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STAFF PERSONNEL MANAGEMENT AND PRODUCTIVITY IN GOVERNMENT OWNED SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study was carried out to investigate staff personnel management and productivity in Secondary Schools in Anambra State. Four research questions and four null hypotheses were formulated to direct the study. Descriptive survey research design was used. The study covered the six secondary school education zones of the State. Population of the study was 6047 teachers and 177 staff of Post Primary School Service Commission. Simple random sampling was used to select four education zones that have a total of 4,757 teachers. Again simple random sampling was used to select eight hundred teachers and sixty staff of PPSSC, a total of eight hundred and sixty (860) respondents for the study. Two questionnaires that contained twenty (20) and five (5) items respectively were developed and used to collect data from the respondents for the study. At first, questionnaires items were presented to two experts in educational administration and one expert in the measurement and evaluation for face validity. The same questionnaires after correction were given to five staff of Enugu State Education Commission and five teachers in Enugu State secondary School to determine the reliability. Mean and standard deviation were used to answer research questions, t-test was used in testing the hypotheses at 0.05 significance level. The findings were as follows; Post Primary School Service Commission used criteria in recruiting staff though with some practices of favouritism and newly employed teachers in schools are being oriented. The researcher then recommended that though Post Primary School Service Commission Staff based on criteria, they should make recruitment to be regular and free of favouritism, direct and supervises orientation of

new staff that is being done by school principals and make sure it is consistently done.

Keywords: Staff Personnel; Management; Productivity; Secondary Schools.

Introduction

For the fact that early in Nigeria, wage employment was not practiced, a head of family for instance who engaged in farming made use of his household in the farm operations? He paid no salaries but made sure they were well fed and clothed. The personnel management was a function that started in Nigeria in the 1950's. According to Ukeku (1975), those who then performed the job in organizations for years rose through promotions to the position of personnel managers.

When commercial organization started and grew up gradually in Nigeria particularly in the Delta areas where economic activities started advancing, selling of products came into play. To employ labour and pay wages after work became a mandate. Government activities such as railway constructions from west to the north began and Civil service emerged. In 1912, the first union that is, the civil service union was formed, followed by other unions. Henceforth, a call for the development of the personnel management was made by the trade unions. Ubeku (1975), one major factor that influenced the rapid development of personnel management as a function to be manned by specialists was the activities of the trade unions. At first, the size of the commercial activities were in small scale and this made it possible for the low calibre of the general manager or his assistant to continue performing the functions of the personnel manager such as recruitment of staff and record keeping. In the 1940's, the agitation for the improvement of the conditions of service for union members started. In 1945, the unions went on their first strike which was a turning point in the personnel management. Consequently, these levels of managers or their assistants could no longer cope with the advancement rate in the functions.

This led to the employment of trained and full time staff managers or personnel assistants. Though such managerial positions were initially held by the white people because Nigeria had not produced trained personnel managers. It was later discovered that these white men were unfaithful. They failed to communicate all good things that favour the workers to the management. As time went on, there were clashes, between them and the union officials concerning conditions of service.

From 1950-1960, the Nigeria trained personnel managers were produced and were also employed. They understood the labour better and could communicate the labour's demand after negotiation with the management. Presently big organizations have personnel departments or units with qualified personnel managers. Irrespective of the above, the staff personnel management and productivity in the context of the school system depends on the capability of the school organization. Staff personnel as the human resource is made up of teachers, clerks, bursars, labourers, drivers, secretarial staff, cafeteria workers and the custodial staff within the school organization. These staff personnel have outstanding qualities such as knowledge, wisdom, skills, hard work, expertise and endurance which can be trained to achieve the schools' expected objectives.

Of all the resources, the most essential in the school system is the staff personnel. It is the responsibility of the human resource to activate, articulate the material, financial and programme resources to attain a goal, in essence, it is the human resource who engages others into operations. That is why Harbison (1973), pointed out that capital and natural resources are essential factors of production, while human beings are the active agents who derive capital, assembles and utilize natural resources, create social and political organization and effect national development. Associating the idea to the school organization, not materials, finance, school plant or curriculum that determines the success or failure of educational enterprise, it is the staff personnel. The staff personnel are in two categories; the line staff are the teachers who are directly concerned in

facilitating and implementing the educational programmes, while the support staff are the staff officers who aid the line staff in achieving the educational objectives. The school principal must not only concentrate their concern on the line staff but as well on the support staff. Staff personnel management is therefore necessary in the school to harness the cerebral potentials, manual skills and other attributes of the human resource to accomplish the set goals.

