

The Craft
of
**Educational
Management**



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SCHOOL PERSONNEL MANAGEMENT

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Introduction

The success of the school system, like any other organisation, is hinged on the establishment of a conducive working environment geared towards the advancement of productive capacities of people at work. These capacities are in the pursuit of achieving the educational objectives as well as satisfying the needs of the individual staff. The primary aim of school personnel management is to secure sufficient numbers and categories of suitable teachers and support staff to undertake the task of educating the students to the standard expected by the students, the parents and the society at large. Thus, the quality of education provided in schools depends directly on the capability, commitment and motivation of the teachers together with significant numbers of non-teaching staff employed in a variety of support roles. According to O'Neill (1994), human resources available to schools constitute their most valuable asset and their greatest management challenge.

Thus, given that quality learning depends on the recruitment, retention and development of professional teachers, effective personnel management procedures are essential pre-conditions for the employment and continual development of adequately qualified and dedicated staff that would promote an optimum level of performance towards the provision of quality education. In the school system, the work of the personnel manager is being carried out by the school head (Head teacher, Principal, Provost, Rector, Vice-Chancellor) in consultation with School Board or Commission as the case may be. As the personnel manager of the school, the school head is charged with the following responsibilities:

1. planning the curriculum towards the needs of the students'
2. understanding the education theory and current development;
3. ensuring and contributing to the professional development of teachers under his leadership;
4. coordinating all the existing educational programmes in the school;
5. motivating his staff; and
6. providing an effective leadership in the various areas of school management.

The head is equally involved in staff management processes such as:

- (i) writing job advertisement;
- (ii) staff appointment;
- (iii) Allocation of duties;
- (iv) staff maintenance, promotion and discipline; and
- (v) Health and safety.

The competence of the school head in personnel activities coupled with the support of the School Board or Commission in the formulation of effective personnel policies go a long way towards the attainment of educational goals as well as the potentials and goals of the individual personnel. The Concept of Personnel Management

Personnel management is an important management function concerned with obtaining, developing and motivating the human resources required by an organisation to achieve its objectives. According to Armstrong (1991), personnel management encourages making the best use of the skills and capabilities of all those employed in the organisation with a view to attaining the potentials of individual employees and organisational goals and objectives. Personnel management can also be viewed as a task area in management dealing with human resources to be supplied and managed. It is the management of people at work. Thus, it is otherwise referred to as human resources management, concerned with functions relating to the handling of employment relationships and all activities that are employee-centred.

Ogunsaju (1990) defined personnel management as the effective mobilisation of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the set goals and objectives. In the same vein, Cole (1996) referred to personnel management as that specialist function of management which has the prime responsibilities for the following:

1. Formulating, proposing and gaining acceptance for the personnel policies and strategies of the organisation. These responsibilities are carried out by senior personnel managers. Personnel policies are meant to guide the organisation's manager on issues relating to management of human resources.
Personnel policies might include:
 - a) recruitment and selection;
 - b) pay and benefits;
 - c) training and development;
 - d) relations with recognised trade unions or staff associations (industrial relations);
 - e) staff appraisals; and,
 - f) staff motivation, safety and health.
2. Advising and guiding the organisation's manager on the implementation of personnel policies and strategies. Strategic advice on personnel matters is directed towards the fulfillment of the organisation's plan and covers issues on manpower plan, development of harmonious and mutually respectful relationships with trade unions, maintenance of employee motivation through fair remuneration and career development opportunities.
3. Providing adequate personnel services for the organisation to facilitate the recruitment, motivation and development of sufficient and suitable employees at all levels.

Personnel services include:

- (a) recruitment services — advertising, preparing job analysis, short listing candidates, conducting selection interviews, etc;
 - (b) appraisal procedures — appraisal forms, time table for appraisal, maintenance of records;
 - (c) employee relations — organising management – Union meetings, taking records, providing relevant information on pay rates, monitoring grievances and disciplinary procedures;
 - (d) training services for better job performances and staff development; and
 - (e) safety, health and welfare services through provision of welfare and career facilities, and maintaining safety records.
4. Advising the organisation's manager of the human consequences of change. This activity is expected to equip staff for adapting to organisational changes. This personnel function, referred to as Organisation Development (OD) prepares employees for recognition and acceptance of changes by explaining the likely implications of changes to the organisation as well as to the employees. For instance, an introduction of Computer Aided Instruction (CAI) in schools would require special training of teachers in this new technology. This new technology could generate issues on training opportunities, redundancies, retrenchment, new pay arrangements, and other personnel issues.
- The personnel in the school setting refers to all those who are concerned with the school in one form of responsibility or another. The school personnel can be grouped into two, namely, the teaching staff and the non-teaching staff. Teaching staff are the teachers, while the non-teaching staff include the school administrative staff such as bursars, account clerks, clerical officers, office assistants, drivers, gardeners, gatemen and security guards. Their major task

(especially the teachers) is to bring about the desired changes in the students. Since the quality of education depends on the number and quality of its personnel, the school personnel manager is faced with the responsibility of placing the right person on the right job.

