

INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE COMPETENCIES IN THE MANAGEMENT OF HUMAN RESOURCES IN PUBLIC PRIMARY SCHOOLS IN KADUNA STATE, NIGERIA

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Abstract

This study was conducted to assess the Influence of Head teachers Administrative Competencies in the Management of Human Resources in Public Primary Schools in Kaduna State. Two research objectives, research questions and hypotheses were formulated respectively. Descriptive survey design was used. Population of the study was 38,358 comprised 4,366 head teachers, 4,366 assistant head teachers and 29,626 teachers. Cluster sampling was applied to select participants from the senatorial areas, while simple random sampling technique was used to ensure adequate representation. Based on Research Advisors (2006) at 0.05 confidence level, sample size was 380, comprising 45 head teachers, 45 assistant head teachers and 290 teachers. Instrument for data collection was questionnaire. The survey utilized a five-point likert scale. Pilot test was conducted outside the study area, and a coefficient of .785 was established. The instrument was administered by researcher and research assistants. Descriptive statistics of frequency count and percentage was used. Hypotheses were tested using one-way analysis of variance at a 0.05 level of significance. Findings revealed that organizational competence of head teachers has a significant influence on the management of human resources in public primary schools. Also, it revealed that head teachers' communication competence has a significant influence on the management of human resources in public primary schools. It was concluded that organizational and communication competencies of head teachers significantly influence the management of human resources. The study recommended that Ministry of Education should implement capacity-building programs focused on enhancing the organizational competence of head teachers, and training-workshops to improve communication competence.

Keywords; Influence, competencies, organizational, communication

Introduction

The fast-moving, globalized environment demands that human resource management professionals master administrative competencies in their roles. Global human resource practices are undergoing significant changes as organizations increasingly adopt digital tools and technological systems. Any organization depends heavily on excellent human resource management to achieve its goals. Head teachers must possess various administrative skills to operate their schools effectively. Specifically, they require strong communication and organizational skills, among other essential competencies, to guarantee optimal performance. A key challenge involves determining which particular competencies have the greatest impact on managing human resources. Another challenge is understanding how head teachers' competencies shape these processes and how effective human resource management can lead to improved educational outcomes. Kaduna State in Nigeria faces unique socio-economic and educational challenges that affect its educational system. Managing human resources in public

primary schools therefore requires head teachers to develop strategies that address these specific contextual difficulties and needs. This key administrative role demands specialized expertise to manage such situations successfully. The skills mentioned above enable administrators to maintain efficient human resource management. Thus, school management success primarily depends on the capabilities of head teachers who possess appropriate administrative skills (Duncan et al., 2021). Concerns have been raised about the proficiency of head teachers in certain skills and concepts, as their competencies determine the effectiveness of human resource management (Barfod, 2018). A lack of human resource management capability among primary school administrators has contributed to the challenges described. Therefore, they require greater administrative expertise.

Administrative competencies, particularly organizational and communication skills function as fundamental drivers of effective human resource management in educational settings. Research indicates that organizational competence is one of the essential elements for assessing head teachers' administrative capabilities within human resource management systems. Organizational competence is vital (Oplatka, 2014), as head teachers undergo an organizational socialization process to internalize leadership values, knowledge, and actions that shape their professional identity as school leaders. The interconnected social structure of schools also demands that leaders maintain clear and effective communication. School leaders must interact with all key stakeholders, including staff members, students, parents, and the surrounding community. Establishing strong communication foundations fosters successful teamwork, transparency, and detailed sharing of school guidelines and updates with the school community. Active listening is a primary quality for effective communication (Jahromi et al., 2016). Existing research tends to analyze leadership qualities as a whole but fails to identify the specific competencies head teachers need to manage human resources effectively. This study addresses that knowledge gap through a comprehensive assessment of how head teachers' administrative competencies influence human resource management in public primary schools.

