

Research Article

Secondary School Staff Reformation: A strategy for the Attainment of Millennium Development Goals in Nigeria

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ABSTRACT: This study examined the measures to be adopted in staff recruitment and development in Enugu State Secondary Schools for the attainment of millennium development goals. To guide the study two research questions and two null hypotheses were used. A descriptive survey research design was adopted and a 15 items questionnaire developed by the researcher was used for collection of data. The population for the study comprised of all principals and Enugu State Universal Basic Education Board (ESUBEB) staff in the state. The sample consisted of 540 respondents using proportionate stratified random sampling technique. Mean ratings and *t* test statistics were used in answering the research questions and testing the null hypothesis. The findings of the study revealed that the measures identified should be followed strictly in order to attain the millennium development goals. The recommendations among others were that there should be clearly defined standard for staff recruitment, tribalism favouritism and political influence should be avoided in the training and retraining of teachers as well as its recruitment to ensure very rapid professional growth of teachers in Enugu State Secondary Schools.

Keywords: Education, Millennium Development Goals, Reforming, Secondary school, staff.

I. INTRODUCTION

The Secondary level of education occupies a very significant position in the school system as it is the bridge linking the primary and tertiary levels of education. Effectiveness of this level will go a long way in affecting the quality and quantity of outputs that would be either pushed into the labour market or into the higher levels of the national education system. The national policy on education [1] outlined the broad aims of secondary education as to prepare the individual for useful living within the society and higher education.

Government in recognition of huge cost involved in the provision of education welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools FRN 2004 in [2]. Education reform is a plan or movement which attempts to bring about a systematic change in educational theory or practice across a community or society [3]. It has been pursued for a variety of reasons, but generally most reforms according to [4] aimed at instituting societal changes, most often through a change in the education of members. Millennium development goals on the hand are an agreed set of goals that can be achieved if all actors work together and do their part. This includes the achievement of universal basic education ie the goal 2 whose emphasis is to ensure that all boys and girls complete a full course of basic education.

Secondary school staff JSS 1-3 precisely have a great role to play in the accomplishment of universal basic education. Therefore, the role of the teacher in the efficacy of the teaching/learning process to ensure attainment of the MGDs cannot be over-emphasized. [5]. Maintained that it has to be fortified in terms of its programmes and staffing among others. It is a truism that the quality of any education depends on the quality of its teachers. Therefore, the practices of staff recruitment and development desire serious attention in junior secondary education sector for the attainment of millennium development goals. If the staff quality is poor, the education system will remain poor because as stated in the National Policy on Education [1], no education system will rise above the quality of its teachers. But it appears that junior secondary schools are witnessing highly unproductive and incompetent teachers and those who rely on out dated methods of instruction, even in the face of innovative techniques and challenging technologies. [6].

Certainly, without proper recruitment/selection and development of teachers, the teaching workforce of junior secondary schools will not be adequate to help in achieving universal basic education. The status of junior secondary schools calls for urgent reformation so as to attain millennium development goals and this was the thrust of this study.

1.1 Research Questions

Two research questions were posed to guide the study. They are

1. What reforms should be adopted in the recruitment of junior secondary school staff?
2. How should staff development be carried out in junior secondary schools?

1.2 Null Hypotheses

Two null hypotheses were tested at 5% level of significance

1. There is no significant deference between the mean ratings of principals and staff of Enugu State Universal Basic Education Board (ESUBEB) on the reforms to be adopted in the recruitment of junior secondary schools teachers.
2. There is no significant difference between the mean ratings of head teachers and staff of Staff development should be carried out in junior secondary school.

II. METHODOLOGY

The design adopted for the study was descriptive Survey researches design. The area of study was Enugu State of Nigeria Junior Secondary **School** in each of the 17 local government area were used for the study. The population comprised all the principals and ESUBEB staff in the state. A total number of 540 respondents were sampled using proportionate stratified random sampling techniques. A 15 – item questionnaire was used to collect data from the respondents. The instrument was face- validated by two experts in the area of educational management and as well as measurement and evaluation from Enugu State University of Science and technology, Agbani. A total number of 540 questionnaires were administered to the 540 respondents with the help of six trained research assistants. The entire 540 questionnaire were retrieved and used for the study.

III. DATA ANALYSIS

Mean scores was used in analyzing the data for the research questions while t-test statics was used to test the null hypotheses at 0.05 level of significance. The questionnaire items were rated using 4 points scale: strongly agree-4 points, agree 3 points, disagree- 2 points, and strongly disagree – 1 point. The midpoint rating scale is 2.50. Therefore, only items with mean ratings at 2.50 and above were accepted as ways of reforming junior secondary school staff. The row totals/grand mean were obtained by adding up item mean and dividing the total by the number of items.

