PRINCIPALS' PERSONNEL AND FINANCIAL MANAGEMENT SKILLS AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN POST-BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

This study examined principals' personnel and financial management skills as correlates of teachers' job performance in post-basic schools in Adamawa State, Nigeria. The study adopted a correlation survey design. The population comprised 6,140 principals and teachers drawn from the five education zones in Adamawa State, while a sample of 614 respondents, consisting of 580 teachers and 34 principals, was selected using multi-stage sampling technique. Two researcher-developed instruments, namely the Principals' Managerial Skills Questionnaire (PMSQ) and Teachers' Job Performance Questionnaire (TJPQ), were used for data collection. The instruments were validated by experts and yielded reliability coefficients of 0.82 and 0.85 respectively using Cronbach's alpha. Data were analyzed using mean, standard deviation, and regression analysis at 0.05 level of significance. Findings revealed that principals' personnel management skills were at a moderate level ($M = 3.33$, $SD = 1.49$), while principals' financial management skills were at a high level ($M = 3.89$, $SD = 1.24$). Teachers' job performance was also found to be high ($M = 3.82$, $SD = 1.36$). The regression results showed that principals' personnel management skills had a significant positive relationship with teachers' job performance ($R = .444$, $p = .008$), while principals' financial management skills also had a significant positive relationship with teachers' job performance ($R = .478$, $p = .004$). The ANOVA results further confirmed that both regression models were statistically significant. The study concluded that effective personnel and financial management skills are important predictors of teachers' job performance in post-basic schools. It was recommended that principals should be exposed to regular capacity-building program in staff welfare administration, budgeting, accountability, and financial record keeping to further improve teachers' effectiveness.

Keywords: personnel management, financial management, teachers' job performance, principals, post-basic schools

Introduction

The achievement of educational goals in post-basic schools depends greatly on the quality of school leadership provided by principals. In the school system, the principal occupies a central administrative position and is expected to coordinate human and material resources toward the realization of instructional objectives. The effectiveness of teachers, who are the key implementers of curriculum, is often influenced by the managerial competence of the principal. In this regard, principals' managerial skills are indispensable to the smooth functioning of schools and the promotion of teachers' job performance.

Among the numerous managerial skills expected of post-basic school principals, personnel management and financial management are particularly critical because they directly influence all other aspects of school administration. Personnel management ensures that teachers and non-teaching staff are effectively recruited, supervised, motivated, developed, and evaluated, thereby promoting high staff morale, teamwork, discipline, and improved instructional delivery, all of which are essential for achieving educational goals. Similarly, financial management guarantees the prudent planning, allocation, utilization, monitoring, and accountability of school resources, enabling the provision of adequate teaching and learning facilities, timely execution of school programmes, and compliance with financial regulations. While other managerial skills such as communication, decision-making, conflict resolution, and instructional leadership are important, their successful implementation largely depends on the availability of competent personnel and sufficient financial resources. Consequently, personnel management and financial management form the foundation upon which effective school leadership, organizational efficiency, and sustainable educational development are built. Personnel management involves recruitment, staff placement, motivation, discipline, staff welfare, training, development, and evaluation of staff. It is through sound personnel management that principals ensure that qualified teachers are properly utilized, motivated, and supported to carry out their instructional duties effectively. Financial management, on the other hand, involves generating funds, preparing budgets, maintaining accurate financial records, monitoring expenditures, and ensuring accountability in the use of school resources. Since teaching and learning require adequate financial support for materials, facilities, and staff welfare, the financial management competence of principals has implications for teachers' job performance and school effectiveness (Ogbonnaya, 2015; Omer, 2018; Simon & Peninah, 2019). It is against the backdrop that the study examined principals' personnel and financial management skills as correlates of teachers' job performance in post-basic schools in Adamawa State, Nigeria

Statement of the Problem

Teachers' job performance is reflected in how well teachers plan lessons, manage classrooms, use instructional materials, maintain discipline, keep school records, and implement the curriculum. Where principals effectively manage personnel and finances, teachers are likely to work in an environment that is supportive, motivating, and productive. Conversely, poor personnel administration and weak financial control may result in teacher dissatisfaction, low morale, inadequate instructional resources, and poor classroom performance (Aja-Okorie, 2016; Adi & Cletus, 2022; Akporehe & Asiyai, 2023).

