was computed by adding all the weights attached to the options and dividing the sum by the number of options. Any item with mean score of 2.50 and above was regarded as been applied, to a high extent by the principal, while any item with mean score below 2, 50 was regarded as bee applied to a low extent by the principals. Also the hypotheses was tested using z-test at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents and describes the findings of this study in line with the six research questions with six hypotheses that guided the study. The presentation is done in a sequential form starting with the answers to the research questions and then to the testing of the hypotheses. All are presented in tables to highlight the findings.

Research Question 1

To what extent do principals in Anambra State apply the element of human worth and dignity in staff personnel management?

Table 1: Mean and Standard Deviation of Principals and Teachers in the Principals' Application of the Element of Human Worth and Dignity in Staff Personnel Management:

S/N		Principals'			Teacher		
		Mean	SD	Decision	Mean	SD	Decision
1.	Respecting staff's age, worth and qualifications	3.08	1.75	High extent	2.89	1.70	High extent
2.	Calling staff to order amicably and politely.	2.89	1.70	High extent	2.99	1.73	High extent
3.	Allowing teachers to develop discipline codes and supporting teachers' authority.	1.73	1.32	Low extent	1.71	1.31	Low extent
4.	Assisting teachers to plan and set objectives that are realistic under different teaching/ learning condition.	3.11	1.76	High extent	1.71	1.31	Low extent
5.	Planning instructional leadership activities in conjunction with the vice principals, heads of departments and dean of studies.	3.08	1.75	High extent	2.99	1.73	High extent
6.	Controlling teacher classroom behaviour in a friendly and constructive manner.	3.19	1.79	High extent	2.68	1.64	High extent
Mean of Means		2.85	1.68	High extent	2.50	1.59	High extent

Table 1: reveals that item 1 which is respecting staff's age, worth and qualification was agreed by both the principals and teachers with average mean scores of 3.05 and 2.89 respectively which means applied to a high extent by principals. Item 2 which is calling staff to order amicably and politely was also agreed by both the principal and teachers with average mean scores of 2.89 and 2.99 respectively meaning, applied to a high extent by the principals. Item 3 says allowing teachers to develop discipline codes and supporting teachers authority was disagreed by the principals and the teachers with average mean scores of 1.73 and 1.71 respectively showing applied to a low extent by principals. Item 4 which is assisting teachers to plan and set objectives that are realistic under different teaching/learning condition was agreed by the principals with mean score of 3.11 indicating applied to a large extent by principals but was disagreed by teachers with mean score of 1.71 indicating applied to a low extent by principals. Item 5 which is planning instructional leadership activities in conjunction with the vice principals, heads of department and dean of students average mean scores of 3.08 and 2.68 respectively, which means, to be applied to a high extent by the principals. Item 6 which controlling teacher classroom behavior in a friendly and constructive manner was also agreed by the principals and the teachers with average mean scores of 3.19 and 2.68 respectively meaning applied to a high extent by principals.

Generally, the mean of means for the principals and teachers responses on the application of the element of human worth and dignity was 2.85 and 2.50 respectively meaning, applied to a high extent by principals.

Research Question 2

To what extent do principals in Anambra State Secondary Schools apply the element of recognition in staff personnel management?

Table 2: The Mean and Standard Deviation of Principals and Teachers, on the Principals' Application of the Element of Recognition in Staff Personnel Management.

S/N		Principals'			Teacher		
		Mean	SD	Decision	Mean	SD	Decision
7.	Treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise.	2.68	1.64	High extent	1.97	1.40	Low extent
8.	Commending teachers that apply effective classroom teaching techniques and adds to the growth of the school.	3.19	1.79	High extent	2.52	1.59	High extent
9.	Organizing term party for the entire staff and awarding prices for the best teachers of the term.	2.68	1.64	High extent	1.73	1.32	Low extent
Mean of Means		2.85	1.68	High extent	2.07	1.45	Low extent

Table 2 revealed that item 7 which is treating teachers in ways that empower them such as involving them in decisions about policies and practices and acknowledging their expertise was agreed to be applied by the principals to a high extent with mean score of 1.97 which means applied to a low extent by the teachers. Item 8 which is commending teachers that apply effective classroom teaching techniques and adds to the growth of the school was agreed by both the principals with average mean scores of 3.19 and 2.52 respectively. Item 9 which is organizing term party for the entire staff and awarding prices for the best

teachers of the term was agreed to a high extent by the principals with mean score of 2.68 but was disagreed by the teachers with mean score of 1.73 indicating applied to a low extent by principals.

In general, the mean of means from the responses of both principals and teachers were 2.85 and 2.07 respectively. This indicates that while principals agreed to apply the element of recognition to a high extent, the teacher agreed to a low extent the principals' application of element of recognition to staff personnel management.

Research Question 3

To what extent do principals in Anambra State Secondary Schools apply the element of participation in staff personnel management?

