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CAPACITY BUILDING NEEDS OF SCHOOL PRINCIPALS FOR THE EFFECTIVE STUDENTS' PERSONNEL SERVICES IN SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA

*Uwakwe, Iro Stephen

Dept of Education Foundation, University of Nigeria, Nsukka

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ABSTRACT

This study is Capacity Building Needs of school principals for effective student personnel services in secondary schools in South East Nigeria. To achieve this purpose, three specific objectives and three corresponding research questions as well as two null hypotheses were formulated and tested at 0.05 level of significance guided this study. The design of the study was descriptive survey research design. The population of the study comprised all the principals and teachers in public secondary schools in five states of Abia, Anambra, Ebonyi, Enugu and Imo states in South-east geopolitical zone. The sample of the study was 1239, made up of 162 principals and 1077 teachers drawn from three states of Anambra, Eboni and Enugu states using proportionate simple random sampling techniques. The research instrument used to collect data for the study was questionnaire (Principals capacity building needs Questionnaire). Five experts, two from the department of education foundations, two from the department of arts education and one from measurement and evaluation, all from the faculty of education, university of Nigeria, Nsukka validated the instrument. Crombach Alpha method was used to compute the reliability coefficient of the PCBNQ. Mean and standard deviation were used to analyze the data collected for the study. Mean was used to answer research question one and two. Need Gap Index was used to answer research questions 3 while t-test was used to test the two null hypotheses at 0.05 level of significance. Major findings of the study were that school principals require capacities for effective student personnel and school principals perform poorly in all the capacities in student personnel management. The study also determined the capacity building needs of School principals for effective student management. Based on the findings, several recommendation were made: Government should organize and fund capacity building programmes for the retraining of school principals to upgrade the capacity to effectively perform their student personnel services and sponsor school principals to attend compulsorily capacity building programmes, like workshops, seminars, symposia to acquire the required capacities for effective personnel management. Principals of secondary schools should utilize the findings of the study to seek for avenues to improve themselves through collaboration and other capacity building training strategies to enable them perform better in their responsibilities.

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INTRODUCTION

Education in all countries of the world is seen as the corner stone of development. It forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development (Adeyemi, 2012).

However, in most cases, the societal expectations in terms of the achievement of these goals are hardly met and part of the explanation is linked to the absence of adequate student personnel services and academic environment of most secondary schools in Nigeria is not conducive to prepare students for effective teaching and learning. The absence of effective personnel services creates situations that constitute

bottle necks to the achievement of goals and objectives of secondary school education. To achieve this objective, adequate provision of certain services to students should be made for effective teaching and learning to take place. Among these are effective student personnel services. Student personnel services according to Oboegbulem (2007) refers to all the activities and services that are rendered to students by the school and its staff, outside the normal classroom instructions for the achievement of the educational objectives. Specifically student personnel services seek to provide orientation for students to facilitate adjustment to campus life, perform individual inventory and testing to aid towards self-knowledge and self realization, perform individual and group counselling, provide placement and follow-up services, provide adequate assistance to students on finance, health, food, and housing, provide variety of co-curricular activities, approve and monitor activities of recognized student organizations, implement students code of conduct and recommend the appropriate disciplinary action to the proper school authorities (Francis, 2002). It is aimed at the satisfaction of learners' needs in the areas of provision of admission, registration, orientation, hostel accommodation, health services, orientation and other services to cater for the welfare and well being of students. Student personnel services in this context, refers to all the non-academic services rendered to the students at the schools setting outside the formal classroom instruction, for the purpose of healthy, physical, emotional, social and moral development as part of their preparation for a responsible and productive adult life.

Unfortunately, many scholars have observed that principals were unable to effectively perform their student personnel responsibilities creditably. This is evident from the views of Barbara (2011) who stated that the provision of welfare services in secondary schools is inadequate and seemed to be responsible for learners' low level of satisfaction and performance, incessant students' unrest and other acts of indiscipline and poor motivation to learning. Ejionueme (2010) noted that student personnel services rendered to students by school principals appear not only inadequate, but appear neglected and ineffective. He stated that hostel accommodations are deplorable and uncondusive and this affects the students' academic performance and their all-round development. Anolue (2012), in a survey of the factors that influence student crises in higher institutions of learning in Nigeria, identified lack of regular water supply, poor accommodation facilities, poor classroom facilities, inadequate medicare, poor literacy facilities forced students to protest against their authorities. Secondary schools in Nigeria, like any other institution, face the challenge not only to survive, but also to achieve the objectives for which they were established. From the views of the authors cited above, the current situation of student personnel services rendered to students in secondary schools in the south east Nigeria is grossly inadequate and requires urgent attention. It is the belief of the researcher that the school principal's role is very crucial in the provision and management of students' personnel services rendered to students and the achievement the goals and objectives of the school. According to the National Policy on Education (2013), the secondary school principal is the administrative head of secondary school, charged with the responsibility of running the day-to-day activities of the school and is responsible for all that go on in the school. Shama and Sandana (2008) stated that they take decisions daily that affect the lives of students and the personnel they manage.

School principal defines where the school wants to be in the future and how to get there (Parker, 2011), sets goal and the methods needed to attain it which then serves as the planning framework for the school (Gardiner, 2011). He/she also provides staff and students with a sense of purpose and direction, outlines the kinds of tasks they will be performing, and explains how the activities relate to the overall goals of the school (Oosterlynck, 2011). According to Lumenburg (2010), the principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities. The school principal, as student personnel services manager, specifically provides orientation for fresh students to facilitate their adjustment to college life; performs individual and group counselling; provides assistance to students on finance, food and housing; provide variety of co-curricular activities and classification of students. The importance attached to student personnel services requires that they should not only be adequately provided, but should also be well managed.