Functions of school personnel as identified by Adesina (1980), include recruiting adequate and qualified staff, developing and maintaining the staff so that they would be able and willing to render effective and efficient educational services to the students within the school system. Specifically, such functions include recruitment, selection, induction, compensation, appraisal, development, discipline, motivation, counselling and promotion of personnel in the school system. Thus, for any school to function effectively there is the need for a personnel department charged with the responsibility of performing these enumerated personnel functions.

Personnel Management Services within the School System

For the attainment of educational objectives in the schools, the right personnel must be secured, retained and developed. For this to happen, certain procedures and steps must be taken to provide the necessary services in the schools. These services include:

1. Staff recruitment and selection;
2. Staff training and development programmes;
3. Compensation and staff welfare;
4. Performance appraisals which could be used for the following purposes:
 - (i) promotion;
 - (ii) demotion;
 - (iii) transfer;
 - (iv) discipline;
 - (v) termination;
 - (vi) dismissal of staff; or
 - (vii) retirement.

Recruitment and Selection

Recruitment refers to those activities or operations which the school administrator undertakes with the intent of attracting and securing personnel of the desired quality and in the desired quantity to satisfy the needs of the school. Recruitment, according to Ogunsaju (1990), is the process of scouting round for qualified applicants/candidates to fill up vacant positions in an organisation, Recruitment is usually preceded by determination-of manpower requirement indicating the vacant position and job analysis showing the qualifications, competences and other characteristics of applicants needed for effective performance by the would-be employees.

There are two sources of recruitment, namely:

- a) internal sources - limited to people only within the organisation (usually through promotion); and,
- b) external sources - through advertisements for the vacant position(s) to people both within and outside the organisation.

Such external sources include:

1. Media— radio, television and newspapers;
2. Employment agencies, e.g. Ministry of Labour and Productivity/Labour Office; College Placement Office (similar to Students' Affairs Office)

- where results of finalists are kept and organisations contact the office in case of any vacancies;
- 3. Embassies -- for executive or highly placed job positions. The embassy can conduct the selection interview and send a list of successful applicants to the foreign country or arrange for the interview to be conducted by the country.
- 4. Referrals and walk-ins — referrals are applicants directed by other people to where vacancies exist while walk-ins are desperate job seekers who, with certificates in hands, go from one office to another in search of jobs. For the job advertisement to be effective (i.e. attract sufficient numbers of the right kind of candidates), it must be able to:
 - i. provide details about the vacant position and the employing organisation;
 - ii. provide information on all essential and desirable personal requirements of applicants;
 - iii. state the main conditions of employment (especially the salary) and whom to direct the application.

Then, comprehensive and detailed application forms are prepared, detailed enough to make an objective judgement on the applicants except on physical appearance. However, application 4. letters may be required from applicants. Looking through the applications, the list of suitable candidates is drawn and invited for selection interviews. This-process is known as shortlisting.

Selection is a process of making comparison among applicants and deciding on those to be finally required by the job(s).The main objective of selection/therefore, is to be able to make an acceptable offer to the applicants who appear to be most suitable for the advertised jobs. Methods of selection after evaluation of application forms include interviews, psychological testing and performance tests, as the situation demands. Acceptance of the offer of employment is followed by placement - putting the new employees on the job.

Staff Training and Development Programmes

These are professional development activities engaged in by school personnel to enhance their knowledge, skills and attitudes in order to educate children more effectively. The immediate aim of staff development-is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning. Adesina (1988) identified four types of such development programmes in the educational system. These are:

1. *Programmes that aim at correcting deficiencies of staff at the time of appointment.*

The beginning of staff development is induction or orientation. This is a type of training given to new employees in order to give them a good start. A new staff needs to be introduced formally into the school system to minimise the, initial problems of adjustment that normally confront new members of staff. Induction programmes fall into two categories, namely informational and personal adjustment programmes. Informational programmes are concerned with materials such as pay and work schedule, special facilities, break period and any other information about the school and the community it serves. Personal adjustment programmes aim at ensuring meaningful interactions between the new staff and other people (co-workers, students, parents, etc) for whom and with whom he will work. Induction programmes could last for between a day and a week and involve activities such as visitation, seminars and meetings.