Table 3: Mean and Standard Deviation of Both Principals and Teacher on the Element of Participation in Staff Personnel Management:

S/N		Principals'			Teacher		
		Mean	SD	Decision	Mean	SD	Decision
10.	Allowing teachers to participate in development skills for scanning information from internet, journals and reference materials.	3.62	1.59	High extent	3.62	1.59	High extent
11.	Arranging for regular conferences with teachers' to discuss subjects ranging from teacher development to well developed programmes.	1.97	1.40	Low extent	1.97	1.40	Low extent
12.	Giving assignments to teachers known to be active and can deliver properly.	2.68	1.64	High extent	1.62	1.27	Low extent
13.	Provide opinion box where teachers are encouraged to	1.62	1.27	Low extent	1.62	1.27	Low extent

	give suggestions on how to move the school ahead.						
14.	Encouraging teachers to participate in team teaching and considering the size of the school and the teacher pupil ratio, to ensure their adequacy.	2.52	1.59	High extent	1.97	1.40	Low extent
15.	Involving staff in decisions that affects them.	2.52	1.59	High extent	2.50	1.58	High extent
16.	Working with teachers to test new materials	2.52	1.59	High extent	2.52	1.59	High extent
17.	Guide teachers in setting realistic objectives within the limits of time available for instruction.	2.59	1.60	High extent	1.62	1.27	Low extent
Mean of Means		2.51	1.60	High extent	1.98	1.39	Low extent

Table 3 shown that item 10 which is allowing teachers to participate in development skills for scanning information from internet, journals and reference materials was agreed to a high extent by both the principals and the teachers with average mean scores of 3.62 and 3.62 respectively. Item 11 which is arranging for regular conferences with teacher to discuss subjects ranging from teacher development to well developed programme was agreed to a low extent by both principals and teachers to be applied by principals with average mean scores of 1.97 and 1.97 respectively. In item 12, which is giving assignments to teachers known to be active and can deliver properly was agreed to a high extent by principals with mean score of 2.68 while it was disagreed by teachers with mean score of 1.62 which indicates applied to a low extent by principals. In item 13, which is provide opinion box where teachers are encouraged to give suggestion on how to move the school ahead, was disagreed to a low extent by both principals and teachers with an average mean scores of 1.62 and 1.62 respectively which means applied to a low extent by principals. In item

14, which is encouraging teachers to participate in team teaching and considering the size of the school and the teacher pupil ratio, to ensure their adequacy. This was agreed to a high extent by principals with mean score of 2.52 which means applied by principals while the teachers disagreed to a low extent to be applied by principals with mean score of 1.97. In item 15, which says, involving staff in decisions that affects them. This was agreed to a high extent by both principals and teachers with average mean scores of 2.52 and 2.50. indicating applied to a high extent by principals. Item 17 says, guide teachers setting realistic objectives within the limits of time available for instruction. This was agreed to a high extent by principals with mean score of 2.50 meaning, applied to a high extent by principals but teachers disagreed to a low extent with mean score of 1.62 indicating to be applied to a low extent by principals.

Generally, the mean of means of both principals and teachers were 2.51 and 1.98 respectively. This means that the principals agreed to a high extent to the application of the element of participation while the teachers agreed to a low extent the application of the element of participation by principals in staff personnel management.

Research Question 4

To what extent do principals in Anambra State Secondary Schools apply the elements of cooperation in staff personnel management?

Table 4: Mean and Standard Deviation of Principals and Teachers on the Element of Cooperation in Staff Personnel Management.

S/N		Principals'			Teacher		
		Mean	SD	Decision	Mean	SD	Decision
18.	Planning for community support and value of the entire staff.	2.52	1.59	High extent	2.52	1.59	High extent
19.	Standing behind teachers and serving as guardians of teachers' instructional time.	3.19	1.79	High extent	3.44	1.85	High extent
20.	Cooperating with staff by taking group interest as paramount in all decisions.	3.08	1.75	High extent	2.52	1.39	High extent
21.	Allowing staff to discuss pressing matters prior to taking decisions on them.	2.89	1.70	High extent	2.03	1.42	Low extent
22.	Identifying and handling anti-social behaviours among the staff.	2.52	1.59	High extent	1.97	1.40	Low extent
23.	Helping teachers to develop the skills for managing learning disabilities among learners.	3.62	1.90	High extent	2.03	1.42	Low extent
24.	Making sure that teachers are provided with what they need to remain inspired and enthusiastic in the classroom e.g. Accommodation.	2.68	1.64	High extent	2.68	1.64	High extent
25.	Presenting conflicting issues and reaching compromise with staff	2.89	1.70	High extent	1.97	1.40	Low extent
Mean of Means		2.92	1.78	High extent	2.40	1.45	Low extent

Table 4 shows that item 18 which is planning for community support and value of the entire staff; was agreed by principals and with average mean scores of 2.52 and 2.52 respectively which means to be applied to a high extent by principals.

