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ASSESSMENT OF GOVERNMENT-MISSION PARTNERSHIP IN PERSONNEL MANAGEMENT IN RETURNED SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study accessed government-mission partnership in human resource management in secondary schools in Anambra State. One research question guided the study and one hypothesis were tested at 0.05 level of significance. The study adopted a descriptive survey design. The population of the study was comprised 254 respondents, with 143 Joint Management Committee members, 37 School managers, 37 Principals and 37 Vice Principals Administration in 37 returned secondary schools in the 13 Dioceses (Anglican and Roman Catholic Missions) in Anambra state. Stratified proportional sampling technique was used to sample 104 respondents from 26 returned secondary schools. The major instrument for data collection was the researcher-developed questionnaire based on the research question and study hypothesis. The instrument was validated by three experts who are lecturers in the Faculty of Education at Nnamdi Azikiwe University Awka. The reliability of the instrument was ascertained using Pearson's Product Moment Correlation (r) and it yielded reliability co-efficient of r = 0.78. The researcher also used observation check list and pictures in data collection. The researcher with five research assistants visited the schools and administered the questionnaire. Out of 104 respondents from 26 returned secondary schools sampled, 100 respondents from 25 schools responded recording 96.2% return rate. Data analysis was performed using mean for research question and t-test to test the hypothesis. The findings of this study revealed that within the last ten years, government recruited adequate teachers. Missions ensured regular staff meetings, staff discipline, employment and payment of PTA staff, provided and maintained recreational activities, built Chapels, modern gates and fencing of the returned secondary schools. It was observed that most of the schools had good landscaping and beautification. It was recommended among others that government-mission partnership should be encouraged and extended to other sectors.

Keywords: Assessment; Government-Mission; Partnership; Personnel Management; Returned Schools.

Introduction

Mission and government are two principal players in the management of education in Nigeria. Christian missionaries played crucial roles in the establishment and management of secondary education in Nigeria (Ige, 2013). Adesina (1977) upholds that the CMS Grammar School, Bariga,

Lagos was the first secondary school established in Nigeria by Church Missionary Society in 1859. This gives credence that the missions were owners and managers of the early schools. The colonial government joined in providing secondary education in 1909 with the establishment of Kings College, Lagos. Thus, government and mission have been managers of secondary schools in Nigeria in the past and in the present. The pioneer role of Christian Missions in the establishment of western education involved funding and management of the mission schools. Missions and government had continued to manage their schools till the independence, civil war and the military ascendancy to power which facilitated the state take-over of schools by government. Government takeover was promoted with arguments like: the take-over would enable government to plan the education system as part of the national integrated plan for social and economic development. In the likes of military administration and policies, the take-over of schools by government was applauded with assurance that it shall give equal opportunity and accessibility to formal education to all and provision of unified curriculum.

Until the middle of the 20th Century, all the governments of the various regions in Nigeria did was to give grants-in-aid to the voluntary agencies that operated approved schools while a few "government schools" were established in a few strategic towns. After the Nigeria-Biafra civil war in 1970, some State governments took over the complete ownership and control of all educational institutions in their areas of jurisdiction. The educational policies and practices of the voluntary agencies were condemned as being foreign-oriented, irrelevant to Nigeria's needs, and divisive in the sense that denominational schools encouraged religious and tribal bigotry and unhealthy rivalry among the citizens. It was also argued that state take-over of all schools would enable the government to plan the education system as part of the national integrated plan for social and economic development. The author supports greater control of the education system by the government and indeed a state take-over of voluntary schools based on mutual agreement. However, voluntary agencies and private individuals should be allowed to own and run their own schools completely at their own expense within the broad framework of government regulations (Nwagwu, 1979). However, many Nigerians objected to the unilateral seizure and control of church and private schools by the government. People argued that it was illegal to dispossess the voluntary agencies of schools they built mostly with their own resources without first of all working out an agreement with them which should include adequate compensation (Nwagwu, 1979).

The return of schools to missions by the government did not remove government fro some of her statutory funding of the school. The Law says that Government shall continue to take responsibility for the following through the following Agencies of Government – the Post Primary School Services Commission (PPSSC), Anambra

State Universal Basic Education Board (ASUBEB):

a. Recruitments, Appointments and Confirmation of Appointments,
b. Promotions, Advancements, Acting Appointments, Transfer and Posting of teaching and non-teaching staff from one school or office to another,
c. Retirement benefits – Pension and Gratuity.