2. *Programmes which enable teaching staff to face the challenges arising from innovation in the school curriculum.*

These programmes are tailored to the dynamic nature of societal expectations from education. For instance, the societal demand for technological advancement led to the introduction of the 6-3-3¹ system of education in Nigeria. The junior secondary school level of the education system

requires the use of different scientific, technical and technological equipment and machines. Relevant teachers and technicians had to be trained and are still being trained in these areas. In the same vein, the introduction of students' continuous assessment system alongside the 6-3-3-4 system necessitated the training of subject teachers and school counselors in its techniques. The recent introduction of Universal Basic Education (UBE) programme would equally require that more teachers are trained especially in the areas of the use of scientific and technical equipment. Moreover, the on-going global emphasis on information technology has resulted in the inclusion of computer education in the school curriculum of some schools such as Federal Government Colleges and some private schools. Hopefully, by the time computer education is included in the curriculum of all secondary schools (and possibly primary schools), teachers would need to be trained in computer technology.

3. *Programmes which enable non-professionals to professionalise.*

Teaching is technical in that specialised training is needed in the areas of child development, child psychology, theories of learning, teaching methodology, pupil evaluation procedures and general principles and practice of education. Teachers who lack adequate training in these areas lack the necessary skills for teaching. To rectify these deficiencies, for instance, most universities in Nigeria run Postgraduate Diploma in Education (PGDE) for the non-professional graduate teachers.

Programmes that enable acquisition of higher qualifications.

These involve studies in higher institutions of learning for certificates/degrees like Nigerian Certificate in Education (NCE), Bachelors degrees, Masters and Doctoral degrees." The higher qualifications are for greater responsibilities and status.

Major areas of development programmes for school administrators include instructional skills, management skills, human relations abilities and leadership skills. Support staff are also given staff training and development through on-the-job training and off-the-job training such as seminars, workshops and lectures given in schools and specialised centres.

Compensation and Staff Welfare

Compensation connotes the totality of the rewards for duties performed by an employee. It includes both financial and non-financial rewards and relates directly with the recognition accorded employees and the provision of means of livelihood. Staff welfare services include, in addition to salary administration, other benefits such as promotions, tenure, leaves, development opportunities, and appropriate health and safety measures.

The modern school is an extremely complex institution. Hence the health, safety and well-being of all those who participate in the life of the school should be of great concern to the school administrator. Health and safety measures include:

- (i) reasonable safety of place of work;
- (ii) safe means of access to work; and
- (iii) safe systems of working in terms of fellow workers, and handling, storage and transport of articles and substances. Adequate provision of these services assist in motivating the staff towards maximum performance and ultimate goal attainment.

Performance Appraisal

This is a process by which employees' immediate superior assesses their degree of efficiency and effectiveness in performing duties assigned to them towards the goals of the enterprise. The assessment of employees' performance is done in some systematic and planned way through the use of appraisal forms filled by a superior officer. Thereafter, the superior officer discusses his

evaluation with the subordinate to iron out areas of disagreement in ratings and recommendations, after which the subordinate signs the form.

Due to openness to and participation of affected subordinates, appraisals are more likely to be joint problem-solving affairs, rather than a 'calling to account' by a superior. Staff appraisals, therefore, allow the staff to know their shortcomings, and for the education enterprise to identify the training and development needs of the staff:

The objectives of appraisals include:

- (i) identifying an individual's current level of job performance;
- (ii) identifying an individual's current level of strengths and weaknesses;
- (iii) enabling employees to improve their performance;
- (iv) providing a basis for rewarding employees in relation to their contribution to organisational goals;
- (v) motivating individuals (e.g. through promotion);
- (vi) identifying training and development needs;
- (vii) identifying potential performance; and
- (viii) providing information for succession planning.

Appraisals can be used for the following purposes:

- (a) Promotion/demotion;
- (b) Transfer;
- (c) Discipline;
- (d) Retirement.

Promotion refers to the upward mobility of an employee which is accompanied by greater responsibility and higher status, greater skills and increased salary. Though the duties assigned to promoted staff in education might not change, the title and possibly the level at which the duties are performed change. Promotion is a positive reward system that increases the morale of employees and motivates them to work harder towards the attainment of the education objectives.

Demotion, on the other hand, is a downward mobility. It is accompanied by loss of duties, loss of privileges and reduced income and ranks. For instance, a school head who is made to take the status and responsibility of a classroom teacher is demoted. Usually demotion is an aftermath of a disciplinary action. Acts that can lead to demotion are stipulated in Nigerian education laws.

Transfer refers to the movement of staff from one area/unit within the educational setting with the same duties and rank. Usually, the purpose of transfer is to strengthen some units with shortage of staff within the organisation or to inject new blood to the units for improved performance. The transferred staff usually carries the same status to the new post and performs the same duties. Transfers could equally be carried out as a punitive measure.

An important aspect of any personnel policy is to establish appropriate standards of managerial conduct in respect of unacceptable behaviours on the part of employees (i.e. disciplinary matters). For the goals of education to be achieved, schools must operate in disciplined environments. Acts of indiscipline range from minor offences such as lateness to more grievous offences like; examination malpractice and immoral dealings with students. The penalties for these offences also range from simple oral warning, queries, suspension, demotion to dismissal.