Similarly, item 19 which is standing behind teachers and serving as guardians of teachers' instructional time; was also agreed by both principals and teachers to be applied to a high extent by the principals with average mean scores of 3.19 and 3.44 respectively. Item 20, which is cooperating with staff by taking group interest as paramount all decisions; was also agreed by both principals and teachers to be applied to a high extent by principals with average mean scores of 3.08 and 2.52 respectively. Item 21 which is allowing staff to discuss pressing matters prior to taking decisions on them. This was agreed by principals with mean score of 2.39, which means, to be applied to a high extent by principals but teachers disagreed with mean score of 2.08; indicating applied to a low extent by principals. Item 22 says, identifying and handling staff anti-social behaviours among the staff; this was agreed to a high extent by principals with mean score of 2.52 meaning applied by principals while the teachers disagreed which means score of 1.97 meaning applied to a low extent by principals. Item 23 says helping teachers to develop the skills for managing learning disability among learners. This was agreed to a high extent by principals with mean score of 3.62 meaning to be applied by principals while the teachers disagreed with mean score of 2.03 indicating applied to a low extent by principals. Item 24, making sure that teachers are provided with what they need to remain inspired and enthusiastic in the classroom e.g. accommodation was agreed by both principals and teachers to a high extent with average means scores of 2.68 and 2.68 respectively meaning to be applied to a high extent by principals. Item 25 says, presenting conflicting issues and reaching compromise with staff, this was agreed by principals with mean score of 2.89 meaning applied to a high extent by principals but teachers

disagreed with mean score of 1.97 indicating applied to a low extent by principals.

Conclusively, the mean of means of the responses of principals was 2.92 meaning applied to a high extent by the principals while that of teachers was 2.40 which means applied to a low extent by principals, the element of cooperation to staff personnel management.

Research Question 5

To what extent do principals in Anambra State apply the element of communication in staff personnel management?

Table 5: Mean and Standard Deviation of the Principals and Teachers on the Element of Communication in Staff Personnel Management.

S/N		Principals'			Teacher		
		Mean	SD	Decision	Mean	SD	Decision
26.	Communicating to teachers amicably on how to identify students learning problems and ways of solving such problems.	2.89	1.85	High extent	2.75	1.66	High extent
27.	Directing staff in ways of maintaining absolute peace in the school.	2.52	1.59	High extent	2.52	1.59	High extent
28.	Informing staff on new teaching methodology and innovations.	2.59	1.60	High extent	3.62	1.90	High extent
29.	Telling teachers ways of headling students deviant behaviours to maintain peace in school.	3.66	1.91	High extent	2.68	1.64	High extent
30.	Communicating new things and new ideas to teachers as they come to mind.	3.66	1.91	High extent	2.68	1.64	High extent
Mean of Means		3.06	1.89	High extent	2.85	1.85	High extent

Table 5 shows item 26 which says communicating to teachers amicably on how to identify students' learning problems and ways of solving such problems. This was agreed by both the principals and teachers as applied to a high extent by principals with average mean scores of 2.89 and 2.75 respectively. Item 27 says directing staff in ways of maintaining absolute peace in the school. This question was agreed by both principals and teachers to be applied by the principals to a high extent with average mean scores of 2.52 and 2.52 respectively. Item 28 which is informing staff on new teaching methodology and innovations, this was also agreed to a high extent by both the principals and teachers with average mean scores of 2.59 and 3.62 respectively, indicating applied to a high extent by principals. Item 29 says, telling teachers ways of handling students deviant behaviours to maintain peace in school. This was also agreed by both the principals and teachers to be applied by principals to a high extent with average mean scores of 3.66 and 2.68 respectively. Similarly, item 30 says, communicating new things and new ideas to teachers as they come to mind; was also agreed by both the principals and teachers with average mean scores of 3.66 and 2.68 respectively, indicating to be applied to a high extent by principals.

Generally, the mean of means of both principals and teachers were 3.06 and 2.85 respectively. This indicates that both principals and teachers agreed to a high extent the principals' application of the element of communication to staff personnel management.

Research Question 6

To what extent do principals in Anambra State Secondary Schools apply the element of freedom in staff personnel management?

Table 6: Mean and Standard Deviation of Principals and Teachers on the Principals' Application of the Element of Freedom to Staff Personnel Management.

S/N		Principals'			Teacher		
		Mean	SD	Decision	Mean	SD	Decision
31.	Giving support to staff especially in times of sickness or bereavement.	3.66	1.91	High extent	2.50	1.50	High extent
32.	Allowing the social groups in the school to progress e.g. unions and cooperative societies.	2.68	1.64	High extent	2.50	1.50	High extent
33.	Avoiding authoritarian and autocratic leadership style.	3.62	1.90	High extent	1.73	1.32	Low extent
34.	Operating an open door policy.	2.50	1.50	High extent	1.97	1.40	Low extent
35.	Allowing demonstration teaching by resource persons to improve teachers teaching abilities.	2.99	1.73	High extent	2.68	1.64	High extent
Mean of Means		3.09	1.80	High extent	2.75	1.65	High extent

Table 6 shows that item 31, which says giving support to staff especially in times of sickness or bereavement. This was agreed by both the principals and teachers to be applied by principals with average mean scores of 3.66 and 2.50 respectively. Item 32 says allowing the social groups in the school to progress e.g. unions and cooperative societies. Similarly, this was agreed by both the principals and the teachers to be applied to a high extent by principals with average mean scores of 2.68 and 2.50 respectively. Item 33 says, avoiding authoritarian and autocratic leadership style. This was agreed by the principals

to a high extent with mean score of 3.62 which means applied to a high extent by principals while the teachers disagreed with mean score of 1.73 indicating applied to a low extent by principals. Item 34 which is operating an open door policy was agreed by the principals with mean score of 2.50, indicating applied to a high extent by principals while the teachers disagreed with mean score of 1.97 meaning, applied to a low extent by principals. Lastly, item 35 says allowing demonstration teaching by resource persons to improve teachers teaching abilities. This question was agreed by both the principals and teachers to be applied by principals with average mean scores of 2.99 and 2.66 indicating, applied to a high extent by principals.

