HUMAN RELATION PRACTICES ADOPTED BY PRINCIPALS FOR EFFECTIVE PERFORMANCE OF TEACHES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study examined the human relation practices adopted by principals for effective performance of teachers in the public and private secondary schools in Anambra State. The study was a descriptive research design. The study was carried out in Anambra State. The population of the study comprised 27, 700 teachers in the 952 secondary schools in Anambra State. This is composed of 12,700 teachers in the 266 public secondary schools. 15,000 teachers in the 686 private secondary schools in Anambra state. The sample size was made up of 2500 (748 public and 1, 752 private) teachers from 95 secondary schools in the six Education Zones in Anambra State, using multiple stage sampling procedure. The instrument for data collection was a researchers'-structured questionnaire titled: Principals' Human Relations Practices for Effective Performance of Teachers' Questionnaire (PHRPEPTQ). The validity of the instrument was established by three experts, while the Cronbach Alpha method was adopted for reliability testing and coefficient values of 0.88 for delegation of authority and 0.78 for conflict resolution were obtained. The data was analyzed using mean and standard deviation to answer the research questions and t-test to test the hypotheses. The study concluded that principals of public and private secondary schools adopt delegation of authority and conflict resolution practices for effective performance of teachers in Anambra State. Based on the findings, it was recommended that Ministry of Education should organize symposium for principals of both public and private secondary schools on the need to sustain their practice of conflict resolution so as to promote effective teachers' performance.

Keywords: Human Relation Practices, Adopted, Effective Performance, Teachers, Public and Private Secondary Schools.

Introduction

Every society depends on schools or institutions of learning to produce skilled and knowledgeable individuals who can contribute meaningfully to the development of the nation. Education is an instrument for human capital building and for all round development of individuals' personalities in the society. It is the fulcrum on which the development of any society or nation hangs, and a tool for sustainable development. Therefore, this demands that all attention should be focused on providing quality and sound education to individual members of the society. To achieve this purpose means employing quality workforce such as teachers, whose commitments should be channeled towards achieving the goals and objectives of education system which is the development of individual members of the society for national development. Instructively, these goals and objectives can be achieved if there is effective performance of teachers.

Effective teachers' performance entails the activities that are carried out by the teacher to bring about teaching-learning process and by extension, the achievement of the institutional goals. Effective teachers' performance refers to commitment of teachers in carrying out their statutory duties in a particular time in a school (Okwatsa, 2021). Within the context of the current study, it shows the job performance of secondary school teachers done in a such a manner enhance effective teaching and learning, Effective performance of teachers is when someone becomes a good classroom manager and possess certain requisite qualities that enable him manage his class effectively (Nwankwo, 2014). Effective performance of teachers is a teacher being a special person that bring about improvement in the educational system as evidenced in behavioural change in learners.

There has been considerable effort to improve educational system so as to meet up with the contemporary demand of the society. This has resulted in changes in educational programmes. According to Chukwurah and Ezeugbor (2015), over the past two to three decades, different Nigerian governments have shown interest in transforming education system and have come up with various educational policies and programs to ensure that they achieve their goals. It is also worthy of note that private sectors have contributed to education development in the country. This is due to the fact that government alone cannot bear the burden of education because establishment and running of education is capital intensive. Such effort by the government and private sector seems to entail provision of modern technologies and employment of skilled personnel for the educational system. To cope with this technologies and skilled personnel, Akingbebe and Akinlabi (2018) stressed that one of the modern management techniques that needs to be adopted in organizations is good human relation practice.

Human relation practices have been defined by many authors due to its complex nature. Adeyemi (2019) stated that human relation practices are the relationship between human resources of the organization. It incorporates both management-employees and employees-employees' relationship. Human relation practices further consist of relationship between organizations, human resources and outsiders (such as client and suppliers). In the view of Yasakob, Yusof and Ibrahim (2019), human relation practices deal with motivating people in organization to develop teamwork which effectively fulfills their objectives and achieves organizational goals. In this study, human relation practices adopted by principals in public and private secondary schools in Anambra state were compared.

