



# Human Resource Management in Secondary Education: Issues and Challenges

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## Abstract

Human resource management in education is very important. The importance of human resource management in any organization, especially the school system cannot be over emphasized. This is because education personnel's are the major instrument for achieving educational goals and consequently, national development. Human resources are the key to rapid socio-economic development and efficient service delivery. Every educational system, at every level depends heavily on the human resources for execution of its programme. The junction of human resource management in education includes staff maintenance, staff relations, staff development and staff job performance reward. The challenges of human resource management include poor working condition, problem of staffing, funding, incessant transfer of teachers among others. This paper, therefore, highlighted some basic human resource management issues which include, staff maintenance, staff relations, staff development and staff job performance reward as well as some of the challenges of human resource management. To address the identified challenges, the following recommendations were made: education should be made attractive by creating a conducive atmosphere for teachers. More government attention is needed for education sector through improved function as education remains the basis for the progress of all sectors of the society. The paper equally recommended that standard of education in Nigeria should be up dated to meet the rapid social changes in our present Nigerian society.

Keywords: Educational System, Human Resource Management Issues; challenges

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## INTRODUCTION

The management of human assets has become a major challenge for modern organizations including educational institutions. While operating managers (school administrators) deal with these challenges on a day-to-day basis, they also play a great role in human resource

management. In times past, the human resource manager in an organization had less responsibility: he helped the organization to recruit people and assumed responsibility for managing the benefits program. Today, firms have expanded this role to include areas such as employment screening, affirmative-action compliance, training, development, health and safety maintenance, and contract negotiation and administration. Thus, human resource management is the process by which organizations ensure the effective use of their employees in the pursuit of both organizational and individual goals. Human resource management is an exciting and interesting area because of the roles it plays in helping organizations to recruit, orientate, train, develop, motivate and maintain their human assets. Hence, human resources management in education is the process of motivating workers to maximize their performance in order to obtain maximum output starting from the day they are recruited, which means utilizing people to perform duties and functions in the schools (Onah, 2007).

In the school system, both students and staff personal (teachers) functions are performed by the school administrators (Principals) with a view to achieving the goals and objectives of the school. Principals' management of teachers in the school is associated with many aspects which include providing enabling environment, provision of teaching and learning resources, provision of adequate teachers and facilitating staff development. These aspects have an influence on teachers and students performance. Similarly, the functions of the principal as a human resource manager are: to plan and direct activities necessary to select and assign the best qualified individual staff and students, in providing opportunities for the growth in service of these individuals; and to maintain good interpersonal relationship (Orubuloye, 2006).

## **CONCEPTUAL CLARIFICATION**

### **Secondary School**

Secondary school otherwise known as high tier of education is that sector of the education pyramid that usually comes immediately after primary education. It also comes before tertiary education. It is at this stage of education that students are prepared for the polytechnics, college of education and universities. Within the framework of the New National Policy on Education (2004), secondary education shall last for six years, broken into two distinct parts that are perfectly correlated with the ground works of the first three years – Junior Secondary School (J.S.S) dovetailing into the next three years of Senior Secondary School (S.S.S).

According to the New National Policy on Education the board aims of secondary education in Nigeria are:

- Preparation of students for useful living within the society, and
- Preparation of students for higher education on.

In specific terms the secondary school system is geared towards realizing the following objectives:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- Offer diversified curriculum to cater for the differences in talents, opportunities and further roles.

- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages, art and cultures in the context of world's cultural heritage.
- Inspire students with a desire for self improvement and achievement of excellence.
- Foster National Unity with an emphasis on the common ties that unite us in our diversity.
- Raise generation of people who can think for themselves, respect the views and feelings of others, respect dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The aims and objectives of secondary education makes it clear that the future of any nation depends quite considerably on the quality of education it provides for its citizens. The principal in Nigeria Secondary School occupies a unique position. He is regarded as an educational leader, the school disciplinarian, the organizer of the schedule, the supervisor of the instructional programme, the director and evaluator of teaching efforts, the manager of school facilities and generally a professional leader (Kroeck, 2002) members' of staff in secondary school is made up of many professional, para-professional and non-professional adults who work in the school. This includes the principal, vice principals and the teachers.