In conclusion, the mean of means of principals and teachers were 3.09 and 2.75 respectively. This indicates agreed to a high extent to the principals' application of the element of freedom to staff personnel management by both of them.

Hypotheses Testing

Six null hypotheses were tested at 0.05 level of significance.

Hypothesis 1

There is no significant difference between the mean ratings of principals and teachers on the principals' application of the element of human worth and dignity in staff personnel management.

Table 7: Z- test of the Mean Ratings of Principals and Teachers on the Principals' Application of the Element of Human Worth and Dignity in Personnel Management.

($P < 0.05$).

Group	N	\bar{X}	SD	df	Z-cal	Z-crit	Decision
Principals	256	2.85	1.68	1754	3.5	1.98	Rejected
Teachers	1500	2.50.97	1.58				

Using z-test, there was a significant difference between principals and teachers on principals application of the element of human worth and dignity, z-cal (3.20) was more than the critical z-value (2.036). This means that the null hypothesis is rejected.

Hypothesis 2

There will be no significant difference between the mean ratings of principals and teachers on the principals' application of the elements of recognition in staff personnel management.

Table 8: Z -test on the Mean Rating of Principals and Teachers on the Principals' Application of the Element of Recognition in Personnel Management.

($P < 0.05$).

Group	N	\bar{X}	SD	df	Z-cal	Z-crit	Decision
Principals	256	2.85	1.68	1754	5.57	1.86	Rejected
Teachers	1500	2.07	1.43				

Using the z –test, there was significant different between principals and teachers on the principals application of the element of recognition in staff personnel management therefore, the null hypothesis is rejected. Since the z-cal (5.57) is more than the z-crit (1.86).

Hypotheses 3

There will be no significant difference between the mean ratings of principals and teachers on the principals' application of the element of participation in personnel management.

Table 9: Z-test on the Mean Ratings of Principals and Teachers on the Principals' Application of the Element of Participation in Personnel Management.

($P < 0.05$).

Group	N	\bar{X}	SD	df	Z-cal	Z-crit	Decision
Principals	256	2.51	1.58	1754	5.3	1.96	Rejected
Teachers	1500	1.98	1.40				

The above table shows that the z-cal is more than z-critical. Therefore, the null hypothesis is rejected. There is significant different between the mean rating of principals and teachers on the principals' application of the element of participation.

Hypothesis 4

There will be no significant difference between the mean ratings of principals and teachers on the principals' application of the element of co-operation in staff personnel management.

Table 10: Z-test on the Mean Rating of Principals and Teachers on the Principals' Application of Element of Co-operation in Personnel Management.

($P < 0.05$).

Group	N	\bar{X}	SD	df	Z-cal	Z-crit	Decision
Principals	256	2.92	1.70	1754	5.2	1.99	Rejected
Teachers	1500	2.40	1.54				

The result presented in table 10 shows that the z-calculated of 5.84 is greater than the z-critical of 1.99 at 0.05 level of significance and this has warranted the rejection of the null hypothesis. Therefore, there is a significant difference between the mean rating of the principals and teachers on the principals' application of the element of co-operation in personnel management.

Hypothesis 5

There will be no significant difference between the mean rating of principals and teachers on the principals' application of the element of communication in staff personnel management.

Table 11: Z-test on the Mean Rating of Principals and Teachers on the Principals' Application of the Element of Communication in Personnel Management.

($P < 0.05$).

Group	N	\bar{X}	SD	Df	Z-cal	Z-crit	Decision
Principals	256	3.06	1.74	1754	4	1.89	Rejected
Teachers	1500	2.85	1.68				

The result from the above table shows that the z-test calculated is more than z-test critical. It then means that the null hypothesis is rejected that is there is significant difference between the mean ratings of the principals and teachers on the principals' application of the element of communication in personnel management.

Hypothesis 6

There will be no significant difference between the mean ratings of principals and teachers on the principals' application of the element of freedom in personnel management.

Table 12: Z-test on the Mean Ratings of Principals and Teachers on the Principals' Application of the Element of Freedom in Personnel Management
($P < 0.05$).

Group	N	\bar{X}	SD	df	Z-cal	Z-crit	Decision
Principals	256	3.09	1.75	1754	3.11	1.52	Rejected
Teachers	1500	2.75	1.65				

This above result indicates that the null hypothesis is rejected because the z-test calculated is greater than the z-test critical. Therefore, there is a significance difference between the mean ratings of principals and teachers on the principals' application of the element of freedom in staff personnel management.