Human relations in public and private secondary schools involve recognition of workers as human beings and treating them as such. This implies the principals bearing in mind constantly that the employee is more important than the work itself even though the work has to be done. The private schools seem to do very well in this area through organization of end-of-year activities and involving the parents through that means to interact with them. However, the reason private schools appear to be subtle in their human relation is hinged on the number of students for viability unlike their public schools' counterparts. Public schools appear to be engaged in similar human relations practice but on a minute level due to their large population unlike fewer number of parents in the private. Mohammed (2018) while enunciating the features of human relation practices included line of authority which is guided by the delegation of authority, effective communication, motivation as well as grievance management (conflict resolution). The author was optimistic that human relation practices is a never ending process which identifies employees existing capabilities and future potentialities to perform the work. Human relation practices in school include promotion, discipline, remuneration, motivation, supervision, conflict resolution mechanism, the involvement of staff in decision making, effective communication, the delegation of authority and retraining (Owan, 2018). Within the context of this study, the researcher focused on delegation of authority and conflict resolution.

Delegation of authority entails the transmission of duties from a superior to a subordinate. In the view of Nwokoro (2020), delegation of authority permits the transfer of responsibility and authority from a superior to a subordinate. Leana (2015) opined that delegation is not about sharing power; it is about distributing it to others by moving the locus of decision-making authority from higher levels to lower levels in the hierarchy. Delegation of authority is applied in public schools on the basis of organizational structure while in the private schools, delegation of authority is highly subjective. This is to the extent that the school owner chooses to whom and when to delegate authority. In other words, the delegation of authority in private schools does not necessarily follow laid down rules. For instance, a principal in a private school who is the highest executive could be an NCE holder where are first degree holders and masters' degree holders. This could culminate in conflict.

Conflict is a normal part of healthy relationship especially in an organization that houses a group of diverse individuals. After all, two people can't be expected to agree on everything at all times. Learning how to deal with conflict, rather than avoiding it, is crucial. When conflict is mismanaged, it harms the

relationship, but when handled in a respectful, positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people (Asiegbu & Egboka, 2013). Conflict exists whenever there is incompatibility cognitions or emotions between individuals. In Nigeria, secondary schools are highly susceptible to conflict because of some internal or external factors (Agogbua, 2024). Conflict in the school organization is not the problem rather improper conflict resolution is the problem. Conflict resolution is the process of handling disputes and disagreement between two or more parties. The goal of conflict resolution is to minimize the negative impacts of conflict and encourage all participants to come to an agreement (Ezenwagu, 2022). Conflict resolution is an important aspect of principals' administrative duties in the school system. Hence, understanding conflict, its causes and consequences will enable the principal to be aware of the possible strategies towards its resolution that could improve performance of teachers.

The state of secondary schools in Anambra state appears unsatisfactory. This is substantiated by Ezeugbor and Emere (2017) who observed that in secondary schools in Anambra State, the level of complacency among teachers, truancy, absenteeism from classes, poor commitment to duty and failure in carrying out instructions from the school administrators raise concern as to whether the principals actually apply effective school administration practices which good human relations is one of them. Again, the researcher through her personal experience in PTD (Parents, Teachers Dialogue) meetings she attends in some public and private schools in the state, noticed that some teachers perform poorly in the discharge of their duties as evidenced in the failure to cover scheme of work and poor delivery of instructions. It is in view of the foregoing that the researcher sought to compare the human relation practices adopted by principals for effective performance of teaches in by the public and private secondary schools in Anambra State.

Statement of the Problem

The public schools are rapidly losing their students to private schools while the private schools in turn are springing up with alarming increases. There appears to be suspicion as what could have led to this. Some people felt it was because it is more prestigious to boast of having a child in the private school than public school. Yet, others felt that private schools are more studious than the public school. The private school teachers appear to be under more intense supervisory eyes of their principals than their public school counterparts. It could equally be the reason private school teachers abandoned their job/resign from job consistently.

Across public and private secondary schools in Anambra State, the researcher keenly observed that ineffectiveness in teachers' job performance as seen in their lateness to work, dereliction of duties, and poor coverage of the scheme of work as well as poor instructional delivery. The researcher is bothered about the nature of human relation practices adopted by principals of public and private secondary schools for effective performance of teachers. The problem of this study, therefore, is how comparable are human relation practices adopted by principals for effective performance of teachers in public and private secondary schools.

