Assessment of Principals' Implementation of Education Management Information Systems in Staff Personnel Management in Secondary Schools in South-East States of Nigeria

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Abstract:- The purpose of this study was to assess extent of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East of Nigeria. The study was guided by one research question and one null hypothesis. The descriptive survey research design was adopted. The population for the study was 1241 public secondary school principals in the area of the study. The sample of this study comprised 870 principals who were the respondents in the study. The instrument for data collection is a structured questionnaire designed by the researcher. The validity of the instrument was determined using three experts. The reliability of the instrument was established using cronbach alpha which yielded coefficient of 0.75 and was considered adequate for the study. The researcher and research assistants administered the instrument directly to the respondents. Mean scores and standard deviations were used to answer the research question while t- test was used to test the hypothesis at 0.05 level of significance. Findings of the study indicated that principals of secondary schools in South-East of Nigeria did not implement EMIS in staff personnel management to high extent and that male and female secondary school principals in the area did not differ significantly in their mean ratings on the extent they have implemented EMIS in staff personnel management. It was recommended among others that principals should implement EMIS in managing staff personnel issues in their schools.

Keywords: Principal; Education; Management; Information System; Staff Personnel; Secondary School.

I. INTRODUCTION

Social institutions such as the school, achieve their purpose through the efforts of people that constitute the staff (both teaching and non teaching) of a school. The personnel are the most potent weapons in the hands of the school manager in school setting in achieving individual goals and objectives. Personnel deals with the hiring and utilization of person intended to facilitate the realization of the objectives/aims of the school system. They carry out classroom activities as well as students' welfare services. Nwagbo (2013) defined personnel management as being essentially that part of public school administration concerned with the procurement and utilization of personnel as well as satisfaction of the workers.

Jaiyeoba (2014) stressed that the principal is effective when he is able to coordinate staff and develop "harmonious relationship with his staff, since achievement of goals of the school is a cooperative effort of the principal and staff. The teachers cooperate with the principal and participate in decision making, planning and management of school. It is necessary that the responsibilities assigned to staff must be challenging, interesting and motivating, overloading must be avoided as much as under utilization in school organization (Udeozor, 2014).

Emenike (2003) stressed that teachers will also benefit tremendously from adequate organisation, provision of working tools (instructional materials) and assignments of reasonable work load. It is the duty of the principal to know the type and number of staff (tutorial and Non-tutorial) needed for the various programmes of the school in order to achieve the stated goals/objectives. The principal therefore provides the statistics needed for the recruitment of new staff to the appropriate authorities (Ministry of Education) in charge of employment matters. The principal further places the recruited staff to appropriate needy areas where their services will be optionally used according to their area of specialization, job experience and qualification. The school manager translates policies into action and coordinates daily activities of the school programme. The new staff and other units also cooperate with the principal by being devoted to their duty and performing the overall goal of the school.

Furthermore, the principal has the responsibility of induction of new staff members. This is very important because it helps the new staff posted to the school to become acquainted with their new physical and social environment. In line with this, Jaiyeoba (2014), came up with the type of assistance needed by the new staff include; making the new staff members feel welcome, introducing a new staff member to all aspects of the school life, conducting a new

staff member round the school and introducing them to members of staff and students especially during assembly, arranging to take them round the locality and point out interesting and useful places and dignitaries. Also, preparing the service loads as he settles down, taking into account his qualifications, interests and desires.

The importance of orientation course for the new staff cannot be over emphasized. This is because it helps them to settle down easily and makes for speedy adjustment to their new jobs and environment. Udeozor (2014), opined that a well planned and effectively executed orientation course gives the new teachers necessary information on background of the organization, the structure, policies, philosophy, objective, new development, plans for the future, worker compensation, fringe benefits, promotion plans, safety, information and physical facilities available. This will help to allay his or her fears and generate some measure of security and satisfaction. Similarly, Ogunsaju (2008) affirmed, that it is through the principal's advice and guidance that the beginning teacher can learn to gain confidence in himself and develop interest in his new profession as a staff of that organization.

In addition, the principal also helps in developing and appraising the staff. This helps to equip staff with modern skills, knowledge and attitudes required on the job, for improving instruction. The principal imperatively has a challenging task of providing programmes that will help to improve both the collective performance of his staff and the personal performance of individual members. Apart from providing professional growth for the staff, the principal appraises the staff to ascertain and measure the achievement of goals and set standards. This helps the principal to detect areas of weakness that requires assistance and equally encourage those who have excelled in their job as part of school discipline.