In Adamawa State, as in many parts of Nigeria, concerns have been raised about the quality of school administration and its possible influence on teachers' effectiveness. The present study therefore focused specifically on principals' personnel and financial management skills as correlates of teachers' job performance in post-basic schools in Adamawa State, Nigeria. This focus is important because the broader thesis established that personnel management skills were only moderate, while financial management skills were high, and both had significant relationships with teachers' job performance.

Objectives of the Study

The study sought to:

i. Determine the level of principals' personnel management skills in post-basic schools in Adamawa State.

ii. Determine the level of principals' financial management skills in post-basic schools in Adamawa State.

iii. Examine the relationship between principals' personnel management skills and teachers' job performance in post-basic schools in Adamawa State; and

iv. Examine the relationship between principals' financial management skills and teachers' job performance in post-basic schools in Adamawa State.

Research Questions

The following research questions were raised to guide the study.

i. What is the level of principals' personnel management skills in Adamawa State?

ii. What is the level of principals' financial management skills in Adamawa State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H_{01}: There is no significant relationship between principals' personnel management skills and teachers' job performance in post-basic schools in Adamawa State.

H02: There is no significant relationship between principals' financial management skills and teachers' job performance in post-basic schools in Adamawa State.

Literature Review

Theoretical Framework

This study was anchored on Systems Theory by Ludwig von Bertalanffy (1950) and Human Relations Theory by Mary Parker Follet (1933). Systems Theory holds that an organization functions as a social system made up of interrelated and interdependent parts. In the school system, principals, teachers, learners, facilities, and finances are all parts of a single functional structure. The theory implies that teachers' job performance depends on how effectively the principal manages the various subsystems of the school, including personnel and financial resources.

Human Relations Theory emphasizes the importance of understanding human behaviour at work, motivating staff, maintaining harmonious interpersonal relationships, and satisfying workers' needs.

Applied to this study, the theory suggests that teachers perform better when principals demonstrate supportive personnel practices, staff welfare administration, and open communication. This makes the theory highly relevant to personnel management and also to the accountability and trust dimensions of financial management.

Personnel Management Skills of Principals

Personnel management is a major aspect of school administration because the success of any school system depends largely on the quality, commitment, and productivity of its staff. Personnel management includes staff recruitment, selection, orientation, welfare, discipline, promotion, transfer, evaluation, training, and development. Ogbonnaya (2015) viewed personnel management as the process of laying down procedures for employment and ensuring adequate remuneration and staff support, while In the school context, effective personnel management enables principals to create a positive work environment that motivates teachers to perform their duties efficiently. Aja-Okorie (2016) also found that teachers' personnel management significantly determines teacher productivity in secondary schools.

When principals direct teachers based on pedagogical competence, organize them according to area of specialization, support staff welfare, recommend staff for further training, and evaluate teachers for improved instructional delivery, teachers are more likely to demonstrate commitment and higher job performance. This is because teachers generally respond positively when their welfare, professional growth, and work roles are properly managed. Adi and Cletus (2022) reported that principals' ability to satisfy staff needs and assign duties based on specialization positively influenced quality assurance in secondary schools. Similarly, Akporehe and Asiyai (2023) established that principals' managerial skills are positively associated with teachers' job performance in public secondary schools.

Financial Management Skills of Principals

Financial management is another vital administrative responsibility of the school principal. It involves planning, sourcing, allocating, controlling, and accounting for financial resources in a way that supports school goals. Ogbonnaya (2015) maintained that the core purpose of financial management is to raise funds and mobilize them effectively. Omer (2018) described the principals' role in financial management as extending from budgeting and monitoring to record keeping and reporting. In practical terms, principals' financial management skills include revenue generation, budget preparation, maintenance of financial records, monitoring vouchers and payments, and bank reconciliation.