Management of student personnel services refers to the provisions, supervision, maintenance and replacement of the facilities and services when required. Principals cannot do all of the work in schools alone. His/her role is getting things done by working with all school stakeholders (Hord and Sommers, 2008) and influences the behavior of other people in a certain direction. To influence others, the principal needs capacity in leadership, motivation, communication, and group dynamics. Leading means communicating goals to staff members, and infusing them with the desire to perform at a high level (English, 2008). Capacity according to Fullan (2005) is the knowledge, skills, and abilities, which the principal uses to effectively performs his/her job. Fullan further added that it is established habit of doing things, which includes personal attributes, for example: motives, commitment and values, relevant knowledge and skills to accomplish a task or goal in an effective and professional manner. It involves the ability to achieve practical result. According to Young and King (2002), capacity is the ability of individuals, groups, institutions and organizations to identify and solve problems in a sustainable manner. It plays significant role in policy implementation and enables the holder effectively performs key functions in an expert manner (Lee, 2008). Capacity in this study is the ability of the school principal to perform his/her student personnel management tasks to the expected level to achieve the school recreational objectives. Ordinarily, the school principal is expected to perform to the expected level if given the required capacities through capacity building.

Capacity building is one of the ways of equipping school principals with the capacities required for effective student personnel services job performance creditably. According to Mestry and Grobler (2004), capacity building is the process of equipping individuals with the understanding, skills and access to information, knowledge and training to increase their abilities to (a) perform core functions, solve problems, define and achieve objectives and (b) understand and deal with their job performance needs and in a sustainable manner. Lambert (2003) stated that it focuses on efforts geared towards improving the level of knowledge, skills and attitudes possessed by individuals for proficiency in a given task or job. Capacity building, according to King and Newman (2001) is the process of developing human capacities (knowledge, skills, attitudes, potentials and practice –KSAPP) through different

methods (training, management development, organization development, career planning and development among others) and time bound organized learning experiences, to improve the productivity of the people in order to achieve organizational goals more effectively and efficiently. In the context of this study, capacity building refers to efforts (strategies and methodologies) taken towards improving the level of knowledge, skills and attitudes possessed by the school principals for proficiency in their student personnel responsibilities aimed at enhancing his/her capabilities to effectively handle responsibilities as the man/woman in charge of all that happens in the school. The effective provision of student personnel services requires that the capacities of school principals in student personnel management must be constantly improved through access to capacity building opportunities. According to Stern (2004), capacity building will equip principals with capacities in student personnel management to identify and address students' welfare needs. It is the opinion of this researcher that principals need capacity to provide to students effective guidance and counselling services, management recreational facilities, classifications of students, adequate accommodation, among others to make students relax and prepare for teaching and learning in schools. It is in realization of the symbiotic role of the curricular and co-curricular services in the realization of educational objectives in secondary schools that the Federal Republic of Nigeria (2013) prescribes mandatory student personnel services that school principals must make available to students that should go along with the curricular offerings. They include admission exercises, orientation, accommodation, medical services, library services, student academic records, guidance and counselling, financial aid, municipal services, security services, co-curricular activities. Also, included are adequate classroom blocks, information materials, sports facilities, maintenance of roads and teaching facilities. Experts have observed that the provision of the minimum student personnel services are varied in many schools and never met.

According to Garriga (2009), capacity building is much more than organizing seminars and workshops, but an active process beginning with the assessment of individual needs. According to Dreesch (2002), the first step in capacity building approach is the determination of the capacities required to perform an assigned tasks to the expected level. The required capacities once determined will form the curricula for capacity building programme. Dreesch further stated that comparison of the required capacities with current capacities leads directly to the determination of the capacity building needs. This study adopted Dreesch view and the determination of the capacity building needs and the need gap analysis of the school principals in student personnel management in secondary schools in South East Nigeria was carried out. Need in the view of Chuta (1992) is what one requires in order to meet a target standard of performance. It is a requirement deemed necessary for effective performance in a profession. In the context of this study, need is the capacity required by school principals to meet a target standard of performance in student personnel management. The need gap information can be obtained through assessment. Assessment according Okoro (2000) is a process of estimating the effectiveness of a programme. The data obtained will reveal the capacity building needs of school principals. The process of determining the capacity building needs is "Need Gap analysis" (NGA). Need gap is the difference between the expected performance and current

performance or the required expected capacity and the current capacity of school principals in student personnel management. Need gap in the view of the researcher is what school principal requires in order to meet a target standard of performance from the current state of performance. The need gap is the capacity building needs of school principals required to meet a target standard of performance in student personnel management in the study area. The need gap and capacity deficiencies indicate that the capacity building needs of school principals differ hence the need for this study. A number of scholars have attributed these differences and variations in capacity building needs gap to a number of factors such as work environment, the nature of the job of the school principals, among others. Hall and Hord (2006) supporting this view and opined that capacity building programme for school principals in developing countries should be compatible with the particular needs of their respective principals in various countries, and that empirical work is required to assess these needs. This appears to be a neglected area because of prevalence of school principals' capacity deficiency issues in secondary schools in the study area. The capacity building needs of school principals for the effective student personnel services management, to the best of the researcher's knowledge has not been determined. It is necessary therefore to determine the capacity building needs of school principals in student personnel management in secondary schools in South East Nigeria.

Statement of the Problem

In the opinion of the researcher, there is a serious need gap in the capacity of school principals in student personnel management for effective implementation of the UBE programme in South East Nigeria. Statistics from available JSSCE and WAEC results and research findings show that students have been performing poorly in these external examinations and the objectives of secondary education are far from been achieved. This unfortunate development has been a great concern amongst parents and the public who usually put the blame of poor performance and increasing incidence of students' drop out, indiscipline and bad behaviours on poor and inadequate services rendered to students by the school principals. The academic climate and culture of most of our schools is not conducive for effective teaching and learning. There are incidences of lateness, absenteeism and general lack of direction in student personnel services' tasks performance in secondary school in South East Nigeria. These problems result to poor academic climate and culture not conducive for effective teaching and learning and continued poor performance of students in certification examinations, poor learning outcomes and products quality.