Further, staff discipline as another important aspect of staff management is the bedrock of success without which the group goals cannot be achieved (Obi, 2004). The members of the staff are expected to abide by rules and regulations of the schools, respect the constituted authority, discharge their duties and responsibilities willingly and responsibly, help the students to develop their potentials, as well as relate cordially with the principal and other colleagues. Uzoechina (2014) pointed out that sometimes, the members of staff may exhibit indisciplinary behaviours ranging from lateness to school and lessons, absenteeism, truancy, laziness, fighting and quarrelling with colleagues, making defamatory statements about the school and the authority like embezzlement of funds.

It is the responsibility of the principal to maintain discipline in the school in order to make way for the achievement of the set goals and objectives. In order to achieve this, he himself must be disciplined, attending school regularly, exhibiting the qualities of a good leader, thus leading by example. The issues of staff recruitment, retention, turn over and staff retirements are other responsibilities of the private school principal under staff management (Babalola, 2014). He or she needed to adopt strategies that will attract his or her staff to remain and work for the school. Many schools often experience staff turnover or attrition that does not encourage consistency in schoolwork, (Udeozor, 2014) A common experience is that a run-away teacher leaves teaching profession because of poor working conditions, poor remuneration, lack of recognition, leadership styles of the principal etc (Ezepue, 2015). Some others however see teaching as a stepping-stone for better jobs. Therefore, the principal should be well armed to tackle situations like these as they arise, be it attrition or retirement. He or she should adopt motivational approach to ensure compliance to his commands and orders by making teachers participate in decision-making, assisting them to improve their teaching skills, being attentive to their material and social problems and by procuring for them sufficient working tools and facilities. This is because effective teaching required well-trained and motivated teachers in secondary schools (Edem, 2017).

Adesina and Ogunsaju (2014) buttressed this view when they stressed that the goals of secondary education have to do with self-realization, good human relationship, economic efficiency, and civil responsibility. The structure of the secondary school system makes the allocation of tasks at various levels and the assessments of such tasks easy by applying the concept of management by objectives. The task of personnel and general administration in the school is generally bestowed on the principal. The principal must make sure that all hands are on deck in delegating responsibilities from top to bottom. The federal ministry of education in Emenike (2004,p.204) listed some tasks and sub-units in staff management which a head teacher should be acquainted with as follows: staff selection; staff development, staff motivation; staff supervision and discipline; keeping staff meetings and managing staff conflicts.

The principals are supposed to put in their best as the leader in performing their functions. Emenike (2004) observed that the principals' personnel concept in the school determines the school climate, which in turn affects the organizational structure and the way in which human being are utilized. Emenike (2004,p.215) outlined some measures for effective personnel in schools VIZ: (i) Involving and reward of excellence (ii) Recognition and reward of excellence (iii) Assigning responsibility for specific functions to staff and ensuring adequate authority (iv) Establishment of effective channel of communication to avoid confusion, conflict and lack of progress (v) Procuring sufficient working tools and assigning reasonable working load to staff (vi) Assisting staff to improving their working skills, and being attentive to material and social problems (vii) Cultivation of good relationship between the tutorial and non-tutorial.

Since, leadership is an integral part of staff management and for principals to be successful in dealing with people and influencing their action, attitudes and behaviour, an effective management technique that fosters a supportive organisational culture should be applied. Ezeocha (1990) stated that measures for effective personnel exists,

as well as ineffective staff management in secondary schools which can result in some factors as general shortage of staff, poor leadership style and low level of participation there is no doubt that effective use of managerial practices leads to effective integration and coordination of organisational programmes. The constant emphasis on in-service training for teachers has improved interest on skills in staff development. The skills associated with this personnel management helps principals in effective school management and can also lead to non commitment to duty. Moreover, there is lack of commitment to duty which leads to low productivity in the product or output of our school system. This is as a result of lack of goal congruence and seriousness on the part of the teachers due to ineffective personnel. This situation seemed not to support the rapid changes taking place in education as a result of technology.

The fast changing environment of education brought about by rapid technological advancement has created a wide gap between what the school provides and what the society demands. In brief, the problems of access, equity, quality and relevance in education can be addressed using various approaches which require a decision support system. To enable the policy and decision- makers to determine the seriousness of these problems, the magnitude and extent of education services needed and the realistic amount of resources to deliver these services efficiently and effectively, they must have accurate, reliable and timely information on the state of education in the state and the country at large. The dearth of empirical data generated through a functional and carefully designed system has resulted in the need for an education management information system (EMIS).

