STAFF PERSONNEL MANAGEMENT AND PRODUCTIVITY

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ABSTRACT

This study investigate the relationship between staff Personnel Management and Productivity.

To be specific, the study examined certain areas of personnel management such as: Recruitment, Selection and Placement of Secondary School Teachers in Ikeja Local Education District of Lagos State. Questionnaire technique was used to collect relevant information for the study.

It was discovered that most of the problems connected with human resource management are as a result of poor compensation and reward, low incentives, poor working conditions, lack of training and development programmes as well as lack of effective communication and poor leadership.

Recommendations were made therefore to improve on different areas of recruitment, selection and placement of teachers and productivity of teachers in the school system. These include, wide publicity of recruitment on mass media in order to alert the public and better condition of service for teachers in order to boost their morale in putting their best performance.
INTRODUCTION

Staff management, whether in business, industry, church or school lies at the core of the efficiency of the organisation. Indeed the entire function called administration may be defined as getting things done through the efforts of other people. In other circumstances administration is regarded as coterminous with leadership; leadership of people towards the achievement of the group goals or goals of the organisation.

The extent to which the school executive is able to manage his staff determines to a large extent the degree of the efficiency and consequently the level of the productivity of the school, Nwankwo 1985.

Recruitment, that is a process of enlistment of new member into a group and through which they become part and parcel of administration of an organisation has some relationship in the productivity of an institution like the school.

Selection of personnel for the school system is one of the most critical decision that confronts the school administrators. If a bad judgement is made, the process of correction can be too long and cumbersome, particularly in the school system where personnel are so difficult to dismiss as against the situation in private enterprises where provisions are made for summary dismissal.
Ukeje et al (1992) states that the recruitment and retention of competent people in the teaching profession is a perennial problem all over the world. They further stressed that education anywhere has to attract high calibre of teaching personnel so as to improve its quality and productivity.

The focus of this study therefore is to determine the productivity of school administration vis-a-vis the style of recruitment adopted by the government agency charged with the responsibility of employing the teaching personnel.

This study is very significant in the sense that the findings of the study will enable the Ikeja Local Education District set a very strong and productive standard in the recruitment, selection and placement of teachers.

**STATEMENT OF THE PROBLEM**

The success of education to a large extent depends on the quality of personnel that goes into it. Therefore the way and manner by which the people are recruited into teaching service and how such system will help to make school productive call for attention. The problem of not recruiting the right calibre of qualified teaching staff into our school system for productivity based on tribal sentiment and therefore constitutes more problem within the system.
The TESCOM which is the teaching service commission are supposed to put very qualified competent hands in matters relating to recruitment and selection of teachers into our educational system.

Consequently, for a school to be productive, there should be a better recruitment, selection and placement into the teaching service.

There will be a tremendous achievement of school goal if recruitment style is reappraised. Therefore the specific problems of questions this study address include the following:

1. What is the frequency of teachers recruitment and selection to schools?
2. Are teachers provided opportunity for seminars, workshops and inservice training and how often?
3. How often are teachers motivated towards work and compensated?
4. How does the recruitment affects productivity of school administration?
5. In what ways would the leadership style of the school principal and the type of climate existing in school affects the overall, productivity of school administration?

RESEARCH DESIGN

This is a descriptive survey design because the study focused on the descriptive survey of recruitment, selection, placement and effective administration of secondary school. Teachers in Ikeja Local Education District of Lagos State.
POPULATION AND SAMPLING

The population of this study consisted the Director of Education of Teaching Service Commission, School Principal, Vice Principals academic and administration, Heads of Department, Ten (10) Teachers from each secondary school.

The type of sampling used was random sampling technique.

RESEARCH INSTRUMENT

The instrument used was questionnaire technique. The focus of the questionnaire was on the following. Recruitment, selection and placement procedures.

Copies of questionnaires were personally administered by the researcher in these schools used for the study as well as teaching service commission.

DATA ANALYSIS

The respondents responses were grouped into different areas of recruitment, selection, placement and productivity of school administration accordingly and were presented in tables. The data collected were analyzed by the use of percentage as indicated in the tables.