In funding, Government shall continue to provide funds within available resources for:

a. Payment of Salaries and other emoluments of teaching and non-teaching staff in those schools,
b. Infrastructural development/maintenance of existing facilities in schools and
c, Procurement of learning materials and equipment.

In School Administration, the Principal/Head teacher, being the administrative and academic head of their schools, shall be the Chief Executive of their respective schools.

In Supervision:

a. There shall be a tripartite relationship/alliance between the Government, Voluntary agencies and the NUT in respect of the above at the 3 levels of state, Zones and LGAs with respect to Post Primary and two levels of State and LGA in the case of Primary Schools.
b. All persons affected in 5.1 shall be professional teachers

In Welfare of the School:

a. There shall be a Board of Governors in all the affected schools
b. Post Primary School Services Commission (PPSSC), Anambra State Universal Basic Education Board (ASUBEB)
c. Voluntary Agency
d. Nigerian Union of Teachers (NUT)
e. Parents Teachers Association
f. Host Community

In Other Issues:

a There shall be no religious discrimination in select schools.
b. Parents and guardians shall have the freedom to choose schools to be attended by children and wards.
c. Teachers shall be at liberty to serve in these schools
d. Government regulation on fees shall be strictly adhered to No other fees shall be changed without the express approval of the Honorable Commissioner.

Government has been and shall continue to be relevant in educational management in Nigeria.

The return of school is a partnership between the government and missions captured in the governor's address (Obi, 2011) and in the Anambra State of Nigeria Extraordinary Gazette No. 5 Vol. 19 dated 12th October, 2009. In the partnership, government will continue to pay the salaries of all the academic and non-academic staff of the schools while the missions shall be in charge of the day-to-day running and general administration of the schools. Government

made special financial provisions to ensure that the missions overcome any initial problems in managing the schools.

The Glossary of Education Reform (2023) opined that in education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment has to do with using different method to check whether the input is equal to the output in any organization like school, industries and others. Assessment is cross checking the output against input based on set standards on any profession.

Educational programs can be assessed to determine their effectiveness. According to Selim (2008) Program assessment is the systematic and ongoing method of gathering, analyzing and using information from various sources about a program and measuring program outcomes in order to improve student learning. The educational program of return of schools to mission by various states in Nigeria especially in Anambra State which brings the government and mission into partnership in management of secondary schools needs to be assessed. Assessment of government-mission partnership in the management of secondary schools is carried out by searching, selecting and managing the best available evidence for research according to a defined, planned and consistent method which makes it systematic. Assessment involves gathering of information using a method, in this research, it is the gathering of information on the government-mission partnership in the management of secondary schools. The information gathering focused on the personnel management.

Government and mission have partnered in management of the return secondary schools in Anambra State for over ten years. There is a need for the assessment of the government-mission partnership in management of returned secondary schools in Anambra State and that is the thrust of this study.

Research Question:
What is the performance of government in personnel management in the returned secondary schools in Anambra State?

Null Hypothesis:
There is no significant difference in mean rating of principals and joint management committee members on the performance of government on personnel management in the returned secondary schools.

Research Method
Descriptive survey research design shall be adopted for this study. This study shall be carried out in Anambra State. Anambra State is one of the thirty-six states of federal republic of Nigeria. It has three Senatorial zones of Anambra South, Anambra Central and Anambra North and six (6) education zones namely: Aguata Education Zone, Awka Education Zone, Nnewi Education Zone, Ogidi Education Zone, Onitsha Education zone and Otuocha Education Zone.

The population of this study shall comprise of 254 members made up of 143 members of joint management committee in the 9 Dioceses of the Anglican and 4 Dioceses of Roman Catholic Church in Anambra State, 37 School managers, 37 Principals and 37 Vice Principals (Administration) in the 37 returned secondary schools managed by government- mission in Anambra State. The sample size for the study was 104 respondents. This comprised 26 Joint Management committee, 26 school managers, 26 principals, and 26 vice principals from 26 mission secondary schools managed by government and missions that were drawn from the six education zones in Anambra state as follows: Aguata Education Zone Nil, Awka Education Zone 8, Nnewi Education Zone 5, Ogidi Education Zone 8, Onitsha Education zone 4 and Otuocha Education Zone 1. Stratified Proportional sampling technique was adopted to ensure that all zones in the population participated in the study in their same proportion in the population.