Statement of the Problem

Human resource management is necessary in order to facilitate the smooth running of public primary schools and enhance better performance. Head teachers are at the fore front of staff leadership, resource allocation, and coordination of both staff and student activities in order to realize institutional objectives. They are competent in their organizational functions; hence, they are able to share their roles, duties, and allocate the resources needed to run the school efficiently. On the same note, their communication ability will be used to create an open line of contact with the staff, parents, and stakeholders, facilitating cooperation and encouragement of school operations. Although these are important functions, very little is known regarding the specific influence of these competencies on human resource management in the public primary school specifically in Kaduna State. Nevertheless, little empirical research has been conducted on human resource management within the context of the primary schools, especially in respect to the connection between the administrative competencies of the head teachers on the practices of managing human resources. This knowledge gap is a challenge to the policymakers, administrators and stakeholders who want to improve the performance of staffs and the schools. It is thus the aim of this study to address this gap by assessing the influence of the organizational and communication competence of the head teachers in the management of human resources in public primary schools in Kaduna State

Purpose of the Study

1. assess the influence of the organizational competence of the head teachers on the management of human resources in Public Primary Schools in Kaduna State;
2. assess the influence of the communication competence of the head teachers on the management of human resources in Public Primary Schools in Kaduna State.

Research Questions

1. What is the Influence of the Organizational Competence of Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State?
2. What is the Influence of the Communication Competence of Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State?

Hypotheses

- H0₁:** There is no significant difference in the opinions of head teachers, assistant head teachers, and teachers regarding the influence of head teachers' organizational competence in the management of human resources in public primary schools in Kaduna State.
- H0₂:** There is no significant difference in the opinions of Respondents regarding the influence of head teachers' Communication Competence in the management of human resources in public primary schools in Kaduna State.

Significance of the Study

The study is significant in several ways. It will provide head teachers with valuable insights into how their organizational and communication competencies influence effective human resource management, enabling them to develop stronger leadership strategies and improve overall school operations. For teachers, the findings will help them understand how effective administrative competencies can enhance staff welfare, equitable role distribution, and professional collaboration, thereby fostering a more supportive and productive work environment. Learners will also benefit indirectly, as improved human resource management will create a more conducive teaching and learning atmosphere, leading to better academic performance and enriched school experiences. Furthermore, the study will be of great importance to policymakers and educational authorities by providing empirical evidence that can guide the formulation and implementation of policies and professional development programs aimed at strengthening the administrative capacities of head teachers in public primary schools.

Scope of the Study

The research was limited to public primary schools in Kaduna State, Nigeria. The research work covered the following areas: head teachers' administrative competencies in organization, and communication. Thus, the administrative competencies listed are critical components of head teachers' duties because they have a direct impact on the quality of human resource management operations in primary schools.

Methods

The research adopted descriptive research survey design methods. The population of this study was 38,358 which comprises of 4,366 head teachers, 4,366 assistant head teachers and 29,626 teachers in Kaduna State Public Primary School. Cluster sampling was applied to select participants from the senatorial areas, while simple random sampling technique was used to ensure adequate representation of respondents. Based on Research Advisors (2006) at 0.05 confidence level, the sample size of the study was 380 respondents, comprising 45 head teachers, 45 assistant head teachers and 290 teachers was selected by use of purposive sampling. Instrument for data collection was questionnaire. The survey utilized a five-point likert scale. Pilot test was conducted outside the study area, and a coefficient of .785 was established. The instrument was titled "Administrative Competencies Questionnaire for Kaduna State Head Teachers" (ACQKSHT). The survey utilized a five-point Likert scale measuring from 5- "strongly agree" (SA), 4- "Agree" (A), 3- "Undecided" (U), 2- "Disagree" (D), and 1- "Strongly disagree" (SD) through 14 questionnaire items. Strongly agree and agree were

