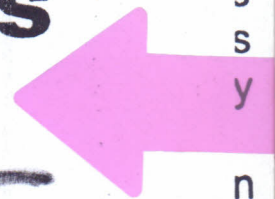




# **Contemporary Issues in Educational Management:**

## **A Book of Honour**



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## **PREFACE**

Jesus Christ did not give a Gospel of perfection only to His apostles. He says to every man "Be perfect as your heavenly Father is perfect". This principle guides the production of this book in honour of Professor Remi Solape Longe to mark her successful retirement from the Department of Educational Management, University of Ibadan in September, 2003.

This book is edited and published by the Department of Educational Management where Professor Longe spent the very cream of her career life. Scholars from various universities particularly those who have benefited from the meritorious services of Professor Longe have contributed in no small way to the production of this book.

Considering the quality and variety of issues raised in this book as well as the principles behind its production, this publication will be of interest to all students, teachers and practitioners not only in education but also in other disciplines requiring the knowledge and application of management.

**Joel B. Babalola**

Acting Head of Department.

# STAFF PERSONNEL MANAGEMENT AND PRODUCTIVITY IN IKEJA LOCAL EDUCATION DISTRICT OF LAGOS STATE

S. A. Bello

*Department Of Educational Administration  
Faculty Of Education, University Of Lagos,  
Akoka, Yaba, Lagos.*

## Introduction

Staff management, whether in business, industry, church or school, lies at the core of the efficiency of the organization. Indeed the entire function called 'administration' may be defined as getting things done through the efforts of other people. 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 members into a group, and through which they become part and parcel of administration of an organization, 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 decisions that confront 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 (1992) states that the recruitment and retention of competent people in the teaching profession is a perennial problem all over the world the 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-à-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 of Lagos State 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 the teaching service, and how will help to make school productive, call for attention. The recruitment of poor quality teachers based on tribal sentiments tends to create more problems including lack of productivity in the school system.

TESCOM Teaching Service Commission is supposed to put very qualified, and 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 questions of this study include the following:

- (1) What is the frequency of teachers' recruitment and selection to schools?
- (2) Are teachers provided opportunity for seminars, workshops, and in-service training, and how often?
- (3) How often are teachers motivated towards work, and how are they compensated?
- (4) How does the recruitment affect productivity of school administration?
- (5) In what ways would be leadership style of the school principal and the type of climate existing in school affect 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 subjects of this study consisted the Director of Education of Teaching Service Commission, School Principals, 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 and administration

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 analysed by the use of percentage as indicated in the tables.

## Research Question 1

Are teachers provided opportunity for seminars, workshops and in-service in training and how often?

**Table 1: Respondents' view on: Teachers opportunity for training**

	ITEMS	(SA)	(A)	(U)	(D)	(SD)	TOTAL	%
1.	Teachers are provided opportunity for seminars/workshops and in-service training	22 (25.5%)	33 (38.3%)	-	20 (23.2%)	11 (12.7%)	86	100
2.	Newly employed teachers undergo induction/orientation programmes	-	30 (34.8%)	-	35 (40.6%)	21 (24.4%)	86	100
3.	The post primary TESCO ensures acquisition of appropriate skills through staff development programmes for teachers.	-	30 (34.8%)	-	35 (40.6%)	21 (24.6%)	86	100
	TOTAL	22(4.2%)	93(18.0%)	-	90(17.4%)	53(10.2%)	258	100



Table 1 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 with this view. 17.4% disagreed to the view while 10.2% strongly disagreed to the view.

*Research question 2: How often are teachers motivated towards work and compensation?*

**Table 2: Teachers Motivation Towards their Work and Compensation**

	ITEMS	(SA)	(A)	(U)	(D)	(SD)	TOTAL	%
18	There is provision for welfare package for teachers.	-	23 (26.9%)	-	30 (34.8%)	33 (38.3%)	86	100
19	The condition of service for teachers is favourable.	-	-	-	31 (36.0%)	31 (36.9%)	86	100
20	There are other fringe benefits within the salary package.	11 (12.7%)	20 (23.3%)	-	30 (34.8%)	25 (29.0%)	86	100
21	Teacher salaries are paid	20 (23.2%)	30 (34.8%)	-	21 (17.4%)	15 (17.4%)	86	100
22	Retirements benefits are immediately	-	-	-	31 (36.0%)	55 (63.9%)	86	100
	TOTAL	31 (7.2%)	73 (16.9%)	-	143 (33.2%)	183 (42.2%)	430	100

Table 2 shows that 7.2% of the respondents strongly agreed that teachers method of motivation and compensation is very encouraging while 16.9% agreed, 32.2% disagreed and 42.5% strongly disagreed.

