



Student Personnel Management: A Panacea for Effective Secondary School Administration in Nigeria

PASTOR (DR) PAUL NWAKPA

Department of Educational Foundations. Faculty of Education. Ebonyi State University, Abakaliki, Nigeria

Received 29 Apr, 2015; Accepted 30 May, 2015 © The author(s) 2015. Published with open access at www.questjournals.org

ABSTRACT:- Student personnel management is a serious function of the school administrator (Principal) in conjunction with the school staff. It is an indispensable core and functional task of the school principal and his teachers and even non tutorial staff. Thus, the services to be rendered to students should come first in the planning stage of the school administration. The issue of how effective student personnel management could be achieved in school should be the utmost priority of every school administrator. This paper therefore addressed the issue of concept of student personnel management, classification of students, students' participation in school administration and effective student personnel management. The paper ended with recommendations for promoting students personnel management in secondary schools in Nigeria.

I. INTRODUCTION

Personnel management is the most crucial issue in any organization. Thus, all other resources, finance, facilities and structures have meaning only with the application of personnel. There are two types of personnel management namely, Staff personnel management and students personnel management. Both are very important, but the students' personnel management is an indispensable core and functional task of the school administrator and his staff.

Emetaram (2002) noted that schools are set up not for teachers, not for parents, not for educational administrators but for students. Therefore, without students there would be no schools even if there are ample number of teachers and school managers. Thus, the services to be rendered to students should come first in the planning of the school system. The predominant reason for establishing a school is to make sure that students are graduating with good result. This agrees to the assertion in the National Policy on Education (2004) which stipulates that the crucial issue in education is that relating to the end product of schooling (graduates), schools are known for their academic performance, thus every good school administrator must at all cost put in all the available educational resources within their powers effectively and efficiently in seeing that their students are academically and morally brought up.

II. THE CONCEPT OF STUDENTS PERSONNEL MANAGEMENT

Students' personnel management refers to all the activities that are carried out by the school administrator to ensure that the students derive the best from the schools curricular and co-curricular activities. Emetaram (2002) similarly observed that students' personnel management refers to the planning, organizing, directing, supervising, co-ordinating and controlling of those activities and welfare of the entire students population.

Nosiri (1985) on the other hand conceptualized students' personnel management as comprising those administrative and supervising functions and services other than classroom instruction. Flippo (1983) outlined planning, organizing, directing and controlling as the administrative task areas of the personnel management which under this circumstance should be applied in school administration. Dale (1978) has the following as the functions of the personnel officer (Principal) planning, organizing, staffing, directing, controlling, innovation and representation.

Ukeje (1994) identified the following as the components of students' personnel management in an organization:

1. Development of feeling of goodwill friendliness and fellowship between students and departments.
2. Increased happiness of school for students.
3. Improvement of discipline and moral tone of the school.
4. Opportunity and means for students to solve their own problems.
5. Provision of training in leadership
6. Preparation of students to understanding and appreciate the necessity and virtues of fair and ethnical co-operation demand in adult and business trip.
7. Development of sense of individual responsibility for the welfare of all group interest.

III. CLASSIFICATION OF STUDENTS

Students are classified according to their abilities for instruction to be easier, thus, a student who differs remarkably in a leaving group can be reclassified to another group which is composed of individuals of similar characteristics (Learning ability). Students' classification according to Ukeje, Ndu and Akabogu (1992) include:

1. Remedial Grouping. When students exhibit learning deficiencies, such students can be adequately fixed in remedial groups that make special learning possible. The students deficiencies are identified through their records in previous school work; when their deficiencies have been reduced they are later reclassified.
2. Ability grouping for regular instruction. Students are classified here into slow, regular and accelerated learning group, usually based on a single interior, such as school achievement, intelligent quotient and other similar factors.
3. Gifted students group. This group is made up of students of high academic ability. They comprise about 3% of normal student population. The recent world needs very high level education for the most capable students to produce budding scientists, mathematicians and badly needed specialists.

(A) Classification Based on Academic Achievements.

For instance if a class has 5 streams A, B, C, D, E students in class A will be the highest achievers while those in E will be the lowest achievers.

(B) Classification Based on Randomization. Here students are assigned randomly into a class such practice may ensure a mixture of both high and low achievers.

IV. STUDENT PARTICIPATION IN SCHOOL ADMINISTRATION

One of the major aspects of students' personnel management relates to their participation in the school administration. This increases happiness of school life for students, improves the discipline and morale tone of the school, develops the ideals of right conduct, self control, co-operative efficiency and fairness and provision of training in leadership. The students will then work with the school authority as a team and by doing so they will feel that they are part and parcel of the school. Vices like gambling; drinking and smoking can be prevented by the assistance of the willing and risky volunteered students. Thus, Ozigi (1977) maintained that students participation in the life of the school contribute greatly to the efficient and orderly operation of the institution.