According Anderson (2014), an EMIS is an organized group of information and documentation services that collects, stores processes analyzes and disseminates information for educational planning and management. It is a collection of component parts that include inputs processes outputs and feed backs that are integrated to achieve a specific objective. In the same view, Carlisle (2016) opined that it is a system for managing a large body of data and information that can be readily retrieved, processed, analyzed, and made available for use and dissemination. It is a tool that uses systems theory, together with developments in computerization, to create a comprehensive approach to the collection and use of vast quantities of information on the education and training system. As the potential users of data, managers are systematically provided with accurate and timely information so that decision-making, planning, project development and other management functions and operations can be carried out effectively (Mali, 2015). In stressing the importance of EMIS, United Republic of Tanzania (URT, 2011) observed that it is imperative that all educational managers and programme implementers be conscious and capable of performing or managing their information systems either manually or with computers. The latter is preferred considering the new knowledge and power of the information age.

The main purpose of an EMIS is to integrate information related to the management of educational activities, and to make it available in comprehensive yet succinct ways to a variety of users (UNESCO, 2010). These include teachers, principals, curriculum planners, inspectorate officials, financial controllers, planners, policy advisers and political leaders, as well as parents and students. In this way, the combined information resources of the EMIS are at the service of the entire community. According to UNESCO (2008), the specific purpose of EMIS is to integrate the various sources of educational management information into one coordinated system to serve the entire country.

According to UNESCO (2010), every country has some kind of functioning "EMIS" no matter how limited and rudimentary the data collected may be. In some poorer countries, the EMIS is highly manual. An annual statistical report may be the principal manifestation for general public consumption. In establishing an EMIS, existing administrative units and services - e.g., education statistics units, or those that manage teachers' salaries, financial accounts and other administrative information - would not be merged physically or organizationally (URT, 2011). Instead, efforts would be devoted to rationalize and strengthen existing structures and processes and to improve the coordination of information flows (Cole, 2013). All activities in the handling of educational management information especially in secondary schools are to be placed and coordinated within the same EMIS network. One of such activities is staff personnel management.

Staff personnel in secondary school system comprise all teaching and non- teaching staff. Members of staff need to be current in the subject matter and in new techniques of teaching. According to Murgor (2015), most of the ICT technical staff initial training was not in computers, but in other technical fields such as electronics, librarianship, or other education courses and later on switch over to managing computers, creating a continuity and credibility gap between professions. It is the principal's responsibility to establish a process that will ensure that every staff contributes maximally to the effectiveness of the school. EMIS help the principal in determining performances of teachers and success of the school (Telem & Buvitski, 2005).This can be achieved through a programme of staff development. The need to train and or develop members of staff in school emanated from the need to correct deficiencies or to keep them abreast with new development and emerging challenges that relate to their job performance. In the light of the above, principals' implementation of EMIS in staff personnel management in Nigeria and South-East states in particular needs to be investigated.

II. STATEMENT OF PROBLEM

The National Council on Education (NCE) in 2007 approved EMIS to support the effective management of the education system at the Federal, State, and Local Government levels to improve the performance of the education system as a whole and of students in particular. EMIS is also expected to provide the basis for monitoring the effectiveness and efficiency of the educational system at all levels.

For many years EMIS in Nigeria and South-East states in particular could not perform optimally. Data were either not available or unreliable and could therefore not form the basis for planning and decision making. The data management situation in South-East states secondary schools, at best, is chaotic as operators in the system have different sets of data for such indicators as enrolments, number of teachers and lots more.

In addition to the above, different agencies and international development partners collect and use different and discordant data on similar indicators. The result is that decision-making is not evidence based. Similarly, no reasonable planning could be done. Personal experience of the researcher showed that the States in particular suffered embarrassments because they could not transmit valid data on critical indicators such as school staff, students, instructional materials, curriculum and instruction to such world bodies as the World Bank, UNESCO and UNICEF. One wonders how EMIS is being implemented especially in staff personnel management.

Matters are not helped by the tendency for the state, local government authorities and schools from which the data originate to falsify or inflate data in anticipation of more federal funding or funds from international donors and this complicates the data management situation in the state and indeed lead to confusion and huge gaps in availability of data or the reliability of available data. Again, the implementation of EMIS by male and female principals in South-East states is not known. To clear the confusion and bridge the gap, this study determined EMIS implementation in staff personnel management in secondary schools in South-East states of Nigeria.