*Research question 3: How does the recruitment affect the effectiveness of the school administrator?*

**Table 3: Recruitment of teachers and how it affects school administration**

	ITEMS	(SA)	(A)	(U)	(D)
23	The style of recruitment adopted by the agency i.e. recruitment agency affects the school administration.	55 (63.9%)	31 (36.0%)	-	-
24	Principal's participation in	30 (34.8%)	25 (29.0%)	11 (12.7%)	10 (11.6%)

	the recruitment and interview is necessary.				
25	The standard requirement of a would be teacher vis-à-vis the role of our training institutions leads to the enhancement of the goal of air schools.	24 (27.9%)	22 (25.5%)	20 (23.2%)	20 (23.2%)
26.	The selection interview is well conducted.	30 (34.8%)	34 (40.6%)	-	21 (24.4%)
	TOTAL	139 (40.4%)	113 (32.8%)	31 (9.0%)	51 (14.8%)

Table 3 above shows that 40.4% of the respondents strongly agreed that recruitment of teachers has significant influence on school administration. 32.8% agreed while 9.0% undecided; 14.8% disagreed with the view; 2.9% strongly.

*Research question 4: In what ways would the leadership style of existing climate in the school affect the overall productivity of the school administration?*

**Table 4: Respondents views on Leadership style of the school principal within the school climate towards effective school administration**

	ITEMS	(SA)	(A)	(U)	(D)
27	Teachers participate in decision making in schools.	11 (12.7%)	20 (23.2%)	-	30 (34. %)
28.	There is regular payment of salaries for teachers.	20 (23.2%)	21 (24.4%)	-	30 (34.%)
29.	The condition of service for teachers is favourable.	-	-	-	31(36.%)
30.	Teachers are usually punished for professional misconduct.	11 (12.7%)	20 (23.2%)	-	25(29.%)
31.	The leadership style of school principal and the school climate affects the overall effectiveness of schools administration.	24 (27.9%)	22 (25.5%)	-	20 (23.%)



32.	Teachers are promoted based on their rating as contained in the Annual Performance Evaluation Report (APER), which indicate the actual work of teacher.	11 (14.9%)	20 (23.9%)	-	20 (34.%)
	TOTAL	77 (14.9%)	103 (19.9%)	-	166 (32.%)

Table 4 indicates that 14.9% of the respondents strongly agreed that principal's leadership style will influence school administration while 19.9% 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 summarized as follows:

- (1) The government of the recruitment agency, which is either the (PPTESCOM) 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 the teachers in the recruitment of teachers, in order to produce highly effective and productive teachers.
- (2) The role of the school Principal's leadership style on the administration of the school is very significant. Therefore, the principal as the head of the school should be highly, versatile in the control of various activities in the schools, both academic and non-academic activities.
- (3) In the area of induction or orientation, training, staff do not undergo induction or orientation programmes, which are expected to familiarize their new staff with their job, and as well familiarize them with their new environment.
- (4) The teachers are not provided with adequate facilities and tools in the performance of their jobs in the class. These facilities or tools are very crucial to facilitate the quick understanding of the learners.
- (5) In the area of teacher 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.

All these have led to complaints by teachers about their condition of service which is very poor. Indeed the motivation of the teachers is very essential in order to boost their morale to put in their best in their work.

## **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 were appropriate enough, the teacher would be equally satisfied with the job. This will enhance teachers' performance as well as their overall productivity in the education system.

Moreover, without a doubt one of the greatest managerial dilemma today is motivation and we are aware that there are no specific ways and means in motivating people, since motivation is personally inclined. They should have the authority to implement policies to enhance the effectiveness and productivity of the teachers, thus bringing about the desired growth and development in the organization.

## **Recommendations**

- (1) Efforts should be made to improve the conditions of service of teachers so that they can be properly motivated.
- (2) Principals should delegate authority to their teachers; this will make them have a sense of belonging in the school.
- (3) The community gets directly involved in the activities of the school system through parents. It can therefore be suggested that in order to enhance school effectiveness there should be parental involvement in schools activities.
- (4) Teachers in the service should be encouraged to make use of in-service training programmes to upgrade their experience, efficiency, and competence.



- (5) Teachers' salary should be reviewed to be commensurate with their work.
- (6) The supervision of teachers and inspection of schools include curriculum facilities and programmes within the schools as this will go a long way in promoting and enhancing all round development of teachers, and the school system as a whole.
- (7) There should be provision of educational facilities to all schools, in order to facilitate the high performance of teachers as well as that of the students. This will promote academic performance of the students, and, the teachers will also be proud and confident to teach in a more productive manner.
- (8) The promotion of teachers should not be based on tribal sentiment. The teachers should be promoted as and when due, in order to encourage them put in their best.

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