

# Deregulation of Staff Personnel and Quality Assurance in Public Secondary Schools in Rivers State.

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## Abstract

*The study examined deregulation of staff personnel and quality assurance in public secondary schools in Rivers State. One research question and one hypothesis guided the study. The study adopted the correlational design as the working design. The population comprised 247 principals from the 247 public secondary schools in Rivers State and a sample size of 185 principals drawn with multistage sampling approach representing 75% of principals. The principals responded to two structured validated instruments titled Deregulation of Staff Personnel Questionnaire (DSPQ) and Quality Assurance Questionnaire (QAQ) designed by the researcher. The reliability coefficient of the instrument using cronbach alpha method was 0.83. Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypotheses. Findings of the study showed that deregulation of staff personnel predicted 9.50% of quality assurance in public secondary schools and there was a significant contribution between deregulation of staff personnel and quality*

*assurance in public secondary schools in Rivers State. It was concluded that deregulation of staff personnel predicts 9.50% of teachers' performance in secondary schools in Rivers State. The remaining 90.50% cannot be accounted by deregulation of staff personnel. There was also a significant contribution between deregulation of staff personnel and quality assurance in public secondary schools in Rivers State. It was therefore recommended that individuals should be made to understand the importance of deregulation in secondary schools as that will bring about quality assurance in secondary schools in Rivers State.*

**Keywords: Deregulation, Staff Personnel, Quality Assurance, Public Secondary Schools**

## Introduction

Every organization needs staff because without them, nothing takes place in the organization and these



personnel can't give what they don't have hence, it is necessary for personnel management practices to be put in place and these management practices include human resources planning, recruitment, staff appraisal, compensation, staff welfare and motivation and training and development (Njoh, 2003). Deregulation of staff personnel is necessary so as to achieve quality assurance. By the time the government relaxes its control over personnel management practices and allows for private sector participation it will become easy for both the school administrators and teachers to work so as to achieve quality.

**Human Resources Planning:** Manpower planning is an attempt to forecast how many and what kind of employee will be required in future and to what extent these requirements are likely to be met. Human resources planning ensures that certain number of persons with the correct skills will be available at some specified time in future (Stoner, Freeman and Gilbert, 2000). In a

school system, the manager should be able to recommend a strategy for internal growth of a school and the employees to be employed to meet these growth needs. Human resource planning is essential for recruitment. It reduces excessive recruitment, thereby saving cost and people who need training in order to upgrade their skills could be identified. This planning cannot be done by the government alone hence the private sector has to come in and this could be achieved through deregulation so as to ensure that quality is assured.

**Recruitment:** It is not an overstatement to say that the success of any educational programme depends on the selection of qualified teachers. Recruitment can be described as all those activities or operations which the school administration undertakes with the intention of attracting and securing personnel of the desired quality and quantity to satisfy the needs of the school (Alabi, 2000; Oduwaiye, 2000). Recruitment policies include, advertising



all vacant positions both internally and externally. Internal sources of recruitment would be filling a job opening from within an organization which would be in form of transfer or promotion, while external sources would include advertising through both print and electronic media, use of employment agencies, college placement, embassies and referrals and walk-ins. After all applications have been processed, the management browses through the applications and come out with qualified candidates through adequate selection. Structured interviews as against the traditional unstructured interviews which are often subjective are encouraged. After the successful candidate have emerged, a letter of appointment stating details of conditions of service, salary and date of appointment is sent to them and then placement is done which involves placing the selected teachers in their respective schools while the second phase of placement is done when the

school administrator places the newly recruited staff to his department.

The school administrator, may not have much influence in the recruitment exercise of his staff but his role may be advisory or to influence the teaching service commission as to attracting teachers to his school. The principal may also ask the new teachers to help in the teaching of other subject(s) for which he has no staff. He may also delegate responsibilities to his staff both old and new. Such responsibilities are games master, house master, health master, and so on. This cannot be done by government officials alone as they consult other private experts. If the recruitment process is faulty, it affects the entire school system hence deregulation is important here.