Research efforts have shown that the problem was caused by poor training and appointment of principal into Nigeria secondary schools. It is obvious that principals who were appointed to manage the schools are incompetent and lacked the required capacities to effectively cope with the myriads of students' personnel management roles, challenges and problems facing Nigerian secondary schools. They, therefore, require additional training to perform the expected student personnel services tasks. It is not clear if government agencies have developed and made available the required capacities necessary to render effective student personnel services to students and guide student personnel management in schools..

The absence of the performance guide could result to schools not aware of the core capacities required to effectively perform their student personnel services creditably and in a professional manner. schools. The determination of the capacity building needs of secondary school principals for effective student personnel services in secondary schools in South Eastern states of Nigeria is the problem this research solved.

Purpose of the Study

The study determined the capacity building needs of school principal for effective student personnel management in secondary schools in South Eastern States of Nigeria. Specifically, the study sought to achieve the following objectives:

- Determined the capacities required by school principals for effective student personnel management.
- Determined the performance of school principals in student personnel management in secondary schools in South East, Nigeria
- Determined the capacity building needs of school principals for effective student personnel management in secondary schools in South-East Nigeria

Significance of Study

On the practical significance, the findings of the study will be of great benefit to the following group of persons: educational planners, State Universal Basic Education Board (SUBEB) officials, school principals, teachers and students of basic schools, and society, at large.

Research Questions

The research questions formulated to guide the study were as follows:

- What are the capacities required by school principals for effective student personnel management?
- What are the performances of school principals in student personnel management in secondary schools in South East, Nigeria?
- What are the capacity building needs of school principals for effective student personnel management in secondary schools in South-East Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

Ho1: There is no significant difference in the mean ratings of principals and teachers on the capacities required by school principals for effective student personnel management

Ho2: There is no significant difference in the mean ratings of principals and teachers on the performance of school principals in the capacities required for effective student personnel management.

RESEARCH METHOD

Design of the Study

This study made use of descriptive survey research design. Descriptive survey research design, according to Nworgu 2006

is one in which a group of people or item is studied by collecting and analysing data from only a few people or items considered to be representative of the entire group. The design is appropriate for this study since it used questionnaire for collecting data from the respondents to determine the capacity-building needs of school principals for effective student personnel services in secondary schools in South Eastern states of Nigeria.

Area of the Study

This study was carried out in South East, Nigeria (Abia, Anambra, Ebonyi, Enugu and Imo states). These states are mainly Igbo speaking areas of Nigeria. The major occupation of people from these states are trading and farming. The people are industrious and love education. The choice of this zone was noticeable indicators of ineffective student personnel duties by school principals in secondary schools manifesting in indiscipline among students, poor performance in internal and external examinations, poor product quality of secondary schools, decrease in male enrolment and increase in school dropout rates.

Population of the Study

The population of the study comprised all the principals and teachers in public secondary schools in South East, Nigeria. Based on 2014 statistical data of the Federal Ministry Education, the population was 11, 028 consisting of 1497 principals and 9531 teachers in the South East geopolitical zone. The distribution of principals in the states is stated as follows Abia-231, Anambra-339, Ebonyi-186, Enugu-285 and Imo-456 making a total of 1497 principals while that of teachers is Abia-1638, Anambra-2950, Ebonyi-707, Enugu-1724, and Imo-2512 making a total of 9531 (Federal Ministry of Education Statistics Unit, 2010-2014). The secondary school principals are included in the population of the study because they can tell better the capacities they require for effective student personnel services. The inclusion of teachers in the population of the study was appropriate because they are category of staff that works directly with the principals in rendering effective student personnel services.

Sample and Sampling Technique

The sample of the study was 162 principals and 1076 teachers drawn from the three states of South-East Nigeria. Multi stage, proportionate and random sampling technique was used to select the sample for the study. In the first stage, three states were purposively sampled in the South-east, Nigeria. The next stage was using proportionate sampling technique (20%) to obtain the sample size of 162 principals and 1076 teachers from the three states of Anambra, Ebonyi and Enugu. Third stage purposive sampling technique was used to select three education zones from each of the sampled three states of Anambra, Ebonyi and Enugu states namely Aguata, Awka, Onitsha for Anambra State; Abakiliki, Afikpo, Onueke for Ebonyi State; and Enugu, Nsukka and Obollo afor education zones for Enugu State respectively. Finally simple random sampling technique was used to select sampled schools.. The 162 principals and 1076 teachers making a total of 1238 respondents were chosen. The percentage is considered adequate because Mkpa (1997) advocated that when the study population runs into several thousands, a sample of 5 to 30 percent is ideal. 20% is within the range of the author's

suggestion and 20% is what the researcher could manage conveniently.

Instrument for Data Collection

The instrument for data collection was researcher-developed instrument titled "Principals' Capacity Building Needs Assessment Questionnaire" (PCNAQ) was divided into two parts. Part 1 collected information on the personal data of the respondents while Part 2 contains clusters structured according to the research questions. Part 2 collected information to answer the research questions and it has two response categories of required and performance. The required category has four response rating scale options as follows: Highly Required (HR) = 4points, Averagely Required (AR) = 3points, Slightly Required (SR) = 2points and Not Required (NR) = 1point. While the performance category has also four response rating scale options as follows: High Performance (HP) = 4points, Average Performance (AP) = 3points, Low Performance (LP) = 2points and No Performance (NP) = 1point.

Validation of the Instrument

The questionnaire was face validated by five research experts. Their criticisms, suggestions and modifications were incorporated into the relevant items that gave the instrument its final structure and content.