Summary of the Findings

From the analysis, the following findings were made:

1. Anambra State Secondary schools principals and teachers indicated that the element of human worth and dignity were applied to a high extent by the principals in staff personnel management.
2. The principals in the State Secondary Schools agreed to apply the element of recognition to a high extent in staff personnel management while the teachers responded to a low extent the principals application of the element of recognition in staff personnel management.
3. There was a high extent of the application of the element of participation by principals as indicated by the principals while the teachers agreed to a low extent to the principals' application of the element of participation to staff personnel management.

4. The principals applied to a high extent the element of cooperation while the teachers agreed to a low extent the principals' application of the element of cooperation to staff personnel management.
5. There was a high extent of the application of the element of communication by principals in the state secondary schools as agreed by both principals and teachers.
6. There was a high extent of the application of the element of freedom by principals in Anambra State Secondary Schools as responded by both principals and teachers.
7. There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of human worth and dignity in staff personnel management in Anambra State.
8. There is significant difference between the mean ratings of principals and teachers on the principals' application of the elements of recognition in staff personnel management in Anambra State.
9. There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of participation in staff personnel management in Anambra State.
10. There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of cooperation in staff personnel management in Anambra State.
11. There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of communication in staff personnel management in Anambra State.

12. There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of freedom in staff personnel management in Anambra State.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of the results obtained from the data analysis presented in the previous chapter. The discussion of the findings is organized under the following subheadings

- (1) Extent of Principals' Application of the Element of Human Worth and Dignity in Staff Personnel Management.
- (2) Extent of Principals' Application of the Element of Recognition in Staff Personnel Management.
- (3) Extent of Principals' Application of the Element of Participation in Personnel Management.
- (4) Extent of Principals' Application of the Element of Cooperation in Staff Personnel Management.
- (5) Extent of Principals' Application of the Element of Communication in Staff Personnel Management.
- (6) Extent of Principals' Application of the Element of Freedom in Staff Personnel Management.
- (7) There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of human worth and dignity in staff personnel management in Anambra State.
- (8) There is significant difference between the mean ratings of principals and teachers on the principals' application of the elements of recognition in staff personnel management in Anambra State.

- (9) There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of participation in staff personnel management in Anambra State.
- (10) There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of cooperation in staff personnel management in Anambra State.
- (11) There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of communication in staff personnel management in Anambra State.
- (12) There is significant difference between the mean ratings of principals and teachers on the principals' application of the element of freedom in staff personnel management in Anambra State.

Discussions of Findings:

Extent of Principals' Application of the Element of Human Worth and Dignity in Staff Personnel Management.

The study found that principals in Anambra State secondary schools apply the element of human worth and dignity in staff personnel management to a high extent as responded by the principals and teachers (table 1 refers). This means that principals in the state secondary schools do recognize the value and uniqueness of an individual staff in the school as Unachukwu (1997) found out that human worth and dignity means that the uniqueness of oneself in the society. This means that the age, value, worth, and peculiarity of an individual worker is recognized by the principal. In doing so, the ability and contribution of the staff will be appreciated in the building of the organization. Aral (2005)

found out that, is the creative potential of an individual in a society or organization where he belongs. The recognition of ones worth and dignity, will automatically make the teacher to put in his/her best towards the achievement of the objectives of the school. This means that principals recognized that there are abilities and disabilities characterized in an individual. Also the intelligence, social or cultural background among others are respected, since there is individual differences.

This recognition of ones worth and dignity will make the teacher to have the feeling of belongingness and correspondingly, promote cooperation and improvement. The human worth and dignity is very essential because nobody wants to be neglected or seen as nobody no matter the age and qualification. Therefore, recognition of the teachers worth and dignity by the principal will make a big way for improvement and attainment of the organizational goal.

Extent of Principals' Application of the Element of Recognition in Staff Personnel Management.

The principals responded to a high extent their application of the element of recognition in staff personnel management while the teachers responded to a low extent the principals' application of the element of recognition. (Table 2 refers) this means that while the principals see their application of this element as good and enough the teachers disagreed. This is in line with the finding of Okoye (2012) that some principals fail to admit or recognize the contribution of a staff member and this makes him autocratic and incapable of being a good manager. Ulrich (2013) found out that for a purposeful venture, principals should work cooperatively with the teachers as friends and colleagues working together for

the attainment of one objective. Uzoma (2012) also found out that when there is togetherness between the principals and teachers. The good inter-relationship will create an enabling environment. Recognition of teachers as colleagues will motivate them to contribute immensely towards the attainment of the school goal. The teacher who is the main agent of transfer of knowledge, should be put first and their needs and feelings be recognized by the head teacher from the findings of UNESCO (2011), teachers recognition will improve teaching and learning which is the main objective of the school. The findings showed that the principals in Anambra State do not fully recognize the abilities and qualifications of the teachers to the teachers satisfaction. Therefore, more efforts should be put by the principals in order to recognize the ability and interest of a staff in the school.

Extent of Principals' Application of the Element of Participation in Personnel Management.

Participation which is the ability of the principal to allow his teachers to participate in any meaningful event that will improve teachers teaching and make learning easy and obtainable was found to be applied by the principals to a low extent as indicated by teachers. (Table 3 refers) this means that the principals do not give enough time for the teachers to fellow in a meaningful activity that will progress them. The principals should allow the teachers to be involved in the affairs of the school, improve their qualifications and improve their knowledge. This is in line with Mieber (2011) findings that participation of teachers promotes their educational levels and in turn helps the students learning attainable since they are the ones that impart knowledge to students.