merged as agree, and disagree and strongly disagree were merged as disagree, while undecided remains neutral. The instrument was vetted by experts from educational administration and planning department. A pilot test involved thirty (30) respondents throughout five (5) selected public primary schools outside the study area to check the research instrument's validity. A coefficient of .785 was established for the instrument reliability and judged suitable for research purposes. A letter of introduction was obtained from the researcher's department, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, in order to request the release of essential documents from the Kaduna State Universal Basic Education Board. Also, to obtain their consent and authority to conduct the study on the respondents who made up their workforce. According to (Eaton et al., 2018) in order to achieve optimal teamwork and a high recovery rate, research assistants should always be hired. However, with 380 participants, this research was completed in three (3) weeks. The instruments were securely tagged and put in an enclosure to reduce loss in transit throughout the exercise. Descriptive statistics of frequency count and percentage were used in answering the research questions and thus, formulated null-hypotheses were tested using one-way Analysis of variance (ANOVA) at 0.05 alpha level of significance for accepting or rejecting. The hypotheses were tested by the use of Scheffe's One-Way Analysis of Variance (ANOVA) at a 0.05 level of significance. Similarly, post-hoc test was employed to ascertain the extent of the significant differences in the opinions of the respondents in relation to the questionnaire. However, by this, the hypothesis was rejected when the probability value was less than the level of significance. When the probability value was higher than the level of significance, the hypothesis was retained. And, where the hypothesis was rejected, a Schaffer's test was employed to determine the differences in the respondents' opinions.

Results

Table 1: Sample Population for the Study

S/N	Senatorial Zones	Schools	Head Teachers	Assistant Head Teachers	Teachers	Total
1	Kaduna North	15	15	15	97	127
2	Kaduna Central	15	15	15	100	130
3	Kaduna South	15	15	15	93	123
	Total	45	45	45	290	380

Thus, the sample size for this study was determined by Research Advisors (2006) at a 0.05 confidence level.

Table 2: Opinions of Respondents on the Influence of the Organizational Competence of the Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State.

In Kaduna State.										
S/N	Item Statement	Respondents	RESPONSE CATEGORIES							
			Agree		Undecided		Disagree		Total	
			(F	%)	(F	%)	(F	%)		
1	Administrators do establish long-term goals to be achieved.	Head teacher	32	71.1	2	4.4	11	24.4	45	
		Ass.head teacher	32	71.1	3	6.7	10	22.2	45	
		Teacher	141	48.6	15	5.1	134	46.2	290	
2	Administrators do ensure adequate decision making on school activities	Head teacher	43	95.5	0	0	2	4.4	45	
		Ass.head teacher	29	64.4	2	4.4	14	31.1	45	
		Teacher	217	74.8	3	1.0	70	24.1	290	
3	Administrators effectively	Head teacher	25	55.6	0	0	20	44.4	45	

	plan school activities	Ass.head teacher	29	64.4	2	4.4	14	31.1	45
		Teacher	229	79	2	1	59	20	290
4	School administrators ensure plans are manage and executed	Head teacher	25	55.6	0	0	20	44.4	45
		Ass.head teacher	25	55.6	3	6.7	17	37.8	45
		Teacher	206	71	0	0	84	29	290
5	Administrators relate with the community for collaboration and support	Head teacher	30	66.7	5	11.1	10	22.2	45
		Ass.head teacher	27	60	3	6.7	15	33.3	45
		Teacher	219	75.5	1	0.3	70	24.1	290
6	Administrators take into consideration time management.	Head teacher	25	55.6	1	2.2	19	42.2	45
		Ass.head teacher	17	37.8	2	4.4	26	57.8	45
		Teacher	107	36.9	6	2.1	177	61	290
7	Administrators efficiently manage school resources and budgets	Head teacher	28	62.2	3	6.7	14	31.1	45
		Ass.head teacher	26	57.8	3	6.7	16	35.6	45
		Teacher	219	75.5	1	0.3	70	24.1	290

In response to items 1 to 7 in table 2 which sought the opinions of respondents on the influence of the organizational competence of the head teacher in the management of human resources, responses of all respondents were collected, analyzed and discussed. It was revealed that administrators do establish long-term goals to be achieved, they ensure adequate decision making on school activities, they effectively plan school activities, they also ensure plans are manage and executed, they also relate with the community for collaboration and support, and they efficiently manage school resources and budgets as this item attracted the higher percentage with details showing that all the respondents agreed to the items. Thus, indicating wide acceptability of the suggested items with an exception to item 6 which states that administrators take into consideration time management, having a disagreement of 57.8% and 61% for both assistant head teachers' and teachers. These findings indicate that organizational competencies of head teachers influence the management of human resources.