RESULTS

Research Question 1

What is the frequency of teachers recruitment and selections to schools?
### TABLE 1

**RECRUITMENT AND SELECTION OF TEACHERS**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Strongly Agree (SA)</th>
<th>AGREE (A)</th>
<th>UNDECIDED (U)</th>
<th>AVERAGE (D)</th>
<th>STRONGLY DISAGREE (SD)</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) Results for Teachers made by school principals through PPTESCOM</td>
<td>50 (58.1)%</td>
<td>36 (41.0)%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>(7) Sessional inventory is taken in order to determine vacancies to be filled in school</td>
<td>25 (29.0)%</td>
<td>20 (23.0)%</td>
<td>11 (12.7)%</td>
<td>20 (23.2)%</td>
<td>10 (11.6)%</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>(8) PP TESCOM advertised vacancies for teachers through mass media</td>
<td>-</td>
<td>21 (24.0)%</td>
<td>-</td>
<td>35 (40.6)%</td>
<td>30 (34.8)%</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>(9) Experiences and qualification are usually the basis of recruitment into the teaching service</td>
<td>-</td>
<td>35 (40.0)%</td>
<td>-</td>
<td>30 (34.8)%</td>
<td>21 (24.4)%</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>(10) Application forms for all posts are made available free not charge</td>
<td>33 (38.3)%</td>
<td>22 (25.0)%</td>
<td>20 (23.2)%</td>
<td>11 (12.7)%</td>
<td>-</td>
<td>66</td>
<td>100</td>
</tr>
<tr>
<td>(11) A well organised selection interview is always conducted</td>
<td>30 (34.4)%</td>
<td>33 (38.3)%</td>
<td>-</td>
<td>23 (26.7)%</td>
<td>-</td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL: 138 (26.7%) 167 (32.3%) 31 (6.0%) 119 (23.0%) 61 (11.8%) 516 100

Table 1 above shows that 26.7% of the respondents strongly agreed that teachers are frequently recruited and selected to schools, 32.3% of the respondents agreed with the view, 6.0% of the respondents were undecided 23.0% disagreed, while 11.8% strongly disagreed.
Research Question 2 - Are teachers provided opportunity for seminars, workshops and in-service training and how often?

Table 2 below shows that 4.2% of the respondents strongly agreed that there is opportunity for induction, training, and staff development programme for teachers. 18.0% agreed to this view. 17.4% disagreed with the view while 10.2% strongly disagreed to the view.

**TABLE 2**

**RESPONDENTS VIEW ON INDUCTION TRAINING AND STAFF DEVELOPMENT PROGRAMMES**

<table>
<thead>
<tr>
<th>ITEMS ON THE QUESTIONNAIRE</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Undecided (U)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>Total Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12) Teachers are provided opportunity for seminars workshops and in-service training.</td>
<td>22 (25.5)</td>
<td>33 (38.3)</td>
<td>-</td>
<td>20 (23.2)</td>
<td>11 (12.7)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>13) Newly employed teachers undergo induction/orientation programmes</td>
<td>-</td>
<td>30 (34.8)</td>
<td>-</td>
<td>35 (40.6)</td>
<td>21 (24.4)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>14) The post primary TESCOM ensures acquisition of appropriation skills through staff development programmes for teachers.</td>
<td>-</td>
<td>30 (34.8)</td>
<td>-</td>
<td>35 (40.6)</td>
<td>21 (24.6)</td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL** 22 (4.2) 93 (18.0) - 90 (17.4) 53 (10.2) 258 100
RESEARCH QUESTION 3: How often are teachers motivated towards work and compensated?

TABLE 3 TEACHERS MOTIVATION TOWARDS THEIR WORK AND COMPENSATION

Table 3 below shows that 7.2% of the respondents strongly agreed to that view while 16.9% agreed, 32.2% disagreed and 42.5% strongly disagreed.