Reliability of the Instrument

Cronback alpha formula was used to compute the reliability of the instrument. The use of Cronbach Alpha method was by the fact that the items were polychotomous. The data used for computing the reliability indices obtained from the questionnaire instrument administered on a random sample of thirty (30) principals and fifty (50) teachers drawn from selected public secondary schools from Edo state. Edo state is outside the area of the study. It was used in this study to help establish reliability for the instruments. The internal consistency, reliability coefficient obtained for Category A = 0.89 and Category B = 0.82: The high reliability index of 0.89 indicated that the instrument was reliable.

Method of Data Analysis

Descriptive and inferential statistics were used to analyse the data collected for the study. Mean and capacity building needs index were used to answer the research questions and t-test was used to test the null hypotheses at 0.05, level of significance. The Need Gap analysis was utilized as follows: The Mean, that is, \bar{X}_r for the required was calculated for each item in the required category, then the mean, \bar{X}_p was also calculated for each item in the performance category. The difference between \bar{X}_r and \bar{X}_p was calculated to obtain the Need Gap value; that is $\bar{X}_r - \bar{X}_p = NG$. The difference, NG, will give a value that indicates whether capacity building is needed or not.

RESULTS

The findings were presented based on the research questions and hypotheses.

Research Question 1

What are the capacities required by school principals for effective student personnel management?

The data for answering research question one were presented in table 1 below.

Table 1 above presents the mean responses of principals and teachers on the capacities required by school principals for effective student personnel management. Principals rated items 1 – 16 with mean score ranging from 3.26 to 3.80 which falls within the response categories of averagely required and highly required. Teachers rated the same items with mean scores ranging from of 3.22 to 3.78 which also falls within the response categories of averagely required and highly required. The highlight shows that principals rated items 1, 12 and 15 averagely reired and rated itms 2 to 11, 13, 14 and item 16 highly required. Teachers rated items 1, 9, 11, 12 and 15 and rated items 2 to 8, 10, 13 and 16 averagely required and highly required respectively. Based on the responses of principals and teachers, the respondents agree that the 16 items required for effective student personnel management.. This is because their mean values range from 3.22 to 3.80 which were above the real limit of 2.50.

The 16 capacity items for principals and teachers had their standard deviation range from 0.33 to 0.86. This indicated that the respondents were homogenous, not far from the mean and from one another in their responses. This added values to the reliability of the means.

RESEARCH QUESTION 2

What is the current capacity of school principals in the capacities required for effective student personnel management.?

The data for answering research question two were presented in table 2 below.

The data presented in table 2 above show the responses of principals and teachers on the current capacities of school principals in the required capacities for effective student personnel management. Principals rated items 1 – 16 with mean score ranging from 1.78 to 3.10 which fall within the response categories of slight capacity (SC) and average capacity (AC) respectively. Teachers rated the same items with mean scores ranging from of 1.70 to 3.06 which also falls within the same response categories of slight capacity and average capacity respectively. The highlight shows that the mean ratings of principals and teachers indicate that school principals have average capacity on four capacity items of 8, 9, 11 and 12 out of the 16 capacity items required for effective student personnel management. Also both respondents also agree that school principals have slight capacity on twelve capacity items: 1 to 7, 10 and 13 to 16 capacity items with means ranged from 1.70 to 2.44, which were below the real limit of 2.50. This indicated that school principals and teachers are homogenous in their responses that school principals have slight capacity in the capacities required for effective student personnel management. The sixteen capacity items had their standard deviation range from 0.34 to 0.93.

Table 1. Mean Ratings of the Scores of Principals and Teachers on the School Management Capacities Required by School Principals for Effective Student Personnel Management in secondary schools in South East Nigeria

N = 1228 (162 principals and 1066 teachers).
 Principals Teachers
 Cluster A: capacity item statement
 N = 162 N = 1066

S/N	Required Capacities in student personnel management	\bar{X}_p	SD	Decision	\bar{X}_t	SD	Decision
1	Allocation of hostel accommodation to students	3.26	.86	AR	3.22	.86	AR
2	Registration of students	3.76	.50	HR	3.72	.63	HR
3	Communicating effectively with student.	3.80	.54	HR	3.76	.52	HR
4	organizesOrientation of new students.	3.66	.74	HR	3.62	.78	HR
5	Offering counseling services to students	3.74	.60	HR	3.72	.63	HR
6	keeping of records and filling of students personal data	3.80	.54	HR	3.76	.52	HR
7	Always available for consultation with student	3.72	.63	HR	3.66	.74	HR
8	Defusing tense situations and negotiates a solution with students	3.70	.64	HR	3.66	.74	HR
9	Plan extra curricular activities for students	3.50	.77	HR	3.42	.78	AR
10	Sanctions students who are always involved in indiscipline behaviours	3.70	.64	HR	3.66	.74	HR
11	Communicates school rules and regulations to students as needed	3.50	.77	HR	3.46	.76	AR
12	Encourages proper dressing habit in the school	3.34	.81	AR	3.30	.82	AR
13	Modeling behaviours he expects from others	3.74	.62	HR	3.78	.57	HR
14	Rewards and gives incentives to the best behaved student at the end of every term	3.70	.64	HR	3.66	.74	HR
15	Supervise students to ensure discipline and general good behaviour.	3.44	.68	AR	3.40	.60	AR
16	Monitor students manner of dressing, talking and relating.	3.80	.36	HR	3.76	.52	HR

key:
 \bar{X}_p = Mean responses of school principals, \bar{X}_t = Mean responses of teachers,
 \bar{X}_T = Mean responses of both principals and teachers, SD = standard deviation
 Decision: HR = Highly Required, AR = Averagely Required

Table 2. Mean Ratings of the Scores of Principals and Teachers on the current capacity of School Principals in the Capacities Required for Student Personnel management.