Participation as Ulrich (2015) found out will involve the Vice principals, head of different departments and senior teachers in the decisions and delegations of duties that will bring progress of the school. This is possible because togetherness brings meaningful development that will make teaching and learning effective which is the main objective of the school system. Participation as Okoye (2012) found out will create an atmosphere of ideas necessary for the progress of the organisation. Though, the principals responded to a high extent to their application of the element of participation, it means that their involvement of the teachers in the decisions of the school is not recognized by the teachers.

Extent of Principals' Application of the Element of Cooperation in Staff Personnel Management.

From the result of the finding, it was found that principals responded to a high extent the application of the element of co-operation to staff personnel management while teachers agreed to a low extent. (Table 4 refers) This means that while the principals felt that they cooperate with their teachers in the affairs of the school, the teachers felt that the cooperation they received is not enough. This is in line with Adedoja, Abidoeye and Afolabi (2013) findings that some principals do not work cooperatively with their teachers in exchange of ideas and views for achievement of a set goal. Unachukwu (1992) also found that the absence of cooperation in the school system will create misunderstanding and organizational conflict. In his own findings Showers (2013) found out that teachers effectiveness is enhanced when principals relate well with the teachers. This finding is in consonance with the findings of Adedoja, Abidoeye and Afolabi

(2013) that the effect of the neglect of the element of co-operation by principals is nonchalant and failure of educational objectives. In support, En –Targa (2009) found out that principals' non application of the element of cooperation will create in him such characteristic as unsociable and autocratic leader. To this extent, the principals should endeavour to apply the element of cooperation in order to create in the teachers a professional spirit and pride in the mobility of their moral conduct and a sense of identification with school objectives, so the element of cooperation is very essential for an effective and efficient work that will progress the school and enhance principal and teacher good relationship.

Extent of Principals' Application of the Element of Communication in Staff Personnel Management.

The result from the finding showed that principals in Anambra State applied the element of communication to a high extent as indicated by the responses of principals and teachers. (Table 5 refers) This shows that principals communicate effectively with their teachers. This was in line with Obi (2002) findings that transmission of information will bring exchange of ideas, feelings, views of messages that will add positively to the growth of the school. Also in his own findings, Uzoma (2012) found out that effective channels of communication will establish good and effective ways of promoting the efficiency of administration which prevents suspicious and make the policies of the school and the principal to be well understood by the teachers. Bangartner (2013) also found out that inadequate communication in an organization hinders effective flow of work because information on how best to carry out the work was not disseminated. This finding reflect also on the result of the hypothesis as shown in table 11

which indicated that z-test calculated is less than z-test critical, which means that the null hypothesis is accepted. The goes in consonance with the findings of Peretemode (1999) that there is no significance difference between the gender of principals and teachers studied on communication. This also agreed with Nworah (2011) study on written communication which tested the quality and stylistic difference purported to exist between principals and teachers which was found that the role of the principal and teacher did not have a significant effect on the style or quality of written communication. This result confirms the finding of Bangartner (2013) on the managerial or administrative performance of principals when he found that principals were better in exchanging information, maintaining organizational relationship and responding to outsiders. However, this finding is indeed a vital characteristic for a successful principal. This shows that communication is particularly powerful because it passes information on how the works or activities of the school should be carried out in order to achieve a well meaningful result that will progress the school if implemented.

Extent of Principals' Application of the Element of Freedom in Staff Personnel Management.

The findings of the study showed that the principals in Anambra State Secondary Schools do apply the element of freedom in staff personnel management as indicated in Table 6. The teachers and principals responded to a high extent the application of the element of Freedom by the principals in staff personnel management. This means that the principals do give the teachers enough freedom to acquire knowledge and skills that will aid them in their teaching and students learning. This is in consonance with Uzoma (2011)

findings that teachers if given adequate freedom to be involved in professional guidance, modeling, demonstration and mentoring will perform their teaching jobs effectively. Also Adesina (2011) found out that teachers if not involved in some professional learning may find it difficult to manage some learning resources effectively. Since teachers are the name suspect in the low academic performance of students, the opportunity for more knowledge will enable them to acquire experiences and new methods of teaching that can enhance teaching and students learning. Freedom is a very necessary element of human relation, without freedom given to teachers for acquisition of more knowledge, they will be redundant in their academic pursuit hereby hindering good teaching and learning. Just as Nneboer (2011) found that principals if not given adequate time to teachers to be involved in continuous education programme (CEP) and the likes, may encounter inefficiency in the part of teachers and when this happens, the resultant effect is poor academic achievement on the part of students. Freedom is also on the area of expression of views and speech. This is in consonance with Law (2010) findings that subordinates and immediate workers should be allowed to view their points in matters that involve them. This means that the principal do not take all decision alone without involving the teachers or giving them freedom to say out their minds in issues that concern them or the school. There is freedom for expression of speech by all teachers no matter the levels, age or sex.