Research Questions

The study was guided by the following research question:

1. What are the delegation of authority practices adopted by principals for effective performance of teachers in public and private secondary schools in Anambra State?
2. What are the conflict resolution practices adopted by principals for effective performance of teachers in public and private secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean response of teachers on the delegation of authority practices adopted by principals for effective performance of teachers in public and private secondary schools in Anambra State.
2. There is no significant difference in the mean response of teachers on the conflict resolution practices adopted by principals for effective performance of teachers in public and private secondary schools Anambra State.

Methods

The study was a descriptive research design. The study was carried out in Anambra State. The population of the study comprised 27,700 teachers in the 952 secondary schools in Anambra State. 15,000 teachers in the 686 private secondary schools and 12,700 teachers in public secondary schools in Anambra state (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2023). The sample size was made up of 2500 (748 public and 1, 752 private) teachers from 95 secondary schools in the six Education Zones in Anambra State. The sample which is approximately 10% of the teachers and principals in the secondary schools, respectively were drawn using multiple stage sampling procedure. The instruments for data collection were a researchers'-structured questionnaire titled: Principals' Human Relations Practices for Effective Performance of Teachers' Questionnaire (PHRPEPTQ). The instrument has two sections, A and B. Section A focused on personal information of respondents such as category of school (public or private). Section B has two clusters. These clusters were based on the components of human relations practices for effective performance of secondary school teachers. The instrument contains 10 items structured on four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted at 4, 3, 2 and 1 respectively. The validity of the instrument was established by three experts; one from Measurement and Evaluation and two in Educational Management and Policy. All the experts are all from the Faculty of Education, Nnamdi Azikiwe University University, Awka. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.88 for delegation of authority and 0.78 for conflict resolution. Out of 2, 500 copies of the questionnaire administered, 2, 432 (712 public 1720 private) copies of the questionnaire were properly completed and retrieved and was used for data analysis. The data was analyzed using mean and standard deviation to answer the research questions and t-test to test the hypotheses.

Results

Research Question 1: What are the delegation of authority practices adopted by principals for effective performance of teachers in public and private secondary schools in Anambra State?

Table 1: Mean Scores of the Teachers on Delegation of Authority Practices Adopted by the Principals for Effective Performance of Teachers in Public and Private Secondary Schools.

S/N	Delegation of authority practices	Public (N = 712)		Remark	Private (N = 1, 720)		Remark
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
	In my school, the principal:						
1	Gives staff room for improvement even when task is not satisfactorily done.	2.64	1.23	A	2.66	1.32	A
	Knows the teacher's strengths and weaknesses before delegating of duties	2.30	1.05	D	2.35	1.24	D
3	Defines the desired outcome to the delegated teacher	2.64	1.26	A	2.64	1.04	A
4	Provide the right resources to the teacher for adequate performance of the delegated duty	2.35	1.06	D	2.71	1.52	A
5	Provide the right level of authority for the delegated task	2.74	1.25	A	2.71	1.24	A
6	Allow failure for adequate correction	2.55	1.08	A	2.69	1.32	A
7	Assigns duties to teachers based on their years of experience	2.66	1.34	A	2.69	1.40	A
8	Asks for feedback	2.34	1.25	D	2.65	1.32	A
9	Gives credit when due to a teacher that performed the delegated task well	2.22	1.21	D	2.67	1.45	A
10	Enlightens the teachers before delegation	2.63	1.23	A	2.69	1.28	A
	Grand Mean		**2.50**	**1.21**	**2.64**	**1.36**	**A**

Table 1 shows that both the public and private secondary school teachers agree that; giving staff room for improvement even when task is not satisfactorily done, defining the desired outcome to the delegated teacher, providing the right level of authority for the delegated task, allowing failure for

adequate correction, assigning duties to teachers based on their years of experiences and enlightening the teachers before delegation are delegation of authority practices adopted in their schools. This is evinced in items with serial numbers; 15, 17, 19, 20, 21 and 24 with all their mean scores occurring above the criterion mean of 2.50 for both public and private school teachers. The two parties disagree with item with serial number 16 with the mean scores of 2.30 and 2.35 for both public and private school teachers which appear below the criterion mean. On the contrary, while public school teachers disagree with items with serial numbers; 18, 22 and 23 with mean scores of 2.35, 2.34 and 2.22 which appear below the criterion mean of 2.50, the private school teachers agree with the mean scores of 2.71, 2.65 and 2.67 which all fall within the criterion mean of 2.50. The grand means for the public and private secondary school teachers' responses yielded 2.50 and 2.64 respectively. These indicate that both public and private school teachers generally agree on the delegation of authority practices adopted by principals for their effective performance in secondary schools. The standard deviations of 1.21 and 1.36 respectively for public and private schools show that the teachers of public schools are more homogenous in their responses that their private school counterparts.