Table 3 Opinions of Respondents on the Influence of the Communication Competence of the Head Teacher in the Management of Human Resources in Public Primary Schools in Kaduna State

S/N	Item Statement	Respondents	RESPONSE CATEGORIES						
			Agree		Undecided		Disagree		Total
			(F	%)	(F	%)	(F	%)	
8	Administrators pronounce words clearly so that they are understood at first time.	Head teacher	27	60	0	0	18	40	45
		Ass.head teacher	25	55.6	3	6.7	17	37.8	45
		Teacher	115	39.7	16	5.5	159	54.8	290
9	Administrators are open for effective communication	Head teacher	29	64.4	3	6.7	13	28.9	45
		Ass.head teacher	30	66.7	3	6.7	12	26.7	45
		Teacher	117	40.3	0	0	173	59.7	290
10	Administrators effectively communicate concerns about human resources with both teaching and non-teaching staff	Head teacher	29	64.4	3	6.7	13	28.9	45
		Ass.head teacher	26	57.8	4	8.9	15	33.3	45
		Teacher	138	47.5	5	1.7	147	50.7	290
11	Administrators communicate changes in policies or procedures in	Head teacher	26	57.8	4	8.9	15	33.3	45
		Ass.head teacher	29	64.4	1	2.2	15	33.3	45
		Teacher	147	50.7	1	0.3	142	49	290

	a timely and understandable way.								
12	Administrators listen attentively to human resource related challenges and employee feedback.	Head teacher	27	60	2	4.4	16	35.6	45
		Ass.head teacher	25	55.6	5	11.1	15	33.3	45
		Teacher	176	60.7	0	0	114	39.3	290
13	Administrators express themselves in a concise way so that teachers can easily understand them.	Head teacher	29	64.4	1	2.2	15	33.3	45
		Ass.head teacher	26	57.8	5	11.1	14	31.1	45
		Teacher	192	66.2	1	0.3	97	33.4	290
14	Administrator's uses easily understood everyday words and expressions.	Head teacher	32	71.1	0	0	13	28.9	45
		Ass.head teacher	29	64.4	1	2.2	15	33.3	45
		Teacher	148	51	1	0.3	141	48.6	290

In response to items 8 to 14 in tables 3 which sought the Opinions of respondents. It was revealed that administrators communicate changes in policies or procedures in a timely and understandable way, they also listen attentively to human resource related challenges and employee feedback; they also express themselves in a concise way so that teachers can easily understand them, and they use easily understood everyday words and expressions as this item attracted 50% and above percentage with details showing that all the respondents agreed to the items. Thus, indicating wide acceptability of the suggested items with an exception to item 8, 9, 10 where to the teachers', this statement is false as disagreement ranges from 50% and above. These findings showed that head teachers' communication competence influence the management of human resources in public primary schools.

Table 4 Summary of Analysis of Variance (ANOVA) on the Opinions of the Respondents on the Influence of the Organizational Competence of the Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State

Status	Sum of Square	df	Mean Square	F	Sig
Between Groups	38.223	25	1.529	3.899	.001
Within Groups	138.817	354	.392		
Total	177.039	379			

The result on table 4 showed the significance level (p-value) associated with the F-statistic was small (0.001) when compared with 0.05 alpha level of significance, indicating that the organizational competence expected of the head teacher in the management of human resources in public Primary Schools in Kaduna State are statistically significant. However, the implication is that given the small p-value (0.001), we reject the null hypothesis (H0) regarding the influence of the organizational competence expected of the head teacher in the management of human resources in Public Primary Schools in Kaduna State.