III. RESULTS

Table 1: Mean Ratings of Principals and Staff of ESUBEB on Reforming Junior Secondary School Staff

S/NO	ITEMS	PRINCIPALS N = 500		ESUBEB STAFF N = 40	
1	There should be clearly define standard for staff	3.8	S/Agree	3.9	S/Agree
2	Staff should be recruited at the beginning of ^o the session	3.7	Agree	3.25	Agree
3	Only those with degree in education should be recruited	4	S/Agree	3.9	S/Agree
4	Recruitment of teachers should be free from favourtism	3.92	S/Agree	3.6	S/Agree
5	Recruitment should be on principals' request	4	S/Agree	4	S/Agree
6	Only teachers with minimum of NCE certificate should be recruited	3.8	S/Agree	4	S/Agree
7	There should be absence of politics in the appointment of principals	3.8	S/Agree	3.9	S/Agree
	Grand mean	3.81		3.79	

In TABLE 1, the entire items were rated above 2.50 in all columns with grand mean of 3.81 and 3.79 for principals and ESUBEB staff respectively. This indicates that the principals and ESUBEB staff strongly agreed that all the list items are reforms to be adopted in the recruitment of junior secondary school staff for the attainment of millennium development goals.

Table 2: Mean Ratings of Principals and ESUBEB Staff on Reforming Staff Development.

S/NO	ITEMS	PRINCIPALS N = 500		ESUBEB STAFF N = 40	
8	Organizing orientation induction for newly recruited staff recruited staff	3.6	S/Agree	3.2	Agree

9	Organizing regular seminars, conferences , workshops for teachers	4	S/Agree	3.80	S/Agree
10	Government to approve relevant in service training for teacher	3.8	S/Agree	4	S/Agree
11	Ensuring that teachers attend these in-service training programmes	3.82	S/Agree	3.6	S/Agree
12	Sponsoring teachers to workshops	3.2	Agree	3.25	Agree
13	Providing supportive clinical supervision to staff	3.25	Agree	3.6	S/Agree
14	Organizing seminar whenever new topic/subject is introduced	4	S/Agree	3.9	S/Agree
15	Exchange of school for interaction/collaborations	3.72	S/Agree	4	S/Agree
	Grand mean	3.68		3.66	

Considering Junior Secondary Schools; TABLE 2 has grand mean of 3.68 from the responses of principals and 3.66 from responses of ESUBEB staff. The result shows that principals and ESUBEB staff were of strong opinion that reforming staff development in junior secondary schools should be through the listed items to achieve millennium development goals.

Table 3: T-Test Summary for Significant Difference between the Mean Ratings of Principals and ESUBEB Staff on Reforms in the Recruitment of Junior Secondary School Teachers.

Variable	No	x	SD	Df	t-cal	t-crit	P
Principal	500	3.81	0.83	5.38	0.11	1,960	0.05
ESUBEB Staff	4.0	3.79	0.84				

TABLE 3 shows that t-calculated of 0.11 was obtained against the table value (t-critical) of 1.960 at 0.05 level of significance. Since the calculated value, is less than the table value, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of principals and ESUBEB staff on the reforms to be adopted in the recruitment of junior secondary school teachers for the attainment of millennium development goals.

Table 4: T-Test Summary for Significance Difference between the Mean Ratings of Principals and ESUBEB Staff on how Staff Should be Developed in Junior Secondary Schools.

Variable	No	x	SD	Df	t-cal	t-crit	P
Principal	500	3.61	0.33	5.38	0.4	1,960	0.05
ESUBEB Staff	4.0	3.66	0.31				

In TABLE 4, the calculated t-value is 0.4 at 5% level of significance. Since the calculated value is less than the table value of 1,960, the null hypothesis is accepted. There is therefore no significant difference educationally between the opinion of principal and ESUBEB staff on reforms in the development of junior Secondary school staff for the attainment of millennium development goals.

V. DISCUSSION OF FINDINGS

The finding of the study revealed that staff recruitment is an integral aspect of personnel functions. It was found in research questions one that there should be clearly define standard for staff recruitment in junior secondary schools. As a result of this, only teachers with degree in education and at least with minimum qualification of NCE certificate should be recruited based on principals' request. This funding agrees with [4] who noted that recruitment of Staff must comply with the established policies and guidelines and should be on school principal's request. This will help in recruiting the quality and quantity of staff needed in the schools.

The findings on research question two indicated that staff should be developed through organizing orientation of new teachers, organizing seminars and workshops for teachers, sponsoring teachers to workshops and providing supervision to staff among others. This finding is in line with [7] who maintained that staff development in the school should be designed for the continuing education of the school for professional growth. Staff development aid individual staff to realize his or her potential for growth within the system. A well planned induction programme gives the new teacher/staff a better understanding and adjustment to work, and the challenges which they are to work with United Nations Millennium Development Goals (2006) in [4]. Therefore, newly recruited teachers should be acquainted with the environment through induction programme.

VI. CONCLUSION

The position of junior secondary education as an integral part of education is very essential. Attainment of the laudable objectives of junior secondary education in Nigeria has remained elusive due to inadequate recruitment exercise and staff recruitment development. This will enable junior secondary school staff to become more efficient for the attainment of millennium development goals.

VII. RECOMMENDATIONS

Based on the findings of this study, the following recommendations apply:-

1. There should be clearly defined standard for recruitment of junior secondary school teachers.
2. There should be training and retraining of service teachers to ensure professional growth.
3. Appointment of principal should be strictly on merit.
4. Favouritism and nepotism influence of politics should be avoided in recruitment of teachers among others.

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