III. RESEARCH METHOD

Research Design: The descriptive survey research design was adopted for this study. According to Nwankwo (2013) a descriptive survey design is a research design in which data are collected from a population with a view of finding out the relative opinion, belief, attitude, and status of that population about a phenomenon. Again, Uzoagulu (2011) noted that a descriptive survey design is a design in which data are collected, organized, analyzed and then described as they exist (natural setting) without interfering with them. This design is deemed appropriate for this study because the researcher collected data from the respondents through a few representatives and analyzed them in order to determine extent principals implement education management

information system in staff personnel management in secondary schools in South-East States of Nigeria.

Area of the Study: The area of the study was South East States of Nigeria using all public or government-owned secondary schools in the States. The South East geopolitical zone of Nigeria comprises five states namely, Anambra, Enugu, Imo, Abia and Ebonyi States. These states have common geopolitical boundaries with each other and with other geopolitical zones. The zone is chosen for the study because of the high commitment of the people to provision of education in the area.

Population and Sample of the Study: The population for this study was made up of all the one thousand two hundred and forty one (1241) public secondary school principals in the area of the study. The sample of this study comprised 870 principals who were the respondents in the study. These principals represented seventy percent (70%) of the entire population of 1241. The choice of 70% is in line with Nwankwo (2013) who recommended 60% -80% sample for a population less than two thousand.

Instrument for Data Collection: A questionnaire developed by the researcher from literature, consultation with stakeholders in education and personal observation based on the research questions and hypotheses was used for data collection. The instrument is titled "Principals' Implementation of EMIS Questionnaire".

Validation of the Instrument: The face and content validity of the instrument were determined. To ascertain this, the researcher presented copies of the questionnaire together with the topic and purpose of the study, research questions and hypotheses to three experts for validation. Their comments and suggestions guided the construction of the instrument.

Reliability of the Instrument: The reliability of the instrument was determined by administering copies of the questionnaire on 20 principals of secondary schools in South-South zone of Nigeria. The scores obtained from the respondents were collated to determine the internal consistency of the instrument in each section. This was done using Cronbach alpha. The reliability coefficient of 0.75 was obtained for the instrument. In line with Nworgu (2015) who stated that if the co-efficient obtained in an instrument is up to 0.70 and above, the instrument should be considered good enough to be used for a study, the instrument was deemed reliable. The choice of Cronbach alpha is in line with Howith and Cranner (2011) who recommended Cronbach alpha as a proper statistical tool for determining the internal consistency of an instrument for a descriptive survey. Internal consistency was measured because the instrument is homogenous in nature.

Method of Data Collection: The researcher together with the help of research three assistants administered the instrument directly to the respondents in the five states that make up the South East of Nigeria. The research assistants

were instructed on how to distribute and collect copies of the questionnaire from the respondents.

Method of Data Analysis: Mean scores and standard deviations were used to answer the research question while t- test was used to test the hypothesis at 0.05 level of significance.

IV.   PRESENTATION OF RESULTS

Research Question1: What is the extent of principals' implementation of education management information system in staff personnel management in secondary schools in South-East States of Nigeria?

S/N	EMIS Implementation in Staff Personnel Management Issues	Mean	Sd.	Remarks
1	I use EMIS in ascertaining the number of academic staff in my school.	2.62	0.11	High Extent
2	I use EMIS in ascertaining the number of non-academic staff in my school.	2.51	0.10	High Extent
3	I use EMIS in planning the salary of the staff.	1.61	0.09	Low Extent
4	I use EMIS in identifying absentee members of staff.	2.32	0.11	Low Extent
5	I use EMIS in ascertaining and confirming the length of service of the every member of staff.	2.53	0.09	High Extent
6	I use EMIS in identifying regular attendee members of staff for the purpose of re-enforcement.	2.54	0.10	High Extent
7	I use EMIS for a daily record of the classroom activities of academic staff.	2.11	0.08	Low Extent
8	I use EMIS for a daily documentation of activities of non-academic staff.	2.09	0.12	Low Extent
	Mean of Means	**2.29**	**0.1**	**Low Extent**

Table 1:- Mean Ratings on Principals' Implementation of EMIS in Staff Personnel management in Secondary Schools in South-East of Nigeria.