The Post Primary School Service Commission (PPSSC) is responsible for the staff personnel recruitment, orientation, development, promotion, transfer/posting, control and supervision of teachers and administrative staff (supportive staff) in secondary schools in Anambra state. Its sub-offices were located in the six Education zones of the State as the Zonal Education Board, which included, Aguata, Awka, Ogidi, Nnewi, Onitsha and Otuocha Zones. These offices are being headed by the supervising principals while the main office is being managed by a chairman. The Post Primary School Service Commission was established by the year 1991 as State Education Commission under section 15 of revised education law of Anambra state. It was then empowered for executing the above duties and to prescribe staff welfare conditions of services such as salaries, firing benefits, promotions, study leave, seminars, workshops and professional conferences.

The interaction of the researcher with some secondary school teachers revealed that majority of the teachers visualize teaching as a non-monetary rewarding job, no order of hierarchy because almost all levels of staff have their offices in the same staff room. This is very odious without attractive incentives. Some pointed out that subsequent recruitments take up to ten years interval to be done by the Post Primary School Service Commission. That in spite of the delay, selection of teachers is based on specific subjects such as Mathematics, Physics, Biology, Chemistry, Agricultural Science, Physical and Health Education, Home Economics, Computer, Wood work, Building, Metal work, Plumbing, English Language and Igbo Language. That formal orientation of new

employees has never been organized, instead, the function is always left for the heads of departments, who never had the time to conduct a proper orientation.

Therefore in line with the above, inspired study into the staff personnel management and productivity, in secondary schools have to be done. In line with the above, to achieve the goals of Secondary Schools in the State, proper recruitment and orientation of new employees must first be examined in the teaching workforce. For this, the following questions are to be asked;

- How often does Post Primary School Service Commission recruit?
- Does recruitment base on specific subject? If yes, what are these subjects?
- How was the orientation of new staff conducted?

These questions demand empirical investigation into the staff personnel management of the Post Primary School Service Commission. The researcher's findings should therefore anchor on teaching and non-teaching staff to establish the staff personnel management problems in the areas of recruitment, orientation and development in secondary schools.

Statement of the Problem

If the output in the education sector is of good quality, it that it's personnel have high productivity. If the opposite is the case, it implies that there is low productivity within the personnel. There is tendency that where there is delay in recruitment, teacher/ student ratio the duty of the Post Primary School Service Commission to recruit and the school principals to orient their new employees, the question then is how do they perform these functions? This question constituted the problems of the study.

Research Questions

For the researcher to undertake the study, the following research questions were developed:

1. What are the criteria adopted for staff recruitment by the Post-Primary School Service Commission?
2. How is orientation done by the school principals?

Hypotheses

The following null Hypotheses were tested at the .05 level of significance:

1: There is no significant difference in the mean ratings of staff of Post Primary School Service Commission and teachers on the staff recruitment criteria of secondary school teachers.

2: There is no significant difference in the mean ratings of Staff of Post Primary Schools Service Commission and teachers on the orientation of new secondary school teachers.

Research Method

The researcher used a deceptive survey design in the study. The study was carried out in Anambra State. Population of the study was 6047 teachers and 177 staff of Post Primary School Service Commission (PPSSC), making a total of 6224 in the study area. The sample for the study was 860 respondents. Four education zones were selected for the study. 4757 teachers were in the four education zones. 40 secondary schools from each zone where selected giving a total of 160 schools for the study. Five teachers were then selected from each school, making a total of 200 respondents, giving a total of 800 teachers from the four zones. From the Staff of post primary school service commission, 60 were selected. The researcher used simply random sampling technique to select respondents from both the teachers and the staff of post primary school service commission. The instrument used for the data collection was questionnaire designed by the researcher. The same instrument was used for the staff of post primary school service commission and teachers. The questionnaire was developed on a four point rating scale of strongly Agree (SA): 4 points, Agreed (A): 3 points, Disagree (D): 2 points and strongly Disagree (SD): 1 point. The questionnaire items were presented to two experts in educational Administration and one expert in measurement and evaluation for face validity, content relevance and items celerity. To ensure there liability of the instrument, cronbach Alpha coefficient was used to measure the internal consistency of items in each of the instrument. Copies of the questionnaire were administered on 5 Staff of

Education Commission and 5 teachers of secondary schools, in Enugu, Enugu State. Responses were scored, analysed and yielded 0.65, 0.60, 0.72, 0.69 and 0.75 for section 1,2,3,4,and 5. The direct approach method was used in the distribution of the questionnaires. Data collected was subjected to descriptive and infernally statistical measures. Mean and standard deviation were used to answer research questions. Any item with mean point of below 2.50 was regarded as negative and above was interpreted as positive response, while T-test was used for analysing and testing hypothesis.

Results

Research Question 1: What criteria control the function of secondary school teachers' recruitment by the Post-Primary School Service Commission?