Principals Teachers
 Cluster A. item statement N = 162 N = 1066

S/N	Capacity in instructional leadership management	\bar{X}_p	SD	Decision	\bar{X}_t	SD	Decision
1	Allocation of hostel accommodation to students	2.21	.86	SC	2.19	.78	SC
2	Registration of students	2.42	.68	SC	2.38	.64	SC
3	Communicating effectively with student.	2.00	.80	SC	1.96	.78	SC
4	Orientation of new students.	2.26	.83	SC	2.22	.86	SC
5	Offering counseling services to students	1.90	.79	SC	1.86	.68	SC
6	keeping of records and filling of students personal data	1.78	.86	SC	1.70	.68	SC
7	Always available for consultation with student	2.44	.69	SC	2.40	.63	SC
8	Defusing tense situations and negotiates a solution with students	2.48	.57	AC	2.44	.69	AC
9	Plan extra curricular activities for students	3.00	.56	AC	2.96	.52	AC
10	Sanctions students who are always involved in indiscipline behaviours	1.90	.70	SC	1.86	.68	SC
11	Communicates school rules and regulations to students as needed	2.26	.83	AC	2.22	.86	AC
12	Encourages proper dressing habit in the school	3.10	.34	AC	3.06	.36	AC
13	Modelling behaviours he expects from others	2.00	.80	SP	1.96	.78	SP
14	Rewards and gives incentives to the best behaved student at the end of every term	2.28	.93	SP	2.22	.59	SP
15	Supervise students to ensure discipline and general good behaviour.	2.48	.57	SP	2.44	.69	SP
16	Monitor students manner of dressing, talking and relating.	1.78	.86	SP	1.70	.64	SP

This indicated that the respondents were homogenous, not far from the mean and from one another in their responses on the current capacity of school principals in the capacities required for effective student personnel management. This added values to the reliability of the means. .

Research Question 3

What are the capacity building needs of secondary school principals in the capacities required for effective student personnel management?

The data for answering research question three were presented in table 3.

The data in the table 3 show that the need gap values of school principals in student personnel management (16 capacity items) ranged from 0.20 to 2.02 and were all positive. This indicated that school principals need capacity building in the 16 capacity items required for effective student personnel management in secondary schools in South East, Nigeria.

Ho1: There is no significant difference in the mean ratings scores of principals and teachers on the capacities required by school principals in student personnel management for the effective implementation of the UBE programme. The data for testing hypothesis one are presented in table 4.

Table 3: Need Gap Analysis of the Mean Ratings of the Responses of the School Principals and Teachers on the Capacity Buildings Needs of School Principals in Student Personnel Management

N = 1228 (162 principals and 1066 teachers). Need Gap Value = $\bar{X}_r - \bar{X}_p$

S/N	Capacity in student personnel management	\bar{X}_r	\bar{X}_p	$\bar{X}_r - \bar{X}_p$	Remark
1	Allocation of hostel accommodation to students	3.24	2.20	1.04	CBN
2	Registration of students	3.74	2.42	1.32	CBN
3	Communicating effectively with student.	3.7	1.98	1.80	CBN
4	Orientation of new students.	3.64	2.24	1.40	CBN
5	Offering counseling services to students	3.76	1.86	1.90	CBN
6	keeping of records and filling of students personal data	3.78	1.76	2.02	CBN
7	Always available for consultation with student	3.56	2.42	1.14	CBN
8	Defusing tense situations and negotiates a solution with students	3.68	2.48	0.66	CBN
9	Plan extra-curricular activities for students	3.46	3.02	0.44	CBN
10	Sanctions students who are always involved in indiscipline behaviours	3.68	1.86	1.82	CBN
11	Communicates school rules and regulations to students as needed	3.48	2.26	1.22	CBN
12	Encourages proper dressing habit in the school	3.32	3.12	0.20	CBN
13	Models behaviour he/she expects from others	3.76	1.98	1.78	CBN
14	Rewards and gives incentives to the best behaved student at the end of every	3.68	2.28	1.40	CBN
15	term				
16	Supervise students to ensure discipline and general good behaviour	3.44	2.08	1.36	CBN
	Monitor students manner of dressing, talking and relating.	3.58	1.98	1.60	CBN

Table 4: The t-test Analysis of the Mean Ratings of Principals and Teachers on the Capacities Required by school principals for effective student personnel management in Secondary Schools in South East, Nigeria

N = 1228 (162 principals and 1066 teachers).