Staff Appraisal: There is always need to evaluate individuals in terms of their job performance (Opadokun, 2004). Staff appraisal is a process of assessing personnel through its immediate



superior. It is one of the methods by which the management of an organization can ascertain that workers are properly utilized by school managers. Appraisal is an evaluation of the performance of workers in their respective responsibilities. This is usually done on a yearly basis. Staff Appraisal is done to let employees know formally, how their current performance is being rated, to identify employees who deserve merit, to locate employees who need additional training and to identify candidates for promotion and above all, to improve their effectiveness on the job (Edho, 2009). The school principal is expected to rate his teachers by completing the annual performance and evaluation report (APER) forms for each teacher. The principal must have skills to be evaluative, objective and must rid himself of biases of any type. He must also have the teachers' cooperation. A number of items should generally feature on the evaluation forms apart from biodata, preparation of lesson plans,

organization of lessons, maintenance of discipline, mastery of subject matter, teachers' appearance, punctuality to school, health, students' performance at the end of the year, interest in co-curricular activities, etc. It is important that teachers are presented with the criteria upon which his evaluation is going to be based. This would enable him to do a self-appraisal and possibly score himself. These things need supervision by external bodies so as to get a good report at the end.

Compensation, staff welfare and motivation: Employee compensation programmes are designed to attract capable employees to the organization, motivate them towards performance and to retain them. Compensation connotes the totality of rewards for duties performed (Oduwaiye 2000; Alabi 2000). This could be in form of financial or non-financial rewards. There is a general belief that unhappy employees are likely to be an unproductive work force (Fagbamiye, 2000). Salaries should

be paid monthly to personnel with steady permanent, full time or contract appointments. Other benefits are car loans, car allowances, housing loans and allowances, free or partially free medical services and so on. Provision of all these will be easier if deregulation of staff personnel is put to play.

In the school system, principals have very little to do with the development of a compensation plan. The salary scales as well as conditions of service are those approved by the Ministry of Education or State Government but the principal has a lot of roles to play in the welfare of the staff. He should associate with his staff in their problems, commiserate with any member of staff when need arises and equally rejoice with them in marriage, naming ceremonies, organize end of year parties and so on. All these are to make the staff have a sense of belonging and make them to be happy on the job as it will also make them motivated. Private sector

involvement in this regard will go a long way in assuring quality.

**Training and Development:** After an employee has been recruited, selected and inducted, the next thing is for he/she to be trained and developed. Training and development programmes are professional activities engaged by school personnel to enhance their knowledge, skills and attitudes. These can be done through well-organized in-service programmes. In-service programmes should include activities that:

- are likely to develop teacher's skills in teaching and in the use of modern visual aids;
- can encourage teachers to adopt various modern methods of evaluating students' performance;
- are aimed at increasing teachers' skills or knowledge in their teaching subjects;
- enable teachers to work as a team in solving problems which are of common concern to all staff;

- develop an understanding in teachers of the function of education in society and its relationship to social, economic and governmental structures.(Fagbamiye, 2000)

The types of programmes to be put in place are:

1. Programmes that aim at correcting deficiencies of staff at the time of appointment.
2. Programmes which enable teaching staff to face the challenges arising from innovation in the school curriculum.
3. Programmes which enable nonprofessionals to professionalize e.g. PGDE.
4. Programmes that enable acquisition of higher qualification.

The key to quality education in any nation is the quality of its teaching force. It is also an acknowledged fact

that no educational system can rise above the quality of its teachers. In order to achieve quality education, there is need for capacity building programmes for teachers. Capacity building is a conceptual approach to development which focuses on understanding the obstacles that inhibit people, government, international organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. Capacity building is the process by which individuals, organizations, and societies develop abilities to perform functions, solve problems, set and achieve goals (Ajayi, 2005). Capacity building has to do with the allocation of and investment in resources—physical, intellectual or human especially when other intervening variables have failed within a given institutional or social context (Egbo, 2010). Providing these programmes are expensive hence private sector involvement is encouraged.

Quality assurance according to Roberts (2001) has recently been scrutinized both intensively and extensively. Quality assurance is rooted in the industry as it was first used in the industry of the Western World, as a proof that a product met certain acclaimed quality (Aiya, 2014). Hence deregulating the funding of secondary schools is necessary so as to achieve quality assurance.