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Table 1: Mean responses of staff of Post-Primary School Service Commission (PPSSC) and teachers on the criteria that control the recruitment of teachers in secondary schools in Anambra State.

S/N	Items	N = 60 Staff of PPSSC						N = 800 Teachers					
		SA	A	D	SD	$\underline{X}$	Sd	SA	A	D	SD	$\overline{X}$	Sd
1	Only teachers with degrees in education are recruited	30	10	10	10	3.00	1.73	420	260	80	40	3.33	0.848
2	Subsequent recruitment of teachers can take interval of 10 years.	28	11	12	9	2.97	1.72	400	300	70	30	3.34	0.790
3	Favouritism is applied in teachers' recruitment.	39	11	7	3	3.43	1.31	390	250	100	60	3.21	0.931
4	Recruitment is done based on individual school demand.	25	10	10	15	2.75	1.89	250	200	200	150	2.69	1.102
5	High rate of students enrolment call for teacher recruitment.	40	15	5	-	3.58	1.00	380	300	70	50	3.26	0.862

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Table 1 shows the responses of Staff of PPSSC and teachers on the criteria that control the recruitment of teachers in secondary schools in Anambra State. The means of all their responses were above 2.50. High rate of students enrolment call for teacher recruitment (3.43); favouritism is applied in teachers' recruitment (3.32); only teachers with degrees in education are recruited (3.17); subsequent recruitment of teachers can take interval of 10 years (3.16); recruitment is done based on individual principal demand (2.72).

Research Question 2: How is orientation/induction conducted for newly recruited teachers in secondary schools in Anambra State?

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Table 2: Mean responses of staff of Post-Primary School Service Commission (PPSSC) and teachers on how orientation/induction is conducted for newly recruited teachers in secondary schools in Anambra State.

		N = 60						N = 800					
S/N	**Items**	**Staff of PPSSC**						**Teachers**					
		SA	**A**	**D**	**SD**	**$\bar{X}$**	**Sd**	**SA**	**A**	**D**	**SD**	**X**	**Sd**
6	Orientation/ induction of new teachers is done regularly.	30	15	10	5	3.17	1.50	300	200	200	100	2.88	1.053
7	The PPSSC organizes and conducts orientations for teachers.	25	10	15	10	2.83	1.79	400	250	100	50	3.25	0.899
8	Orientation of new teachers has been on the												

	neglect until recent time.	32	11	10	7	3.13	1.61	370	280	80	70	3.19	0.937
9	Orientation is meant to familiarize the newly employed teachers with their colleagues.	35	15	3	2	3.22	1.33	420	220	90	70	3.24	0.967
10	Orientation helps the new teachers know their job description, educational objectives, rules and regulations of the school.	30	21	6	3	3.30	1.29	350	280	90	80	3.13	0.967

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Table 2 showed the responses of principals and teachers on how orientation/induction is being conducted for newly recruited teachers in secondary schools in Anambra State. The means of all their responses were above 2.50. Orientation is meant to familiarize the newly employed teachers with their colleagues (3.23); orientation helps the new teachers know their job description, educational objectives, rules and regulations of the school (3.22); orientation of new teachers has been on the neglect until recent time (3.16); The PPSSC organize and conduct orientations for teachers (3.04); orientation/induction of new teachers is done regularly (3.03)

Null hypothesis 1

There is no significant difference in the mean ratings of staff of Post-Primary School Service Commission (PPSSC) and teachers on the criteria that control the recruitment of teachers in secondary schools in Anambra State.

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Table 5: t- test on the mean ratings of staff of Post-Primary School Service Commission (PPSSC) and teachers on the criteria that control the recruitment of teachers in secondary schools in Anambra State.

Source of variation	N	$\overline{X}$	sd	df	Cal.t	Crit.t	p>0.05
Staff of PPSSC	60	15.73	7.65				
				858	-0.10	1.96	NS
Teachers	800	15.83	4.53				

NS = Not significant

Table 6, shows that at 0.05 level of significant and 858 df the calculated t 0.10is less than the critical t 1.96. Therefore, there is no significant difference in the mean ratings of staff of Post-Primary School Service Commission (PPSSC) and teachers on the criteria that control the recruitment of teachers in secondary schools in Anambra State.

Null hypothesis 2

There is no significant difference in the mean ratings of Staff of Post Primary School Service Commission and teachers on how orientation/induction is being conducted for newly recruited teachers in secondary schools in Anambra State.

Table 6: t- test on the mean ratings of staff of Post-Primary School Service Commission (PPSSC) and teachers on how orientation/induction is being conducted for newly recruited teachers in secondary schools in Anambra State.