It will improve communication, leads to better understanding and co-operation. It will help to resolve many personal and social problems which can be disruptive. Ukeje (1992) opined that students participate in school administration in the following areas:

- (a) Dormitories: Where the house captains are responsible for overall discipline of the students neatness and security of the houses.
- (b) Assemblies and study halls: prefects see to the management and that silence is maintained in the assemblies and study halls.
- (c) Libraries: Apart from serving as librarians in some schools, prefects also see that silence and orderliness exist in the school library.
- (d) Games, Clubs and Organizations: The games captain or prefect is in charge of games and sports activities in and outside the school. He sees that discipline is maintained during sports and games and that sports equipment are not misused. Supporting this Eneasato (1989) opined that the students/prefects being part of the school administration performs the functions of maintaining disciplined behaviour among students, enforcing schools rules and regulations, supervising co-curricular activities and carrying out other functions as may be issued by the principal or teachers.

V. EFFECTIVE STUDENTS PERSONNEL MANAGEMENT

All the activities and services that are rendered to the students in the school are included in the students' personnel management.

Nwankwo (1982) observed that the functions of students personnel management include, admission, registration, enrolment, students organization, classification of students, provision of essential services to the students, guidance and counseling services as well as the comprehension and development of activities, interests

and needs of individual students. It is essential that there should be an organized programme for diagnosis of needs and counseling of students, a continuous orientation programme based on principle of effective communication remedial assistance and professional guidance for both physical well being, and mental health. The principal as the manager of the school should guide and direct staff members to offer effective running of the school. Such services according to Ezeocha (1990) include: teaching, feeding, health care, sports, security, moral instruction, transportation, organization etc. He also maintained that the success and effectiveness of these depend on the democratic nature and posture of the school head and his teachers in relation to the student's leaders (prefects) and the entire students.

The school administrator has an important role of providing for effective students personnel management. He should have the responsibilities to appreciate, understand and accept the students. Supporting this, Mgbodile (1997) asserted that the school head should either change existing structures or develop new mechanisms that will allow students to increase their involvement in making educational decisions as well participate in curriculum reforms. This should include inventory, information, counseling, placement and research services.

The school climate must be such that allows each student to increase his feeling of satisfaction, sense of belonging, identification and achievement in present and projected life situations. Ukeje et-al (1992) concluded that effective students personnel management should be achieved through provision of activities which cast students in the role of doers and contributors as well as reciters, a good sense of humour, development of groups and individual standards rather than imposition of arbitrary rules and regulations and a friendly and reasonable attitude towards students' questions and tendency to divert discussion into worth while related areas not precisely included in the lesson.

Recommendations

In the light of the foregoing discussion it is hereby recommended by the author that.

- (1) The school administrator and teachers should appreciate, understand and accept the students for what they are.
- (2) Effective interpersonal communication should exist between the school authority and the students.
- (3) There should be an organized programme for diagnosis of needs and counseling of students.
- (4) Students should be involved in decision making in schools.
- (5) Open school climate where there is high degree of trust and low disengagement should be developed and adopted.
- (6) Principals should make sure that teachers teach the students accordingly.
- (7) Students' welfare in all ramifications should be adequately taken care of as it is done to children in every responsible home.

VI. CONCLUSION

The importance of students' personnel management cannot be over emphasized. Thus, if it is not judiciously handled and managed, it will not augur well with the educational system as poor quality and half baked graduates will be sent out of the school to the labour market. Students' participation in the life of the school contributes greatly to the smooth and orderly running of the school and also brings about improvement in communication which will lead to better understanding, cooperation and interaction. This will also help to solve personal and social problems which may bring about disfunctioning in the administrative system.

Each student should be systematically observed and studied as an individual by both teachers and principal as this will make for effective students personnel management. Therefore, opportunities should be given to students' to develop their potentials and this can only be achieved by recognizing achieved by recognizing the individual worth of the students. This will in turn lead to effective school administration.

REFERENCES

- [1]. Emetarom, U. (2002), 'Students Personnel Administration Understanding the child for better learning environment' in Osuji, H. and Ndu, A. (eds) *Educational Administration for College of Education and Universities*. Owerri: Tony Ben Publishers.
- [2]. Eneasato, G. (1989), *Fundamentals of Educational Administration in Nigeria*. Onitsha: Etukokwu Publishers (Nig) Ltd
- [3]. Ezeocha, P. (1990). *Educational Administration and Planning*. Nsukka: Optimal Computer Solution Ltd.
- [4]. Mgbodile, T. (1997): The nature and scope of educational administration and management' in Ndu, A., Ocho, I. and Okeke, B. (eds) *Dynamics of educational administration and management. The Nigerian perspective*. Awka: Meks Publisher Ltd.
- [5]. Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: Nigerian Educational and Research Development Centre (NERDC) Press.
- [6]. Nosiri, C. (1995). Pupil personnel administration' in Okeke, B., Nosiri, C., Ebele, T., Ozurumba, N. and Igwe S. (eds) *A Hand Book Educational Administration*. Owerri: New African Publishing Co. Ltd.
- [7]. Nwankwo, J. (1982). *Educational Administration: Theory and practice*. India: Vikas Publishing House PVT. Ltd.
- [8]. Ozigi, A. (1977). *Handbook on School Administration and management*. Macmillian Education Ltd.
- [9]. Ukeje, B., Akabogu, G. and Ndu, A. (1992). *Educational Administration*. Enugu: Forth Dimension Publishing Co. Ltd.
- [10]. Ukeje, B. (1994). 'Leadership: the bane of Nigeria development' at fourth frontier lecture, Nnamdi Awka.