The researcher developed questionnaire titled "Assessment of Government-Mission Partnership in Management of Secondary Schools in Anambra State Questionnaire (ASGMPMSSQ)", checklist for observations and pictures for data collections. The developed questionnaire is made of two sections: Section A contained two bio-data of respondents. Section B contained 10 items on government personnel management in the returned secondary schools in Anambra state. The items were structured on four rating scales. The Checklist for observations and Pictures were also used for data collections. Observation provides the opportunity to monitor or access a process or situation and document evidence of what is seen and heard. Seeing actions and behaviours within a natural context or as they usually occur provides insights and understanding of events activity or situation being evaluated. Data from the survey on government-mission partnership in management of returned secondary schools shall be used in conjunction with data from observations of school management to build a more complete assessment of government-mission management of returned secondary schools.

Validation of the instrument was done by presenting the drafted copies of the questionnaire, the topic of the study, the purpose of the study, research questions and hypotheses to three experts. Two experts in Department of Educational Management and Policy and one expert in Measurement and Evaluation in the Department of Educational Foundation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The experts are requested to examine the items in terms of content relevance, clarity of language, the appropriateness of the instruction to the respondents as well as to ascertain if the items where related to the objectives and aims of the study and suitability of the items and the effectiveness of directives. They offered very use corrections, guide, suggestions that led to the adjustment of the instrument to its final version used for the study.

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The reliability of the instrument was established using test re-test method. This involved administering of twenty copies of the questionnaire to ten government and ten mission schools in Enugu state. Another set of twenty copies shall be re-administered to the same group after two weeks. Enugu State which was outside the area of study was chosen for the reliability test because the people of the state share the same foundation from the Old Anambra, the share the same educational desire and drive and similarity in governance in politics and educational management with Anambra State.

Pearson's Product Moment Correlation (r) was used to determine the reliability coefficient of the two sets of responses. The result of the computation is r = 0.78. A total of 104 copies of questionnaires were administered on Joint management committee member, School managers, principals, and vice principals (Administration) in 26 sampled mission schools in six education zones in Anambra State. The researcher administered the questionnaires directly to the respondents with the help of five research assistants that were trained. The researcher and research assistants visited the respondents in their schools and administer the instrument on them using face-to-face method of administration of instrument. They waited for the respondents before retrieving the questionnaire while some were given days to complete the questionnaires. The data were analyzed using mean to answer the research questions and t-test to test the null hypothesis at 0.05 level of significance.

Presentation of Results

Research Question 1: What is the performance of government in personnel management in the returned secondary schools in Anambra State?

Table 1: Grand mean rating of government personnel management in the returned secondary schools in Anambra State

Respondents	Number of school	Mean	Grand Mean	Decision
Principals (X_1)	26	2.82	**2.95**	High extent
Joint Management Members (Y_1)	26	3.08		

Table 1 shows that the grand mean is 2.95 that means to a high extent government provides infrastructural development in the returned secondary schools. The principals mean of 2.82 and Joint Management members mean of 3.08 shows that the two groups believe that to a high extent the government are providing for the development of the infrastructures of the returned secondary schools.

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Table 2: Mean rating of government personnel management in the returned secondary schools in Anambra state**.**

GOVERNMENT PERSONNEL MANAGEMENT IN THE RETURNED SECONDARY SCHOOLS IN ANAMBRA STATE					
S/N	Questions In my school:	Principals	Decision	Joint Management Members	Decision
1.	Number of staff recruited	3.47	High Extent	3.57	Very High Extent
2.	Number of staff appointed	3.40	High Extent	3.52	Very High Extent
3.	Number of staff confirmed	3.40	High Extent	3.50	Very High Extent
4.	Number of staff promoted	2.75	High Extent	3.39	High Extent
5.	Number of staff transferred	2.45	Low Extent	3.07	High Extent
6.	Number of staff Retired	2.79	High Extent	2.53	High Extent
7.	Number of staff deceased	2.52	High Extent	2.64	High Extent
8.	Number of retired staff receiving pension	2.48	Low Extent	2.93	High Extent
9.	Number of retired staff that received gratuity	2.48	Low Extent	3.20	High Extent
10.	Number of deceased staff that received death gratuity/benefits	2.47	Low Extent	2.52	High Extent

In Table 2, item 1 shows that to a very high extent (3.52) government recruited staff in the returned secondary schools. Items 2, 3 and 4 shows that staff appointment (3.49), staff confirmation (3.45) and staff promotion (3.07) were in high extent. It shows that government has recruited more staff and appointed, confirmed and promoted them accordingly. Item 5, 6 staff transferred (2.76) and staff retrieved (2.66) were to high extent. It shows the regularity of government personnel management in retrieved Secondary schools.