Table 5: Summary of Scheffe's Multiple Comparison Test on the Opinions of Respondents on the Influence of the Organizational Competence of the Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State

Respondents	N	Mean
Head Teacher	45	24.65
Assistant head teachers	45	22.85

Teacher	290	25.88
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Table 5 shows that the mean score of head teachers (24.65) was higher than that of assistant head teachers (22.85), indicating a significant difference between the two groups. However, teachers recorded an even higher mean score (25.88) compared to both head teachers and assistant head teachers, also reflecting a significant difference.

Table 6: Summary of Analysis of Variance (ANOVA) on the Opinions of Respondents on the Influence of the Communication Competence of Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State.

Status	Sum of Square	df	Mean Square	F	Sig
Between Groups	17.866	23	.777	1.737	.020
Within Groups	159.174	356	.447		
Total	177.039	379			

The result on table 6 showed the significance level (p-value) associated with the F-statistic is very small (.020) when compared with 0.05 alpha level of significance, indicating that the head teachers' influence on the communication competence in the management of human resources in public primary schools in Kaduna state is statistically significant. However, given the small p-value (.020), we reject the null hypothesis (H0).

Table 7: Summary of Scheffe's Multiple Comparison Test on the Opinions of Respondents on the Influence of the Communication Competence of Head Teachers in the Management of Human Resources in Public Primary Schools in Kaduna State.

Respondents	N	Mean
Head Teacher	45	23.65
Assistant head teachers	45	22.80
Teacher	290	22.26

As indicated in table 7, the mean score of head teacher 23.65 was found to be higher to that of assistant head teachers 22.80 and teachers 22.26 implying that the head teachers differ significantly to assistant head teachers and teachers in their opinions.

Discussion

The study assessed two key aspects of head teachers' competencies in the management of human resources in Kaduna State public primary schools: their organizational competence and communication competence. The analysis revealed that the organizational competence of head teachers has a statistically significant influence on the management of human resources in public primary schools. The F-statistic produced a p-value of 0.001, which is well below the 0.05 significance level. This indicates significant differences in the opinions of head teachers, assistant head teachers, and teachers regarding the organizational competence requirements of head teachers in human resource management. These finding was in line with Adeseko et al., (2024) who asserted that the national framework of competence of school administrators, stages of training, and the proper procedure of assignments are fundamental requirements to keep pace with the innovations in education and enhance the effectiveness of administering Nigerian schools. Consequently, the null hypothesis was rejected. The analysis also showed that head teachers' communication competence has a statistically significant influence on the

management of human resources in public primary schools. The F-statistic yielded a p-value of 0.020, which is below the 0.05 threshold, indicating significant differences in the views of head teachers, assistant head teachers, and teachers regarding head teachers' communication competence in managing human resources. As a result, the null hypothesis of no opinion differences was rejected.

Conclusions

This study established that organizational and communication competencies of head teachers significantly influence the management of human resources in Kaduna State public primary schools. The statistically significant p-values of 0.001 (organizational competence) and 0.020 (communication competence) confirm that head teachers, assistant head teachers, and teachers hold different but meaningful views on the competence requirements for effective human resource management. These findings underscore those strengthening head teachers' skills in planning, coordination, delegation, and interpersonal communication is essential for improving staff performance and overall school outcomes.

Recommendations

Based on the findings, the following recommendations were made:

1. The Kaduna State Ministry of Education and relevant stakeholders should design and implement regular capacity-building and professional development programs focused on enhancing the organizational competence of head teachers. Such programs should cover areas like planning, staff coordination, delegation, and resource allocation to strengthen head teachers' ability to manage human resources effectively.
2. The Kaduna State Ministry of Education should provide targeted training and workshops to improve head teachers' communication competence including interpersonal, and information sharing skills to ensure more consistent and effective human resource management across public primary schools.

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