Lastly, all the null hypotheses were not retained, they were all rejected using Z-test at 0.05 level of significance. This means that there is a significant difference between the mean scores of principals and teachers in the principals' application

of all the elements of human relation in staff personnel management in Anambra State Secondary Schools.

Conclusion

The aim of this study was to assess the principals' application of the elements of human relation in personnel management in Anambra State Secondary Schools.

Based on the findings the researcher concludes as follows:

It was observed that the principals applied to a high extent in all the six elements of human relation while the teacher agreed to a high extent the principals' application of the elements of human worth and dignity, communication and freedom but applied to a low extent the elements of recognition, participation and cooperation. This means that principals should endeavour to apply the elements of human relations effectively as they should in order to make room for the spirit of team work and realization of the common goals of the school. The application of the six elements of human relations is very important and should be applied to the conviction of the staff personnel. It should be applied in a way that staff members will be convinced and really observe the friendly attitudes of the principal towards them, this will automatically create an atmosphere of ideas necessary for progressive improvement in students learning.

Implications of the Study

The findings of the study have some implications for the school heads and teachers in Anambra State Secondary Schools. One of the implications is the

principal inability to apply the elements of human relations as should, will not yield any meaningful achievement for the attainment of organizational goals. Since the teachers are responsible of transferring the knowledge to students, the principals' lack of cooperation attitudes towards their needs and welfare means a total failure to the attainment of the set goal. Principals who do not need voluntary co-operation of teachers do not effectively administer the school satisfactorily. Also, the result made it known that principals believe to apply these elements of human relation while the teacher agreed to a low extent in some of these elements of human relation, it then means that the principals do not sufficiently apply these elements in their dealing with their subordinates and no matter how well they plan and take decisions, teaching and learning will not be effective. Moreso, the result made is clear that the visible and efficient element in the hand of the school head is communication, it implies that the principal awareness of the importance of information can progress the school forward. Again, principals knowledge of how important the worth and dignity of his subordinates are will also add to the information needed to make the growth of the school attainable. Finally, where teachers do not perform their duties with such enthusiasm and love because of principals' lack of application of these elements of human relation, the resultant effect is failure and unattainment of the set goal; just as Uzoma (2011) opined that the success of any given organization depended on the integration of the head and his subordinates.

Recommendations

Based on the findings and the discussions the following recommendations are hereby made:

1. The study reveals that principals do not apply some of the elements of human relation to the teachers satisfaction, therefore it becomes pertinent that PPSSC should attempt organizing for principal and staff members regular workshops, short courses and seminars to educate them more on human relations.
2. Managers should ensure that they cooperate effectively with all staff members not minding their inabilities and capabilities since togetherness will enhance productivity.
3. Principals should make efforts to apply all these elements of human relation effectively and efficiently in their management functions in order to promote the unity of work at school.
4. The teachers should also be encouraged by the principals to go for short seminars symposium and field work that include the study of good human relation in the organisation.
5. Principals should make effort to apply the elements of human relation to a very great extent by reading professional journals, peer mentoring and participating in professional conferences and seminars to help them achieve a good human relations.

Limitations of the Study

The researcher encountered the following limitations in the course of the study,

1. Some principals were reluctant to fill this questionnaire on the ground that they do not want to report their deficiencies by themselves to the government or the public in general.
2. As it is usual with all self report, there is the likelihood of a few cases of insincere responses on the part of principals. A few contradictory responses were observed in the questionnaire. This may have accorded for the high item mortality noticed from the draft instrument.
3. In generalizing the findings of the study, readers should understand that while teachers' views or responses were used as a good index for assessing the principals' application of the elements of human relation, there may be some intervening variables for example, teachers' receptivity to human relations or the influence of principals' personality on the teachers' attitude to work. These variables, which were not controlled in this study, have the tendency to influence the views of the teachers.
4. There is bad road assessment and the researcher and her assistants could not go to all the schools therefore, not all principals were reached.

Suggestion for Further Studies

Based on the findings of the study, the following are recommended for further research:

1. A replication of this study should be carried out in another area to find out whether the teachers agreed to a high extent the application of elements of human relations in personnel management by the principals.

2. Assessment of principals' application of the elements of human relation in students personnel management in Anambra State Secondary Schools.
3. Motivation of workers by supervisors
4. Harnessing human and material as well as financial resources for the realization of educational goals.
5. The human relation approach in administration

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APPENDICES

Appendix A

Letter of Introduction

Department of Educational
Management and Policy,
Nnamdi Azikiwe University,
Awka.

Dear Respondent,

The researcher is a postgraduate student of Educational Management and Policy from the above named University.

She is conducting a study on principals' application of elements of human relations to personnels management in secondary schools in Anambra State. She is soliciting your candid response to the questionnaire attached.

Be assured that your views will be taken in strict confidence and used only for this research purpose.

Thanks for your co-operation.

Yours Sincerely,

**Iwuno, Ngozi Florence (Mrs.)
Researcher**

Appendix B

Questionnaire on Elements of Human Relations Applied By Principals in Personnel Management (EHAPQ)

SECTION A: Background Information.

INSTRUCTION: Please provide answers to the following items.