Research Question 2: What are the conflict resolution practices adopted by principals for effective performance of teachers in public and private secondary schools in Anambra State?

Table 2: Mean Scores of the Teachers on Conflict Resolution Practices Adopted by the Principals for Effective Performance of Teachers in Public and Private Secondary Schools.

S/N	Conflict resolution practices	Public (N = 712)		Remark	Private (N = 1, 720)		Remark
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
	In my school, the principal:						
11	Avoids discussion on conflict issues	2.74	1.30	A	2.64	1.06	A
12	Uses healthy competition in my school to maintain peace amongst the teachers	2.67	1.23	A	2.66	1.35	A
13	Helps teachers to accommodate themselves	2.60	1.03	A	2.67	1.62	A
14	Instructs staff not to report conflict issues	2.64	1.42	A	2.55	1.46	A
15	Reconcile the teachers that disagree on issues	2.70	1.35	A	2.70	1.44	A
16	Let everyone have a say while resolving conflict	2.63	1.08	A	2.66	1.42	A
17	Listens to both parties before taking decisions on the resolution of conflicts amongst the teachers	2.55	1.06	A	2.69	1.62	A
18	Allows enraged teachers to do what they like	2.63	1.23	A	2.69	1.55	A
19	Singles out the teacher responsible for conflict to blame	2.59	1.21	A	2.67	1.34	A
34	Make both parties to agree on a solution.	2.56	1.32	A	2.60	1.56	A
	Grand Mean	**2.63**	**1.32**	**A**	**2.65**	**1.34**	**A**

Table 2 depicts the responses of the public and private secondary school teachers on the conflict resolution practices adopted by principals in their schools for effective teachers' performance. To this effect, the two schools agree that; the principal avoids discussion on conflict issues, uses healthy competition in my school to maintain peace amongst the teachers, helps teachers to accommodate themselves, instructs staff not to report conflict issues, reconciles the teachers when in dispute, allow everyone to have a say during conflict resolution among others are the conflict resolution practices adopted in secondary schools under investigation. This is shown in all the items with serial numbers ranging from 25 to 34. All their mean scores which range from 2.55 to 2.74 fall within the criterion mean of 2.50. The grand means for the public and private secondary school teachers' responses yielded 2.63 and 2.65 respectively. These indicate that both public and private school teachers generally agree on the conflict resolution practices adopted by principals for their effective performance in secondary schools. The standard deviations of 1.32 and 1.34 respectively for public and private schools show that the teachers of public schools are more homogenous in their responses that their private school counterparts.

Hypothesis 1: There is no significant difference in the mean response of the teachers on the delegation of authority practices adopted by principals for the effective performance of teachers in public and private secondary schools in Anambra State.

Table 3: t-test Statistic on the Differences between the Mean Scores of Teachers of Public and Private Secondary Schools on the Delegation of Authority Practices Adopted by Principals for Effective Performance of Teachers.

Source of Variation	N	$\bar{X}$	SD	df	p-value	alpha level	Remark
Public	712	2.50	1.21				
				2,430	0.19	0.05	Not Significant.
Private	1,720	2.64	1.36				

Table 3 shows the t-test statistics of no significant difference between the mean scores of the teachers of public and private secondary schools on the delegation of authority practices adopted by principals for the effective performance of teachers. Following the Table, the teachers of public secondary schools numbering 712 have a mean score of 2.50 with SD of 1.21 while teachers of private secondary schools numbering 1, 720 have a mean score of 2.64 and the SD of 1.36. The analysis reveals that since the p-value of 0.19 is greater than 0.05 alpha level at 2430 degrees of freedom, the null hypothesis is not rejected. This means that no significant difference exists in the mean responses of public and private school teachers on the delegation of authority practices adopted by principals for the effective performance of teachers in public and private schools in Anambra State.