### **Statement of Problem**

Quality assurance can be achieved if the management and administration of secondary schools is being deregulated. Quality assurance in education helps in avoiding quality problems and ensures that the products of the system are in accordance with the expected standards. This has to a great extent affected government policies and general opinion on the provision and management of staff personnel at all levels of education in Nigeria in terms of the number of staff, schools, ownership and administration. In other words, does

deregulation of staff personnel actually have a relationship with quality assurance?

### **Research Questions**

The following research question was used to guide the study;

To what extent does deregulation of staff personnel contribute to quality assurance in secondary schools in Rivers State?

### **Hypothesis**

The following null hypothesis was formulated for this study

Ho1: There is no significant contribution of deregulation of staff personnel to quality assurance in secondary schools in Rivers State.

### **Methodology**

This study used the correlational design. Answer was sought to the research question and the research hypothesis was tested for result that was inferred on the

population of the study. The population of the study comprised of all the principals from the 247 public secondary schools in Rivers States. From which a sample of 185 principals was drawn using the multistage sampling approach. The principals responded to two structured validated instruments titled deregulation of staff personnel Questionnaire (DSPQ) and quality assurance Questionnaire (QAQ) designed by the researcher and its

reliability coefficient was 0.83 using cronbach alpha method. Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypothesis.

### Research Question 1

To what extent does deregulation of staff personnel contribute to quality assurance in secondary schools in Rivers State?

**Table 4.1:** Simple regression analysis on the extent deregulation of staff personnel relates to quality assurance.

Model	R	R Square	Adjusted Square	R Standard error of the estimate
1	0.308	0.095	0.090	5.414

$0.095 \times 100 = 9.50\%$ . This shows that deregulation of staff personnel predicts 9.50% of quality assurance in secondary schools in Rivers State. The remaining 90.50% cannot be accounted by deregulation of staff personnel.

**Hypothesis 1:** There is no significant contribution of deregulation of staff personnel to quality assurance in secondary schools in Rivers State.



**Table 4.2:** t-test associated with simple regression analysis on the extent deregulation of staff personnel relates to quality assurance in secondary schools in Rivers state.

Model	Unstandardized coefficients		Standardized coefficients		T	Sig.
	B	Std. Error	Beta			
(Constant)	78.938	2.929			26.949	
Deregulation of staff personnel	-0.466	0.108	-0.308		-4.314	0.000

The table showed the probability value to be 0.000 which is less than the significant level of 0.05. Hence there was a significant contribution between deregulation of staff personnel and quality assurance in secondary schools in Rivers State. Based on the above, the null hypothesis was rejected.

### Discussion

The findings revealed that respondents agreed to the fact there is a significant relationship between deregulation of staff personnel and quality assurance and from the findings of other researchers, it is obvious that by the time the government relaxes its

control over personnel management practices and allows for private sector participation it will become easy for both the school administrators and teachers to work so as to achieve quality. According to Njoh, (2003) every organization needs staff because without them, nothing takes place in the organization and these personnel can't give what they don't have hence, it is necessary for personnel management practices to be put in place and these management practices include human resources planning, recruitment, staff appraisal, compensation, staff welfare and motivation and training and development. In support of this, Egbo (2010) opined that if staff personnel is

being deregulated, staff development becomes easy because it has to do with the allocation of and investment in resources—physical, intellectual or human especially when other intervening variables have failed within a given institutional or social context.

From the findings of other researchers, it is obvious that deregulating staff personnel will bring about quality assurance because when the private sector and individuals are involved, staff welfare will be enhanced, trainings will be made available for them and so on. Since findings of the study revealed that deregulation of staff personnel has a significant contribution to quality assurance, it therefore means that when the government allows for staff personnel to be deregulated, quality will be achieved because teachers and principals will put in their best in what so ever they are doing.

## **Conclusion**

The study concluded that staff personnel predicted 9.50% of quality assurance in secondary schools and there was a significant contribution between deregulation of staff personnel and quality assurance in secondary schools in Rivers State.

## **Recommendations**

The following recommendations were highlighted based on the findings of the study.

1. Individuals should be made to understand the importance of deregulation in secondary schools as that will bring about quality assurance in secondary schools in Rivers State.
2. Administrators should be made to understand the importance of deregulating personnel, decision making and supervision in secondary schools as that will bring about quality assurance.

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