Table 1 presents principals mean ratings on their implementation of education management information system in staff personnel management in secondary schools in South-East States of Nigeria. Item 1 has mean rating of 2.61 and sd of 0.11, item 2 has mean rating of 2.51 and 0.11 sd. Furthermore, item 5 has mean rating of 2.53 and sd of 0.09 while item 6 has 2.54 mean rating with sd of 0.10. All the mean ratings for these items 1; 2; 5 and 6 are above the cut-off mark of 2.50 and indicated that the principals implement EMIS in ascertaining the number of academic and non-academic staff in their schools. They also use EMIS in ascertaining and confirming the length of service of every number and staff are as well in identifying regular attendance numbers of staff for the purpose of reinforcement.

On the other hand, item 3 has mean ratings of 1.61 and sd of 0.09. Similarly, item 4 has mean ratings of 2. 32 and sd of 0.11 while item 7 has mean ratings of 2.11with sd. of 0.08 and item 8 has mean ratings of 2.09 with sd of 0.12. All the mean ratings for these items 3; 4; 7 and 8 are below the cut-off mark of 2.50 and indicated that the principals do not

implement EMIS in planning staff salary, in identifying absentee member of staff for daily records of the classroom activities of academic staff and for daily documentation of activities of non-academic staff.

The standard deviation scores of the principles ranged between 0.08 and 0.12 with an overall mean of 0.1. This shows that the scores cluster around their mean and indicated that the principals did not vary significantly in their ratings. Again, the mean of means for the items is 2.29. This falls below the cut-off mark of 2.50 and indicated that the principals did not implement EMIS to high extent in staff personnel management in secondary schools in South-East States of Nigeria.

Testing of Null Hypothesis
H0₁: Male and female principals of secondary schools do not differ significantly in their mean ratings on the extent of their implementation of education management information system in staff personnel management in secondary schools in South-East States of Nigeria.

Group	Sample Size	$\bar{X}$	SD.	df.	t-Cal.	t-Crit.	Decision
Male	400	3.16	0.10				
				868	-0.29	±1.9650	Not Significant (NS)
Female	470	2.85	0.11				

Table 2:- t-test of Principals' Implementation of EMIS in Staff Personnel management issues in Secondary Schools in South-East of Nigeria.

The result as shown in Table 2 revealed that, the t-test calculated is -0.29, while the t-test critical table value is ±1.9650. Thus the t-calculated is less than the critical observed table value which is ±1.9650 and falls within the acceptable region. The null hypothesis (H₀) of no significant difference in the mean ratings is thus accepted indicating

that there is no significant difference in their mean ratings on the extent they implement education management information system in staff personnel management in secondary schools in South-East States of Nigeria.

V.   DISCUSSION OF FINDINGS

The first finding of this study was that principals of secondary schools in *South-East of Nigeria* did not implement EMIS to high extent in staff personnel management. Further finding indicated that male and female secondary school principals did not differ significantly in their mean ratings on the extent they have implemented EMIS in staff personnel management.

EMIS is a good innovation in the Nigerian education system. The fact that the principals do not implement it in staff personnel issues in their school points to the fact that most of the principals may not have really understood what EMIS is all about even though it has lasted over eleven years. In the same manner, they did not differ significantly in their mean vetting probably because all of them pass through the same experience, gender notwithstanding.

The findings of this study are supported by Joseph (2011) who found what principals did not implement EMIS to any extent in the management of staff in their schools. Again, Luenan (2012) found that location of school did not a significantly affect principals implementation of EMIS in their school. Given the requirements for the establishment of EMIS, one could have thought that principals in urban and rural areas could have differed in their mean ratings but the finding was on the contrary. This could be attributed to probable low knowledge of EMIS among the respondents.

VI.   CONCLUSION

The conclusion of this study is that principals in public secondary schools in South-East of Nigeria did not implement EMIS to high extent in managing staff personnel issues. Furthermore, they did not differ in their mean ratings on the extent they implement EMIS in the staff personnel issues.

RECOMMENDATIONS

Based on the results of the study and discussion that followed, the following recommendations are made:
1. Principals should utilize EMIS in managing staff personnel issues in their schools.
2. Principals should explore alternative means of acquiring the knowledge and skills of EMIS such as the internet to enable them implement the policy rather than waiting for the government to train them on EMIS implementation.
3. The educational policy makers who introduced EMIS into the Nigerian educational system should properly educate principals through seminars or workshops on the implementation of the policy

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