1) Status: Principal Teacher

SECTION B

Instructions: Attached is a list of statements that reflect some elements of human relations which you as a principal is expected to apply. Each statement is followed by four options titled: Very Great Extent (VGT), which has 4 points, Great Extent (GE) which has 3 points, Low Extent (LE) which has 2 points and very Low Extent (VLT) which has 1 point. Indicate the extent to which you agree to the stated competencies by ticking (V) in the appropriate column.

	To what extent do the principals apply the following elements of human relations to personnel Management	VGE	GE	LE	VLE
	Human Worth and Dignity				
1.	Respecting staff's age, worth and qualifications.				
2.	Calling staff to order amicably and politely.				
3	Allowing teachers to develop discipline codes and supporting teachers' authority.				
4.	Assisting teachers to plan and set objectives that are realistic under different teaching/ learning condition.				
5.	Planning instructional leadership activities in conjunction with the vice-principals, heads of departments and dean of studies.				
6.	Controlling teacher classroom behaviour in a friendly and constructive manner				
	Recognition				
7.	Treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledge their expertise.				
8.	Commending teachers that apply effective classroom teaching techniques and adds to the growth of the school.				
9.	Organising end-term party for the entire staff and awarding prizes for the best teachers of the term.				

	Participation				
10.	Allowing teachers to participate in developing skills for scanning information from internet, journals and reference materials.				
11.	Arranging for regular conferences with teachers' to discuss subjects ranging from teachers development to well developed programmes.				
12.	Giving assignments to teachers known to be active and can deliver properly.				
13.	Provide opinion box where teachers are encouraged to give suggestions on how to move the school ahead.				
14.	Encouraging teachers to participate in team teaching and considering the size of the school and the teacher-pupil ratio, to ensure their adequacy.				
15.	Involving staff in decisions that affect them.				
16.	Working with teachers to test new materials.				
17.	Guide teachers in setting realistic objectives within the limits of time available for instruction.				
	Cooperation				
18.	Planning for community support and value of the entire staff.				
19.	Standing behind teachers and serving as guardians of teachers' instructional time.				

20.	Cooperating with staff by taking group interest as paramount in all decisions.				
21.	Allowing staffs to discuss pressing matters prior to taking decisions on them.				
22.	Identifying and handling antisocial behaviours among the staff.				
23.	Helping teachers to develop the skills for managing learning disabilities among learners.				
24.	Making sure that teachers are provided with what they need to remain inspired and enthusiastic in the classroom e.g. Accommodation.				
25.	Presenting conflicting issues and reaching compromise with staff.				
26.	Communication Communication to teachers amicably on how to identify students learning problems and ways of solving such problems.				
27.	Directing staff in ways of maintaining absolute peace in the school.				
28.	Informing staff on new teaching methods and innovations.				
29.	Telling teachers ways of handling students, deviant behaviours to maintain peace in the school.				
30.	Communicate new things and ideals to teachers as they come to mind				

	Freedom				
31.	Giving support to staff especially in times of sickness or bereavement.				
32.	Allowing the social groups in the school to progress e.g. Unions and cooperative societies.				
33.	Avoiding authoritarian and autocratic leadership style.				
34.	Operating an open door policy.				
35.	Allowing demonstration teaching by resource persons to improve teachers teaching abilities.				

Appendix C

Summary of Cronbach Co-Efficient Alpha for Test of Reliability of QMSPPGR

$$\text{Formula} = \frac{(n)}{(n - 1)} = \frac{(S_1 - S_1)}{(S_X)}$$

Where n = the number of items in the instrument

S_1 = the variance of a single item

S_X = the variance of the whole instrument

Given n = 30

$$S_1 = 0.04$$

$$S_X = 0.05$$

$$\text{Therefore: } \frac{30}{30 - 1} \times \frac{0.04 - 0.0016}{0.05}$$

$$= \frac{30}{29} \times \frac{0.0884}{0.05}$$

$$= \underline{1.04 \times 0.77}$$

$$= 0.79$$

∴ Cronbach's coefficient Alpha = 0.79

Appendix D

Corrections During Validation Of Instrument

During the validation exercise,

1. In the background i.e. section A, the researcher was told to use only “status” and remove others.
2. The lectures condemned some questionnaires with the view that they are not relevant to the topic and replaced them with appropriate ones.
3. Some spellings and tenses were corrected too.
4. Insufficient numbers to any element of human relations were observed and advised to add sufficient numbers of questions.
5. Lastly, the questionnaires were constructed in a better way to obtain information from both principals and teachers.

Appendix E

Population of Principals and teachers in Anambra State Secondary Schools.

Education Zones	Total No. of Schools	Total No. of Principals	Total No. of Teachers
Aguata	47	47	822
Awka	61	61	1639
Nnewi	50	50	969
Ogidi	40	40	962
Onitsha	32	32	1355
Otuocha	26	26	486
Total	256	256	6,233

Source: Personnel Department of the PPSSC, Awka first term staff

Analysis 2015 – 2016 session.

Appendix F

Sample Description

Education Zones	Teacher's Sample
Aguata	198
Awka	394
Nnewi	233
Ogidi	232
Onitsha	326
Otuocha	117
Total	1500