Cluster C item statement

S/N	Required Capacities in student personnel management	$G \bar{X}$	SD	Group	N	\bar{X}	SD	t-cal t- tab	Dec	
1	Allocation of hostel accommodation to students	3.22	.77	Principal	162	3.26	.86	0.259	1.96	NS
				Teachers	1066	3.22	.76			
2	Registration of students	3.74	.60	Principal	162	3.76	.50	0.575	1.96	NS
				Teachers	1066	3.72	.63			
3	Communicates effectively with student.	3.76	.35	Principal	162	3.80	.54	0.498	1.96	NS
				Teachers	1066	3.76	.50			
4	Organizes orientation for new students.	3.64	.46	Principal	162	3.66	.74	0.520	1.96	NS
				Teachers	1066	3.62	.77			
5	Offers counselling services to students	3.76	.54	Principal	162	3.74	.60	1.15	1.96	NS
				Teachers	1066	3.72	.63			
6	keeps records of students personal data	3.78	.36	Principal	162	3.80	.54	1.04	1.96	NS
				Teachers	1066	3.76	.50			
7	Always available for consultation with student	3.56	.46	Principal	162	3.72	.63	0.572	1.96	NS
				Teachers	1066	3.66	.74			
8	Defuse tense situations and negotiates a solution with students	3.68	.63	Principal	162	3.70	.64	0.620	1.96	NS
				Teachers	1066	3.66	.74			
9	Plan extra curricular activities for students	3.46	.59	Principal	162	3.50	.77	0.615	1.96	NS
				Teachers	1066	3.42	.78			
10	Sanctions students who are always involved in indiscipline behaviours	3.68	.77	Principal	162	3.70	.64	1.15	1.96	NS
				Teachers	1066	3.66	.74			
11	Communicates school rules and regulations to students as needed	3.48	.89	Principal	162	3.50	.77	0.806	1.96	NS
				Teachers	1066	3.46	.78			
12	Encourages proper dressing habit in the school	3.32	.72	Principal	162	3.34	.82	0.498	1.96	NS
				Teachers	1066	3.30	.83			
13	Modeling behaviours he expects from others	3.76	.60	Principal	162	3.74	.60	0.520	1.96	NS
				Teachers	1066	3.78	.54			
14	Rewards and gives incentives to the best behaved student at the end of every term	3.68	.54	Principal	162	3.70	.64	0.504	1.96	NS
				Teachers	1066	3.66	.74			
15	Supervise students to ensure discipline and general good behaviour	3.44		Principal	162	3.46	.77	0.611	1.96	NS
				Teachers	1066	3.42	.78			
16	Monitor students manner of dressing, talking and relating.	3.62	.73	Principal	162	3.62	.64	1.24	1.96	NS
			.76	Teachers	1066	3.54	.82			

Table 4 shows that all the items had their mean ranging from 3.22 to 3.78 which falls within the response categories of Averagely Required and Highly Required. The data show that the responses of school principals indicate that all the items except items 12 and 15 are capacities highly required for the effective student personnel services while items 12 and 15 are capacities averagely required for effective student personnel management.

The data also revealed that teachers also indicated that items 2 to 8, 10, 13, 14 and 16 are capacities highly required for the effective student personnel services and that items 1, 9, 11, 12 and 15 are capacities averagely required for effective student personnel management. The standard deviation for the items ranges from 0.50 to 0.86. This implies that the school principals and teachers are homogenous in their

Table 5: The t-test Analysis of the Mean Ratings of Principals and Teachers on the Current Capacities/Performance of School Principals in the Required Capacities for effective Student Personnel Management in Secondary Schools in South East, Nigeria

S/N	Required Capacities in student personnel management	G \bar{X}	SD	Group	N	\bar{X} SD	t-cal	t- tab	Dec
1	Allocation of hostel accommodation to students	2.24	.77	Principal	162	2.21 .86	.259	1.96	NS
				Teachers	1066	2.19 .76			
2	Registration of students	1.98	.60	Principal	162	2.42 .68	.575	1.96	NS
				Teachers	1066	2.38 .64			
3	Communicating effectively with student.	2.24	.35	Principal	162	2.00 .80	.498	1.96	NS
				Teachers	1066	1.96 .78			
4	Orientation of new students.	1.86	.46	Principal	162	2.26 .83	.520	1.96	NS
				Teachers	1066	2.22 .86			
5	Offering counseling services to students	1.76	.54	Principal	162	1.90 .79	1.15	1.96	NS
				Teachers	1066	1.86 .68			
6	keeping of records and filling of students personal data	2.42	.36	Principal	162	1.78 .86	1.04	1.96	NS
				Teachers	1066	1.70 .68			
7	Always available for consultation with student	2.48	.46	Principal	162	2.44 .69	.572	1.96	NS
				Teachers	1066	2.40 .63			
8	Defusing tense situations and negotiates a solution with students	3.02	.63	Principal	162	2.48 .57	.620	1.96	NS
				Teachers	1066	2.44 .69			
9	Plan extra curricular activities for students	1.86	.59	Principal	162	3.00 .56	.615	1.96	NS
				Teachers	1066	2.96 .52			
10	Sanctions students who are always involved in indiscipline behaviours	2.26	.77	Principal	162	1.90 .70	1.15	1.96	NS
				Teachers	1066	1.86 .68			
11	Communicates school rules and regulations to students as needed	3.12	.89	Principal	162	2.26 .83	.520	1.96	NS
				Teachers	1066	2.22 .86			
12	Encourages proper dressing habit in the school	1.98	.72	Principal	162	3.10 .34	.806	1.96	NS
				Teachers	1066	3.06 .36			
13	Modeling behaviours he expects from others	2.28	.60	Principal	162	2.00 .80	.498	1.96	NS
				Teachers	1066	1.96 .78			
14	Rewards and gives incentives to the best behaved student at the end of every term	3.18	.54	Principal	162	3.10 .64	0.504	1.96	NS
				Teachers	1066	3.16 .74			
15	Supervise students to ensure discipline and general good behaviour	3.44		Principal	162	3.44 .77	0.611	1.96	NS
				Teachers	1066	3.24 .78			
16	Monitor students manner of dressing, talking and relating.	3.42	.73	Principal	162	3.46 .64	1.24	1.96	NS
				Teachers	1066	3.48 .82			

responses on the capacities in student personnel management. The result also revealed that the values of t-cal of the 16 capacity items ranged from 0.259 to 1.24 which were less than table value of 1.96 (two tailed test) at 1226 degrees of freedom. This indicated that there is no significant difference in the mean ratings of school principals and teachers on the capacities required by school principals for effective student personnel management in secondary schools in South East Nigeria. Therefore, the hypothesis of no significant difference was accepted for the 16 capacity items in student personnel management. Table 5 shows that the responses of the respondents on all the items had their mean ranging from 1.70 to 3.48 which falls within the response categories of Slight Capacity/Performance and Average Capacity/Performance.