Financial management affects teachers' job performance because the availability of instructional materials, school facilities, staff welfare packages, and operational resources often depends on how well school funds are managed. Where principals demonstrate transparency and accountability, teaching and learning are better supported. Simon and Peninah (2019) found a positive relationship between principals' financial management practices and school performance in Kenya, while Stephen and Nasieku (2018) reported that budget control, financial competence, and auditing significantly affected financial management effectiveness in public secondary schools. Amirize and Olulube (2018) also found significant relationships between principals' fund management strategies and effective administration of public secondary schools.

Teachers' Job Performance

Teachers' job performance refers to the extent to which teachers effectively carry out their instructional and professional responsibilities in school. It includes lesson planning, curriculum implementation, classroom management, maintenance of discipline, use of instructional materials, development of lesson notes and diaries, assessment of learners, and proper use of school facilities. Oviawe (2016) and Owan (2018) emphasized that teacher effectiveness is fundamental to students' academic success and the attainment of educational goals. Where teachers perform their duties well, instructional delivery improves, student discipline is enhanced, and the quality of the school system is strengthened.

Empirical Review

Empirical studies have consistently shown that principals' management practices influence teacher productivity and school performance. Adi and Cletus (2022) investigated the influence of principal management strategies on quality assurance in public secondary schools in Taraba State and found that principals' staff welfare practices and timely disbursement of funds positively influenced quality assurance.

Aja-Okorie (2016) examined teachers' personnel management as a determinant of teacher productivity in Delta State and found a significant relationship between personnel management and teachers' productivity. This suggests that when principals manage staff well through welfare, professional development, and supportive supervision, teachers perform better in their duties. In a related study, Giami and Obiechina (2019) found a positive significant relationship between principals' managerial skills and teachers' job performance in public secondary schools in Rivers State.

On financial management, Simon and Peninah (2019) found a weak positive relationship between principals' financial management practices and school performance, whereas Stephen and Nasieku (2018) found that financial competence, budget control, and auditing had statistically significant effects on financial management effectiveness in Kenyan secondary schools. Omer (2018) further reported that inadequate knowledge and training in financial management created difficulties for principals, particularly in budgeting and financial reporting. These studies suggest that school financial competence is important for administrative success and instructional support.

The reviewed studies generally agree that sound personnel and financial management practices contribute positively to school administration and teacher effectiveness. However, the present study differs by focusing specifically on post-basic schools in Adamawa State and by examining the two variables directly against teachers' job performance within the same study framework.

Methodology

This study adopted a correlational research design. The design was appropriate because it enabled the researcher to determine the relationship between principals' managerial skills and teachers' job performance in post-basic schools in Adamawa State. The area of the study was Adamawa State, Nigeria, which has five education zones: Ganye, Numan, Gombi, Mubi, and Yola. The population of the study comprised 6,140 principals and teachers (340 principals and 5,800 teachers). A sample of 614 respondents, made up of 580 teachers and 34 principals, was selected through multi-stage sampling technique.

Data were collected using two instruments: the Principals' Managerial Skills Questionnaire (PMSQ), which had 25 items across five clusters, and the Teachers' Job Performance Questionnaire (TJPQ), which had 15 items. The instruments were structured on a five-point Likert scale. The instruments were subjected to face and content validation by experts, while reliability testing using Cronbach's alpha yielded coefficients of 0.82 for PMSQ and 0.85 for TJPQ. Mean and standard deviation were used to answer the research questions, while regression analysis was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

Table 1: Mean and Standard Deviation on Level of Principals' Personnel Management Skills, Financial Management Skills, and Teachers' Job Performance in Adamawa State

Variable	Mean	SD	Remark
Personnel Management Skills	3.33	1.49	Moderate Level
Financial Management Skills	3.89	1.24	High Level
Teachers' Job Performance	3.82	1.36	High Level

Source: Fieldwork Survey.