Item 7, 10 shows that to a high extent deceased staff receive their benefits. Item 8 and 9 show that to a high extent retrieved staff received their pension (2.71) and gratuity (2.84). It shows that government to a

high extent takes care of the welfare of the staff after service in their retirement.
The researcher observed that government has recruited, appointed, confirmed and promoted many teachers within 2012 and 2022. It was observed that staff were transferred, retired and few deceased. It was observed that retired staff received pension and gratuity and the deceased received their benefits.

Testing the hypothesis

Ho_1 There will be no significant difference in mean rating of principals and joint management committee members on the extent of government personnel management in the returned secondary schools.

Table 11: Analysis of significant difference in mean rating of principals and joint management committee members on the extent of government personnel management in the returned secondary schools

Respondents	No of School	Items in Cluster	Mean	SD	t-cal	t-crit	Df	Significant level	Decision
Principals (X_1)	26	10	2.82	0.43	0.178	1.403	18	0.05	Do not reject **Ho_1**
Joint Management Committee (Y_1)	26	10	3.08	0.41					

T-test analysis presented in the Table 11 shows that there is no significant difference in mean rating of principals and joint management committee members on the extent of government personnel management in the returned secondary schools. This was shown in the table that at 0.05 level of significant and 18 degree of freedom, t-calculated value of 0.178 is less than t-tabulated (t-critical) 1.403. Therefore, we do not reject the null hypothesis.

Summary of findings
There is high extent in government personnel management in the returned secondary schools. Government recruited adequate staff, gave them appointment, confirmed them, promoted them and executed the transfers of staff accordingly. The staff recruitments in the last ten years have been impressive. It shows the regularity of government personnel management in returned secondary schools.

Discussion of Findings
The result of the data analysis showed that government-mission partnership in the management of secondary school in the areas of government personnel management in the returned secondary schools in returned secondary schools were prosperous. The results show that in the returned secondary

schools, government is actively recruiting staff, giving staff appointments, confirming and promoting staff, effecting transfers and retirement, and paying retirement and death benefits. It was observed that schools that had less than ten teachers in the past are having over twenty qualified teachers. There are more of government employed teachers in the schools now than 10 years ago. Recruitment, appointment and confirmation of teachers promote job security and give teachers motivation to perform better. The result collaborates with the view of Omenyi (2009) on the priority of human resource management in organization. She opined that effectiveness of personnel management in any organization will surely ensure the overall success of the organization. The result confirms and agreed with resolve of the Prof. Chukwuma Soludo's administration to concentrate on quality teachers and improved teaching in Anambra schools (Augustine, 2022). The education sector under the Soludo administration recruited 5,000 teachers which boasted the personnel management of the schools. The result of this study shows that government's efforts and presence are felt in the personnel management in the returned secondary schools.

The results of this study have shown that beyond average, Government has recruited, appointed, confirmed, promoted, transferred and retrieved staff in returned secondary schools in Anambra State. Government staff has been receiving pensions, gratuity and death benefits. The government has given priority to personnel management in Secondary Schools within the past 10 years. The findings collaborate with the Submission of Agunwa, Owan, & Ekpe (2019) that sound personnel management assures the effectiveness of the school system. Personnel management is inevitable to the school System because it is as important as the establishment of the school itself. They opined that proper personnel management can lead any school to success in terms of goal attainment and increased productivity. Hence, there is higher hope of better school system in Anambra State.

Conclusion

Based on the findings of the study, the researcher concluded that government-mission partnership in management of returned secondary schools in Anambra state has been productive and gainful especially in the area of government personnel management.

Recommendations

Based on the findings of this study, the researcher formulates the following recommendations:

1. Government and mission should continue to partner in the provision of staff in the returned secondary schools.
2. Government should ensure that every staff passed through due process in recruitment and appointment.
3. Government and mission should continue to improve on the security of the schools through provision and maintenance of security personnel, fencing of schools and school gates.

4. Security of students and school community should remain a core priority of government and missions.

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