Hypothesis 2: There is no significant difference in the mean response of teachers on the conflict resolution practices adopted by principals for effective performance of teachers in public and private secondary schools Anambra State.

Table 4: t-test Statistic on the Differences between the Mean Scores of Teachers of Public and Private Secondary Schools on the Conflict Resolution Practices Adopted by Principals for Effective Performance of Teachers.

Source of Variation	N	$\bar{X}$	SD	Df	p-value	alpha level	Remark
Public	712	2.63	1.32				
				2,430	0.10	0.05	Not Significant.
Private	1,720	2.65	1.34				

Table 4 shows the t-test statistics of no significant difference between the mean scores of the teachers of public and private secondary schools on the conflict resolution practices adopted by principals for the effective performance of teachers. Following the Table, the teachers of public secondary schools numbering 712 have a mean score of 2.63 with SD of 1.32 while teachers of private secondary schools numbering 1, 720 have a mean score of 2.65 and the SD of 1.34. The analysis reveals that since the p-value of 0.10 is greater than 0.05 alpha level at 2430 degrees of freedom, the null hypothesis is not rejected. This means that no significant difference exists in the mean responses of public and private school teachers on the conflict resolution practices adopted by principals for the effective performance of teachers in public and private schools in Anambra State.

Discussion of Findings

Findings on the delegation of authority practices adopted by principal for effective performance of teachers in public and private secondary schools in Anambra State revealed that both public and private school teachers generally agree on the delegation of authority practices adopted by principals for their effective performance of teachers in secondary schools. In same vein, there was no significant difference between the mean scores of public and private teachers on the delegation of authority practices adopted by principals for effective job performance of teachers in Anambra State. Put differently, delegation of authority is adopted by both principals of public and private secondary schools for effective teachers' performance. This shows that, irrespective of school type, delegation of authority is key to the enhancement of effective teachers' performance. Thus, principals that do not delegate authority to teachers run the risk of being over-burdened by responsibilities. Adeluye (2013) laid weight on the finding when the scholar asserted that the role of the secondary school principals is enormous so

required that some of the duties be transferred to capable members of the staff for goal attainment. This enabled the school principal to perform supervisory roles effectively and efficiently and also for effective time management leading to accomplishment of set goals. These findings were backed up by Nwokoro (2020) who observed that delegation of authority in public and private secondary schools as explained by delegation permits the transfer of responsibility and authority from a superior to a subordinate. Going further, Mohammed (2018) contended that delegation of authority as one of the human relation theories makes room for effective management of human resources for increased productivity.

Findings on the conflict resolution practices adopted by principal for effective performance of teachers in public and private secondary schools in Anambra State revealed that both public and private school principals adopt conflict resolution practices for effective performance of teachers in secondary schools. Similarly, there was no significant difference between the mean scores of public and private school teachers on the conflict resolution practices adopted by the principals for effective performance of teachers in Anambra State. This is rather expected given that conflict arise irrespective of the school type and so, its resolution is not dependent on school type. In other words, the conflict resolution is a human relation practice adopted by principals regardless of the school type. Corroborating the findings of the study, Ezenwagu (2022) observed that conflict is an inevitable phenomenon in any social organization such as school but the resolution practices makes the difference. The scholar further explained that conflict is a two edged sword that could promote organizational activities or mar them depending on the ability of the school head to adopt effective conflict resolution indices. Broom (2020) and Ogunne (2013) further observed that good resolution of conflicts could boost teamwork and cooperation that accelerate effective job performances of teachers. Inversely, mismanaged conflict could equally lead to anger, acrimony and formation of cliques which is counterproductive. Brown went on to emphasize that conflict can bring about innovations, new workers and new institutions as well lead to a disorganization of an existing norm in the school system.

Conclusion

Based on the findings, it was concluded that principals of public and private secondary schools adopt delegation of authority and conflict resolution practices for effective performance of teachers in Anambra State.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. Principals of both public and private secondary schools should be encouraged by the appropriate authorities to endeavour to sustain their practice of delegating authority to competent teachers for effective teachers' performance.
2. Ministry of Education should organize symposium for principals of both public and private secondary schools on the need to sustain their practice of conflict resolution so to promote effective teachers' performance.

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