Source of variation	N	$\overline{X}$	sd	df	Cal.t	Crit.t	p>0.05
Staff of PPSSC	60	15.65	7.52				
				858	-0.04	1.96	NS
Teachers	800	15.69	4.82				

NS = Not significant

Table 7, shows that at 0.05 level of significant and 858 df the calculated t -0.04is less than the critical t 1.96. Therefore, there is no significant difference in the mean ratings of staff of Post-Primary School Service Commission (PPSSC) and teachers on how orientation/induction is being conducted for newly recruited teachers in secondary schools in Anambra State.

Discussion

In research question one; it was observed that high rate of students' enrolment motivates the Post Primary School Service Commission to recruit teachers, apart that recruitment into the school system can take up to ten (10) years. Favouritism is being practiced in the recruitment exercise while only teachers with degree certificate in education are being considered. Principal's request for new staff also made recruitment to take place.

In null hypotheses one, there is no significant difference between the mean ratings of teachers and staff of Post Primary School Service Commission on the criteria that control the recruitment of teachers in secondary schools in Anambra State.

It then shows that if there is no high rate of student's enrolment, recruitment will not be done to push in new staff, until ten (10) years elapse

from the last employee. To employ only degree certificated teachers into the system accord secondary school education a standard. While the principals request for teachers guides the Post Primary School Service Commission to know the subjects areas and number of vacancies to fill. This is because principals that are inside the schools understand better the needs of the system. Olika (1988) recognized this concept when she found that, the board needs to meet its demands based on the returns of vacancy positions in schools sent by the principals." Anderson and Dyke (1992) supporting the above, heads of schools should be involved or have some voice in the selection process, since they run, supervise and work most closely with the teachers, though, final decision in the matter however should not be their prerogative." Favouritism in recruitment may cause the Post Primary School Service Commission to derail from certain criteria and to select less qualified staff into the school system which invariable may affect the expected standard in secondary education.

On the side of staff orientation responses to research question two and null hypotheses two it indicated that staff of Post Primary School Service Commission and teachers agreed that orientation is meant to familiarize the newly employed teachers with their colleagues, that principals organize and conduct orientation for teachers and that orientation is to enable new teachers know their job description, education objectives, rules and regulations of the school. The respondents also agreed that orientation of new teachers has been neglected until recent time when it started being regular again in schools.

From the findings in a situation where new posted teachers do not expose to orientation programme, they are bound to make mistakes. It is true they have undergone professional training in the Teachers Training Colleges, Colleges of Education, and Faculties of education in various Universities, they have not been in their permanent work place environments. Therefore they need to be informed the designations and job descriptions of their colleagues, education objectives, their job descriptions, rules and regulations of the school including the school tone to enable them adjust easily. There is

tendency that in a school a staff can stay up to a year without knowing the names of most colleagues in the school. According to Aroh, (2005), although virtually all teachers have pre-requisite knowledge and skill to teach within their own subject areas, it is almost inevitable that they need some orientation before taking up the actual teaching.

The finding shows that principals understood the importance of orientation to newly recruited teachers and are as well conscious of their duty as school administrators. Neglecting orientation in the past was an indication of nonchalant attitude on the side of the principal to perform their stipulated responsibilities then, and the Laisse-affaire administration of the Post Primary School Service Commission administrators to enforce and supervise this function in secondary schools in Anambra State. The fact that it is now being done regularly, implies that the schools administrators have realized their past mistake and were performing the function as it ought to be.

Conclusions

From the above discussion, the following conclusion could be made;

The Post Primary School Service Commission had complied with stipulated recruitment criteria as to enable them get the best result in the recruitment of teachers. Though, there was influence of favouritism in the recruitment of teachers. Orientation which has been a forgotten function in secondary schools is presently revitalized and seriously being conducted by the principals, knowing very well its importance in secondary education.

Recommendations

Based on these findings, the discussions of the findings of this study and conclusion which have been highlighted, the following recommendations could be made;

That there is need for the post primary school service commission in Anambra State to take determined steps to ensure that teacher's recruitment exercise is effectively and sufficiently carried out without favour and unnecessary delay.

Let recruitment be done at least every four years to fill vacancies created by retired and dead staff in subject areas. This could be achieved by government to enact policies debearing any form of favouritism in recruitment issues in education and other ministries and parastatals in Anambra State.

It is very necessary that post primary school. Service Commission (PPSSC) should often intervene by enforcing and supervising the programme in schools to ensure that it is scheduled and perform by the primary and secondary schools councellors at the needed time. Principals who could not abide by the directives should be issued with queries, principal should write and submit reports on concluded orientation programme in his school to the Post Primary School Service Commission as evidence that he has done as directed**.**

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