Termination refers to a situation whereby an employee's appointment is brought to an end. This could result from expiry of a contractual employment, redundancy or breach of the terms of contract. Such an employee might still get an appointment in the educational enterprise, if he so wishes.

Dismissal is a situation whereby an employee is relieved of his or her job and might not be re-employed within the education enterprise. A dismissed staff loses all entitlements such as gratuity and pensions.

Retirement refers to the time following the work period of an employee. That is, the compulsory time an individual must stop working (after attaining 60 years of age or 35 years in service, in Nigerian Public Service, for instance). For Higher institutions in Nigeria, the compulsory retirement age is 65 years; while the rule of 35 years in service has been abrogated (Federal Government of Nigeria, 1992). Employees can also voluntarily retire after putting in *[0 years of service.

The retirement system, according to Ukeje (1991), provides the institution with an orderly means by which the services of staff members may be terminated when they are no longer capable of rendering effective service. One important advantage of this is the possibility of recruitment of competent staff and the promotion of deserving younger personnel. That is, retirement aims at increasing staff competency, stability, morale and human satisfaction. Among the benefits of retirement are pension for employees with a minimum of 10 years of service and 45 years of age, and gratuity for employees with a minimum of five years of service.

Measures Towards Effective School Personnel Management

Effective personnel management practices are important if the school goals and objectives are to be achieved. One of the measures to enshrine effective personnel practices in schools is the active involvement of the school heads in the recruitment and selection exercises of staff to their schools. Though the School Boards or Commissions decide the major policies and procedures for selection, the school head as a member of the selection committee should be involved in the process of preparing precise job specifications and job descriptions towards getting the right personnel. The school heads should also be actively involved in discovering qualified candidates, through the appraisal of the candidates' credentials and the evaluation of their job which require equivalent preparation and experience. The incentive differentials among salary classes (e.g. Bachelors, Masters and Doctoral degrees holders) should be attractive enough to encourage educational advancement. Opportunities should also be provided for personnel to earn continuous financial rewards for satisfactory performance, throughout the entire service period.

Moreover, the school administrators should be well informed about other relevant functions such as staff performance appraisals which could be used for varied purposes like promotion, staff training and development, and discipline. These personnel services should be based on fair assessment of staff performances and conduct. In addition, effective personnel management requires the school heads to understand the contractual obligations of their staff and to seek legal advice from the appropriate authority when there is any doubt about the most appropriate form of action to take in respect of conditions of service for staff.

Conclusion

A school has to work with human resources for the attainment of the goals and objectives of education. These human resources operate by definite personnel policies and practices. Of paramount importance, therefore, are equitable and adequate personnel programmes that would emphasise the recruitment and appointment of talented personnel, training and development of these personnel and provision of attractive and conducive working conditions and astute leadership that boost the morale of the engaged personnel to perform and to want to stay on the job. Specifically, in an attempt to attract gifted young men and women into the teaching profession, teachers' working conditions need to be improved, for instance through increased salaries, prestige and motivating teaching environment to assure successful

teachers of a cultural standard of living. Specifically, the salary schedule of school personnel should offer professional stimulation through incentives for increased preparation. Furthermore, equitable treatment should be accorded teachers of like -qualifications and experience. Teachers' earnings should also be competitive with other occupational groups specifications. Where this is difficult (as mostly the case in the primary and secondary schools), the school heads should ask for personnel of specified specialisation and experience for specific needs in the schools and the Schools Board should send adequately qualified and appropriately experienced staff to such schools as required.

Having appointed the staff, there is the need for proper placement, that is, assignment of jobs. In carrying out job placement, consideration should be given to the area(s) of specialisation of the staff in order to ensure effectiveness in the performance of the assigned job(s).

During induction, in addition to physical familiarisation, applicable education laws which spell out the policies and practices of school personnel management should be made available or at least explained to the new employee. A professional ceases to be effective if he ceases to study. Hence, in-service training and development programmes should be a regular feature of the agencies of education. Such programmes should include refresher courses, further education and retraining. These programmes enable school personnel to up-date their knowledge and keep abreast of the most recent research findings in education.

Tutorial Questions

1. (a) What is personnel management?
(b) Discuss the importance of personnel management within the school system.
2. (a) How would you define staff development programmes in a school set-up? (b) Discuss any three of such programmes.
3. (a) What is performance appraisal?
(b) Explain five uses of performance appraisals on school personnel.
4. Discuss five measures capable of ensuring effective school personnel management.
5. Discuss briefly any four of the following personnel policies:
 - a) Recruitment and selection
 - b) Pay and benefits
 - c) Training and development
 - d) Industrial relations
 - e) Staff motivation.

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