The data show that the responses of school principals and teachers indicate that school principals have average capacity/performance on capacity items 12, 14, 15 and 16 and have slight capacity/performance on capacity items 1 to 11 and 13 in capacities required for effective student personnel management. The standard deviation for the items ranges from 0.30 to 0.93. This implies that the school principals and teachers are homogenous in their responses. The result also revealed that the values of t-cal of the 16 capacity items ranged from 0.259 to 1.24 and are positive and which were less than table value of 1.96 (two tailed test) at 1226 degrees of freedom. This indicates that there is no significant difference in the mean ratings of school principals and teachers on the capacities required by school for effective student personnel management in secondary schools in South East Nigeria.

Therefore the hypothesis of no significant difference was accepted for the 16 capacity items in student personnel management.

DISCUSSION OF FINDINGS

Capacities required for effective student personnel management in secondary schools in South East Nigeria

The result of the study on student personnel management (table 1) indicated that all the fourteen (16) items were capacities required by school principals for effective student personnel management. The required capacities are: allocation of hostel accommodation to students, registration of students, communicating effectively with student, orientation of new students, offering counselling services to students, keeping of records of students' personal data, among others. The findings of the study are in agreement with the views of Nwankpa (2015) who stated school principals require capacity in student personnel management to provide and satisfy learners' needs in the areas of course registration, orientation, hostel accommodation, health services, keeping of records, and counselling services. Inadequate provision of these services to students constitutes bottlenecks and students readiness for effective learning. Ebirim, Ochai and Obasi (2014) has observed that poor and inadequate provision of students' welfare services in all secondary schools and seemed to be responsible for learners' low level of satisfaction and poor motivation to learning. They further stated that student personnel services, apart from the normal classroom instruction, facilitate the attainment of the desired educational objectives. The findings of the study also agree with the views of Owojori

and Asaolu (2010) who stated that the effectiveness of student personnel management in the secondary schools is a function of the management capacity of the school principal. Without the prudent management of the available human and material resources the objectives of effective teaching and learning cannot be achieved. Principals and teachers agree that school principals highly require capacity in student personnel management to make students feel loved, appreciated and participate in the school administration. The finding of the study is in conformity with the views of Starcher (2006) who stated that students' participation in school administration contributes greatly to the efficient and orderly operation of the institution. Starcher further said that it increases happiness of school life for students, improves the discipline and morale tone of the school, develops the ideals of right conduct, self control, co-operative efficiency and fairness and provision of training in leadership. The inability of students to work with the school authority as a team and feel that they are part of the school system are traceable to lack of capacity in student personnel management by the school principal. Nwadam (2006) opined that vices like gambling; drinking and smoking could be checked by involving willing and volunteered students in school administration. The findings of the study are in conformity with the views of Federal Republic of Nigeria (2004) that effective and efficient management of student personnel services is not only important but necessary for the achievement of the desired educational goals by inculcating the right type of values, attitudes, skills, and development of mental and physical abilities for producing good quality Nigerian citizens.. The views of the above authors help to increase the reliability of the findings that capacity in student personnel management is highly required for effective teaching and learning in school.

Performance of school principals in the capacities required for the effective student personnel management

The study found out that school principals have slight performance in the 12 capacity items and average performance on 4 out of 16 capacity items in student personnel management used in the study. Therefore, the findings of the study revealed that school principals perform poorly in all the capacities required to achieve effective student personnel management in the South East, Nigeria especially in the areas of provision of guidance and counselling services to students, accommodation, recreational facility services, among others. The results of the current study agree with the findings of Ugwu (2007) who concluded that school principals perform poorly in providing for the needs of students and do not motivate them to take their studies serious.

He found out that students were no punctual and do not attend classes regularly. Poor performance of students in examinations has been attributed to poor and ineffective guidance and counselling services rendered to students (Arikewuyo, 2009). It therefore follows that without adequate capacity to provide effective guidance and counselling and recreational services in school, preparation, interpretation and understanding of the demands of teaching and learning will be difficult. Inadequate capacity handicaps the school principal to create a favourable climate to make the students feel loved and welcome in the school. The findings also agreed with the findings of Anikweze (2005).

who stated that effective student personnel management depends largely on principals' capacity to motivate the students, identify and solve their needs in a professional manner. The result of the findings are in line with the views Adeola (2004) who found out that most principals lack capacity in giving opportunities to students to participate in decision making, communicates schools vision to staff, parents and students. He concluded that principals were incompetent in the supervision services rendered to students. The views of the above authors helped to add some values to the reliability of the findings on the performance of school principals of the capacities required for the effective implementation of the UBE programme in South East geopolitical zone.

Capacity building needs of principals in student personnel management

The result of the study on capacity building needs in student personnel management (table 3) indicated that school principals needed capacity building in all the sixteen (16) capacity items needed by school principals for effective student personnel management. These capacities included: allocation of hostel accommodation to students, registration of students, communicating effectively with student, orientation of new students, keeping of records of students personal data, rewards and gives incentives to the best behaved student, among others. The result of the findings indicate that principals perform very low in all the capacity items in student personnel management showing that they needed capacity building in all areas of student personnel management. The result is in agreement with the views of Nakpodia (2011) who found out that student personnel services rendered to students are grossly inadequate and they require capacity building to enhance their student personnel management capacities.

The findings of the present study confirmed that school principals are in dire need of capacity building. Chapman (2000) believed that major reason for deficiencies among school leaders is that training (whether pre-service or in-service) is often unavailable, inadequate, or inappropriate. In addition, opportunities and incentives for capacity building training programme in a clearly defined career assessment to enhance the performance of school principals are also absent. The lack of such inputs not only hinders the professional development of school leaders but also dampens their motivation to perform well. It is in agreement with Komba, Nkumbi and Warrioba (2012) study who found out that, schools in developing countries are in crises because school principals lack the capacity to deal sufficiently with their classrooms challenges and needs of students. They further found out that school principals in Tanzania render poor student personnel services to students and should be made to undergo professional development programme in the form of seminars and workshops. The situation could not be different in Nigeria as school principals also in dire need of capacity building as shown in the present study. The findings of the study are in agreement with the opinion of Bandura (2007), who outlined the following capacities in student personnel services as where school principals needed improvement: guiding students to solve their problems, treating students with respect and rewarding and praising students for good behaviour, organization of orientation programme for new students, among others.