Table 1 shows that principals' personnel management skills had a grand mean of 3.33 with a standard deviation of 1.49, indicating a moderate level. Principals' financial management skills had a grand mean of 3.89 and standard deviation of 1.24, indicating a high level. Teachers' job performance had a grand mean of 3.82 and standard deviation of 1.36, showing that teachers' job performance in post-basic schools in Adamawa State was high. These findings suggest that while principals are relatively stronger in financial management, their personnel management practices require further strengthening.

Table 2: Regression Summary of Principals' Personnel and Financial Management Skills on Teachers' Job Performance

Model	R	R^2	β	t	p-value
Personnel Management Skills → Teachers' Job Performance	.444	.197	.444	2.805	.008*
Financial Management Skills → Teachers' Job Performance	.478	.228	.478	3.076	.004*

Significant at p < .05
Source: Fieldwork Survey.

Table 2 presents the regression summary on the predictive relationship between principals' personnel and financial management skills and teachers' job performance. The result shows that principals' personnel management skills had a moderate positive relationship with teachers' job performance (R = .444), accounting for 19.7% of the variance in teachers' job performance (R^2 = .197). The standardized beta coefficient (β = .444) and t-value (t = 2.805, p = .008) indicate that personnel management skills significantly predicted teachers' job performance. Similarly, principals' financial management skills had a moderate positive relationship with teachers' job performance (R = .478), accounting for 22.8% of the variance in teachers' job performance (R^2 = .228). The standardized beta coefficient (β = .478) and t-value (t = 3.076, p = .004) also indicate that financial management skills significantly predicted teachers' job performance.

Table 3: ANOVA Summary for Principals' Personnel Management Skills Predicting Teachers' Job Performance

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8.260	1	8.260	7.867	.008
Residual	33.600	32	1.050		
Total	41.860	33			

Note. $p < .05$ indicates statistical significance.
Source: Fieldwork Survey.

Table 3 shows the ANOVA summary for the regression model testing the relationship between principals' personnel management skills and teachers' job performance. The result indicates that the model was statistically significant, $F(1, 32) = 7.867$, $p = .008$. This implies that principals' personnel management skills significantly predict teachers' job performance in post-basic schools in Adamawa State. The result therefore led to the rejection of the null hypothesis which stated that there is no significant relationship between principals' personnel management skills and teachers' job performance.

Table 4: ANOVA Summary for Principals' Financial Management Skills Predicting Teachers' Job Performance

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9.552	1	9.552	9.461	.004
Residual	32.308	32	1.010		
Total	41.860	33			

Note. $p < .05$ indicates statistical significance.
Source: Fieldwork Survey.

Table 4 presents the ANOVA summary for the regression model on principals' financial management skills and teachers' job performance. The result shows that the model was statistically significant, $F(1, 32) = 9.461$, $p = .004$. This indicates that principals' financial management skills significantly predict teachers' job performance in post-basic schools in Adamawa State. Consequently, the null hypothesis which stated that there is no significant relationship between principals' financial management skills and teachers' job performance was rejected.

Findings of the study

1. Findings revealed that principals' personnel management skills were at a moderate level ($M = 3.33$, $SD = 1.49$).
2. Principals' financial management skills were at a high level ($M = 3.89$, $SD = 1.24$).
3. Teachers' job performance was found to be high ($M = 3.82$, $SD = 1.36$).

4. The regression results showed that principals' personnel management skills had a significant positive relationship with teachers' job performance ($R = .444$, $R^2 = .197$, $\beta = .444$, $t = 2.805$, $p = .008$).
5. Principals' financial management skills also had a significant positive relationship with teachers' job performance ($R = .478$, $R^2 = .228$, $\beta = .478$, $t = 3.076$, $p = .004$).