<table>
<thead>
<tr>
<th>ITEMS ON THE QUESTIONNAIRE</th>
<th>Strongly Agree (SA) N %</th>
<th>Agree (A) N %</th>
<th>Undecided (U) N %</th>
<th>Disagree (D) N %</th>
<th>Strongly Disagree N %</th>
<th>Total Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18) There is provision for welfare package for Teacher</td>
<td></td>
<td>23(26.7)</td>
<td></td>
<td>30(34.8)</td>
<td>33(38.3)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>19) The condition of service for Teachers is favourable</td>
<td></td>
<td></td>
<td></td>
<td>31(36.0)</td>
<td>55(63.9)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>20) There are other fringe benefits within the salary package</td>
<td>11(42.7)</td>
<td>20(23.3)</td>
<td></td>
<td>30(34.8)</td>
<td>25(29.0)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>21) Teachers salaries are paid regularly</td>
<td>20(23.2)</td>
<td>30(34.8)</td>
<td></td>
<td>21(17.4)</td>
<td>15(17.4)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>22) Retirements benefits are paid immediately</td>
<td></td>
<td></td>
<td></td>
<td>31(36.0)</td>
<td>55(63.9)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31(7.2)</td>
<td>73(16.9)</td>
<td></td>
<td>143(33.2)</td>
<td>183(42.3)</td>
<td>430</td>
<td></td>
</tr>
</tbody>
</table>
RESEARCH QUESTION 4  How does the recruitment affects the effectiveness of school administration?

**TABLE 4 - RECRUITMENT OF TEACHERS AND HOW IT AFFECTS SCHOOL ADMINISTRATION**

Table 4 above shows that 40.4% of the respondents strongly agreed with that view, 32.8% agreed while 9.0% undecided; 14.8% disagreed with the view; 2.9% strongly disagreed.

**RESPONDENTS VIEWS ON THE RECRUITMENT OF TEACHERS AND HOW IT AFFECTS SCHOOL ADMINISTRATION:**

<table>
<thead>
<tr>
<th>ITEMS ON QUESTIONNAIRE</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Undecided (U)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>Total Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>23) The style of recruitment adopted by the agency i.e. recruitment agency affects the school administration.</td>
<td>55 (63.9)</td>
<td>31 (36.0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>24) Principals participation in the recruitment and interview is necessary.</td>
<td>30 (34.8)</td>
<td>25 (29.0)</td>
<td>11 (12.2)</td>
<td>10 (11.6)</td>
<td>10 (11.6)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>25) The standard requirement of a would-be teacher: vis-a-vis the role of our training institutions leads to the enhancement of the goal of air schools</td>
<td>24 (27.9)</td>
<td>22 (25.5)</td>
<td>20 (23.2)</td>
<td>20 (23.2)</td>
<td>-</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>26) The selection interview is well conducted.</td>
<td>30 (34.8)</td>
<td>34 (40.6)</td>
<td>-</td>
<td>21 (24.4)</td>
<td>-</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>139 (40.4)</strong></td>
<td><strong>113 (32.8)</strong></td>
<td><strong>31 (9.0)</strong></td>
<td><strong>51 (14.8)</strong></td>
<td><strong>10 (2.9)</strong></td>
<td><strong>344</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
TABLE 5

RESPONDENTS VIEWS ON LEADERSHIP STYLE OF THE SCHOOL PRINCIPAL WITHIN THE SCHOOL CLIMATE TOWARDS EFFECTIVE SCHOOL ADMINISTRATION:

<table>
<thead>
<tr>
<th>ITEMS ON THE QUESTIONNAIRE</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Undecided (U)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree</th>
<th>Total Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>27) Teachers participate decision making in schools</td>
<td>11 (12.7)</td>
<td>20 (23.2)</td>
<td>-</td>
<td>30 (34.8)</td>
<td>25 (29.0)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>28) There is regular payment of salaries for teachers</td>
<td>20 (23.2)</td>
<td>21 (24.4)</td>
<td>-</td>
<td>30 (34.8)</td>
<td>15 (17.4)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>29) The condition of service for teachers is favourable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>31 (36.0)</td>
<td>55 (63.9)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>30) Teachers are usually punished for professional misconduct.</td>
<td>11 (12.7)</td>
<td>20 (23.2)</td>
<td>-</td>
<td>25 (29.0)</td>
<td>30 (34.8)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>31) The leadership style of school principal and the school climate affects the overall effectiveness of schools administration.</td>
<td>24 (27.9)</td>
<td>22 (25.5)</td>
<td>-</td>
<td>20 (23.2)</td>
<td>20 (23.2)</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>32) Teachers are promoted based in the rating as contained in the Annual Performance Evaluation Report (APER) which indicate the actual work of teacher.</td>
<td>11 (14.9)</td>
<td>20 (23.9)</td>
<td>-</td>
<td>20 (34.8)</td>
<td>25 (29.9)</td>
<td>86</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>77 (14.9)</td>
<td>103 (19.9)</td>
<td>-</td>
<td>166 (32.1)</td>
<td>170 (32.9)</td>
<td>516</td>
<td>-</td>
</tr>
</tbody>
</table>