The findings of the study were in conformity with the views of Christopoulou (2010) who stated that school principals need capacity building in the following activities involved in guiding the students in career choice as follows: helping students to identify their abilities, interests, disposition, talents or special characteristics and assisting them through counselling interviews to identify their career or occupational values, among others. The findings of the study were in agreement with the findings of Bature (2002) in a study carried out on the in service training needs of Technical Teachers in Kaduna State secondary schools where it was found out that technical teachers needed in service training in the area of performance of their guidance roles such as keeping students records for guidance services, interviews, questionnaire, checklist and providing information on evaluation and career opportunities for effective instruction. The foregoing discussion indicates that capacity building develops capabilities, skills, integrity and vision. The views of the authors cited above helped to strengthen the reliability of the findings of the study on capacities in student personnel management that school principals need for capacity building.

Discussion of Hypotheses

The findings of the study reveal that there was no significant difference in the mean ratings of school principals and teachers on the capacities required by school principals for the effective student personnel management. Both principals and teachers agree that the 16 capacity items are required for effective student personnel management. The implication of the above findings is that the qualification, the type of job specifications, status, work's environment of the respondents did not significantly influence their responses on the capacities required by school principals for the effective student personnel management. This is not surprising as both principals and teachers appear to have been exposed to the same pre-service education and training.

The findings of the study reveal that there was no significant difference in the mean ratings of school principals and teachers on the current capacities/performance of school principals in the 16 capacities required for effective student personnel management. Both principals and teachers were in agreement on the current capacities/performance of school principals in the 16 capacity items are required for effective student personnel management. The implication of the above findings is that the qualification, the type of job specifications, status, work's environment of the respondents did not significantly influence their responses on the current capacities/performance of school principals in the required capacities by school principals for effective student personnel management. This is not surprising as both principals and teachers appear to have been exposed to the same pre-service education, training and challenges in schools. It was found out from the findings of this study that there was no significant difference in the mean ratings of school principals and teachers on the capacity building needs of school principals in the 16 capacities required for effective student personnel management. Both principals and teachers were in agreement on the capacity building needs of school principals in 16 capacities required for effective student personnel management. The implication of the above findings is that the qualification, the type of job specifications, status and work's environment of the

respondents did not significantly influence their responses on the capacity building needs of school principals for the effective student personnel management. This is not surprising as both principals and teachers appear to have been exposed to the same pre-service education, training and challenges in schools.

Conclusion

Principals of secondary schools in South East Nigeria highly require capacity in student personnel management in order to achieve the effective teaching and learning in schools. The required capacities will enhance the effectiveness of student personnel services rendered to students, improve teaching and learning environment, the academic performance of students and the standard of living in the society. This is because school produces academically sound children who come out to the society get well paid job which enhances the family wellbeing and the society at large. In South East Nigeria, both Principals and Teachers agreed that incidences of capacity deficiencies in student personnel management among principals of secondary schools were observed. Principals are deficient in majority of the capacities required for effective student personnel based on performance need gap analysis of the study. The capacity deficiencies are likely to have negative effects on the performance of schools principals to achieve the effective personnel services delivery, if not addressed, result to poor performance of students in internal and external examination in secondary schools. The study identified the required capacities to address the capacity building needs of school principals in student personnel management.

The current capacity of school principals for effective student personnel management is grossly inadequate and they urgently require capacity building through in-service programmes like workshops for training and retraining of principals. The study determined the capacity building needs of School principals in South East Nigeria that could be utilized to upgrade the effectiveness of school principals or improve their performance in secondary schools in South East Nigeria based on the need gap analysis of the study. School principals need capacity building in all the 16 capacity items in student personnel management. The school principals in secondary schools in South East Nigeria will effectively perform their duties well if there is a good capacity building programme put in place for them based on their capacity building needs.

Educational implications of the study

The findings of the study have some educational implications for principals of secondary schools, people and governments of Anambra, Ebonyi, Enugu, Abia and Imo and her agencies in charge of school administration. If the findings of the study on the required capacities in student personnel management are implemented in secondary schools in South East Nigeria and made available to principals, they could utilize it to improve their effectiveness. The principals could also become aware of their deficiencies in areas of student personnel management and so make themselves available for re-training programmes through workshop or in-service training in Universities in order to update their knowledge and equip themselves professionally and technically to effectively perform their student personnel duties professionally.

There will be general hindrance on educational development in Nigeria with particular reference to the South East Nigeria if their capacity building needs of school principals for effective student personnel management are not taken seriously. Besides, capacity building of the school principal will improve them professionally, academically and technically. If the State governments of the five eastern states through their State Universal Basic Education Boards can organize capacity improvement programme for the improvement for school principals, there will be improvement in the student personnel services rendered to students and the goals of the secondary education achieved..

Limitations of the Study

The outcome of this study was entirely on the opinion of the secondary school principals and teachers in the South-East States. It would have been necessary to include the opinion of others like supervisors of secondary schools in the South-East, Nigeria who were once principals and were usually affected in one way or the other by the administrative competencies of principals. In this way, the supervisors will be able to give their opinion on the capacities they think principals should require and their capacity building needs for effective student personnel management. It would have been necessary to also include the opinion of secondary school students who are the direct beneficiary of the leadership and implementation qualities and competencies of the school principals. In this way, the students will give their opinion on the capacities they think principals should require and their capacity building needs for effective student personnel management. In this way, the information given by the principals and teachers should have been more properly verified.

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