Discussion

The study found that principals' personnel management skills were at a moderate level, while principals' financial management skills were at a high level. This means that although principals in post-basic schools in Adamawa State demonstrate reasonable competence in managing staff, their strength appears greater in the management of financial resources. The moderate rating of personnel management may reflect challenges in staff welfare support, teacher evaluation, and proper deployment of teachers by area of specialization. This finding is in line with Aja-Okorie (2016), who found that personnel management significantly determines teacher productivity, and with Adi and Cletus (2022), who emphasized that satisfying staff needs and assigning duties based on specialization enhance quality assurance in schools. It also supports Akporehe and Asiyai (2023), who reported that principals' managerial skills positively influence teachers' job performance in public secondary schools.

The finding that financial management skills were high suggests that principals are relatively competent in budget preparation, financial record keeping, monitoring vouchers, and reconciliation of school accounts. This result agrees with the view of Ogbonnaya (2015) that effective financial management is necessary for the achievement of educational objectives, and with Omer (2018), who stressed that school principals play a central role in budgeting, reporting, and expenditure monitoring. The result also aligns with Amirize and Olulube (2018), who found significant relationships between principals' fund management strategies and effective administration, as well as Simon and Peninah (2019), who reported a positive relationship between financial management practices and school performance. Stephen and Nasieku (2018) similarly found that financial competence and budget control significantly affect financial management effectiveness in public secondary schools.

The study further revealed that teachers' job performance was high in post-basic schools in Adamawa State. This suggests that teachers were generally effective in planning lessons, implementing curriculum activities, maintaining classroom discipline, and using instructional materials. This supports the argument of Oviawe (2016) and Owan (2018) that teacher performance is central to school effectiveness and educational outcomes. The implication is that where some basic managerial conditions are present, teachers can still demonstrate a high level of professional commitment.

The regression analysis showed that principals' personnel management skills had a significant positive relationship with teachers' job performance. This indicates that improvements in personnel management practices such as teacher deployment, staff welfare, training recommendations, and performance evaluation are likely to enhance teachers' effectiveness. This finding agrees with Aja-Okorie (2016), Giami and Obiechina (2019), and Thompson and Ofojebe (2020), all of whom reported positive relationships between principals' managerial practices and teachers' performance. It also reflects the assumptions of Human Relations Theory that workers perform better when their needs are recognized and supported by management.

Similarly, principals' financial management skills had a significant positive relationship with teachers' job performance. This suggests that prudent handling of school finances contributes to a better teaching environment by ensuring the availability of instructional resources and operational support. This result is consistent with Bua and Adzongo (2014), Omer (2018), Simon and Peninah (2019), and Stephen and Nasieku (2018), who all found that financial management practices have meaningful implications for school administration and performance. The finding further supports Systems Theory, which sees school effectiveness as the outcome of proper coordination of interrelated components such as finance, personnel, instruction, and facilities.

Comparatively, financial management skills explained slightly more variance in teachers' job performance than personnel management skills. This may imply that in the context of post-basic schools in Adamawa State, the availability and accountability of financial resources provide a somewhat stronger immediate support for teacher productivity than personnel administration alone. Nevertheless, both variables were significant, indicating that effective school leadership requires a balanced combination of sound human resource management and prudent financial administration.

Conclusion

The study concluded that principals' personnel and financial management skills are significant correlates of teachers' job performance in post-basic schools in Adamawa State, Nigeria. While principals' personnel management skills were found to be moderate, their financial management skills were high, and both variables had significant positive relationships with teachers' job performance. This implies that strengthening principals' capacity in both staff administration and financial accountability can contribute meaningfully to improved teacher effectiveness and overall school performance.

Recommendations

i. Ministries of Education and educational boards should organize regular training and retraining programmes for principals on staff welfare administration, teacher motivation, staff appraisal, and professional development.

ii. School principals should strengthen personnel management practices by assigning teachers based on specialization, supporting staff welfare, and ensuring regular performance evaluation.

iii. Principals should be further trained in financial accountability, budget preparation, financial record keeping, and internal control mechanisms.

iv. Government should provide monitoring frameworks to ensure that school funds are judiciously used for instructional materials, teacher support, and school improvement.

v. Post-basic schools should institutionalize transparent financial practices to build trust, accountability, and a more supportive working environment for teachers.

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