RESEARCH QUESTION - 5: In what ways would the leadership style of existing climate in the school affects the overall productivity of school administration?

TABLE 5 LEADERSHIP STYLE OF THE SCHOOL PRINCIPAL WITHIN THE SCHOOL CLIMATE

Table 5 above indicates that 14.9% of the respondents strongly agreed with the views while 19.9% agreed with the view; 32.1% disagreed with the view while 32.9% strongly disagreed with the view.
DISCUSSION OF FINDINGS:

Based on the data collected and work done on the analysis of results, the findings of this study can be summarised as follows:

1) The government of the recruitment agency which is either the (PP TESCOM) Post Primary Teaching Service Commission or the Local Education District (LED) had adopted recruitment styles and policies as to obtain the best maximum results in the recruitment of our teachers in order to produce highly effective and productive teachers.

2) The role of the school principal leadership style on the administration of school is very significant. Therefore, the principal as the head of the school should be highly versatile in the control of various activities going in the school either academic or non-academic activities.

3) In the area of induction or orientation, training and staff do not undergo induction or orientation programmes which is expected to familiarise their new staff with that job and to as well familiarise them with their new environment.

4) The teachers are not provided with adequate facilities and tools in the performance of their jobs effectively in the class. These facilities or tools are very crucial to facilitate the quick understanding of the learners.

5) In the area of teachers motivation and compensation towards their work, the study shows that teachers salaries are regularly paid but in their salary package there is lack of other fringe benefits and welfare package for teachers.
All these have led to teachers complaints about their poor condition of service. Indeed the motivation of the teachers is very essential in order to boost their morale to put in their best in their work as a teacher.

CONCLUSION

The relationship between state personnel management and teachers productivity are conditional as the findings of this study indicated. For example if the staff welfare package is appropriate enough, the teacher would be equally satisfied with the job consequently. This will enhance teachers performance as well as their overall productivity in the education system.

Moreover, without doubt therefore, one of the greatest manager dilemma today is motivation and we are aware that there is no specific ways and means on how to motivate people, since motivation is personally inclined. The managers should have the authority to implement what way think may enhance the effectiveness and productivity of the teachers, thus bringing about the desired growth and development in the organisation.

RECOMMENDATIONS

1. While principal set the tone of school, the teachers set tone of their classroom, therefore, all participants on school improvement are to the recognised and motivated on their hardwork and achievement.
2. Efforts should be made to improve the working conditions of service of teachers so that they can be motivated for and satisfied.

3. Principals should delegate authority to their teachers, this will make them have a sense of belonging in the school.

4. The community get directly involved on the activities of the school system through parents. It can therefore be suggested that in order to enhance school effectiveness better, there should be parental involvement in schools activities.

5. Teachers in the service should be encouraged to make use of in-service training programmes to upgrade their experience, efficiency and competence teachers.

6. Teachers should consider school objectives first, improve their teaching and build good climate in schools in order to achieve effectiveness.

7. Teachers salary should be reviewed to be commensurate with their work.

8. The supervision of teachers and inspection of schools include curriculum facilities and programmes within the schools in as this will go a long way in promoting and enhancing all round development of teachers the school system as a whole.

9. There should be provision of educational resource of facilities to all schools in order to facilitate the high performance of teachers and as well as the students. This will enhance very effective academic performance of the students and teacher will also be proud and confident to touch in a more productive manner.
10. The promotion of teachers should as a matter of fact not to be toyed with by the principals or the higher authorities. The teachers should be promoted as at when due in order to encourage them put in their best.
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