### **Organizational Structure of Secondary School**

In addition, schools require the service of variety of non-professional persons; gardener, night watchmen, bursar, cooks, clerical officers and laboratory attendants. It is the task of the principal to guide the efforts of these people so that their individual and collective behaviour will contribute significantly to the fulfillment of the school's objective (Orubuloye, 2006). The principal is both the administrative and academic head of the school. To this end, he performs both professional and administrative duties.

To ascertain the smooth running of the school, he performs the recruitment functions through the ministry of education by forwarding his request on the number and type of staff needed in his school. Also, it is the function of the school head to induct new staff and assign duties to them. However, it should be stressed that this function can be delegated to the head of department, to whom the new staff is directly accountable (Jackson, 2001).

### **Duties/Responsibilities of the School Human Resource Manager (Principals)**

According to Babalola (2009) the following are the duties and responsibilities of the school principal (the school human resource manager) in improving teaching and learning in the school. The duties of the school manager or principal include:

#### **a. Responsibilities to Students**

The human resource manager must:

- See to the personal development and welfare of students in his care,
- See that students receive good instruction through effective teaching and learning processes,
- Maintain morals in students and good discipline in the school,
- Implement school curriculum and development curriculum guides, and
- Keep cumulative records for all students and develop a system of reporting to parents.

## **b. Responsibilities to Staff**

The school human resource manager must:

- See to it that all members of staff are assigned duties to perform.
- See to it that every member of staff is performing his or her duties effectively.
- Maintain discipline among staff.
- Observe employee performance, record observation and conduct evaluation conferences with staff.
- see to the request for certain categories of staff posted to his school by the appropriate authorities such as the Teaching Service Commission, Secondary Education Management Board (SEMB), Post Primary Schools Board (PPSB).
- Also make recommendations to appropriate authorities on termination, suspension or non – renewal of staff assigned to their school.

## **c. Financial Responsibility**

The school human resource manager should see to the following:

- Adequate financial provision in school budget for the smooth running of the school
- Proper keeping of all revenue accruing to the school in terms of fees.
- That allocation in the school's budget is spent prudently according to the specified details approved by the ministry of education.
- That a good system of accounting is maintained according to the stipulated procedures.

## **d. Responsibility to the Public**

A good human resource manager within the context of the school should:

- Maintain good public relation with parents ministry of education officials, school boards or commissions, visitors and members of the public.
- Maintain regular contact with community leaders and other agencies on school matters.
- Allow the school to participate in community activities.

## **e. Evaluation of School Activities**

The school human resource manager should:

- Make an appraisal of all activities of the school.
- Review all the programmes of the school in order to make improvement where necessary
- Consult with members of staff to elicit their views on possible areas of weakness and collect their suggestions on necessary improvements in all activities in the school.

## **Duties and Responsibilities of the School Teachers**

The following duties a professional teacher is required to perform:

### **a. Teaching**

- Planning and preparing courses and lessons
- Teaching according to their educational needs, the students assigned to him/her including the setting and marking of work to be carried out by the students in school and elsewhere.
- Assessment, recording and reporting on the development, progress and attainment of students.

**b. Assessments and Reports**

- Providing or contributing to oral and written assessments, reports and references relating to individual students and group of students except in instance where to do so might be regarded as compromising a teachers' own position.

**c. Staff Development/Training/Review/Meetings**

- Participating, if required, in any scheme of staff development and performance review.
- Review from time to time his/her methods of teaching and programme of work.
- Participating in arrangements for his/her further training and professional development as a teacher.

**d. Discipline, Health and Safety**

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organization of the school.
- Maintaining good order and discipline among students in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorized to be on the school premises and when they are engaged in authorized school activities elsewhere.

**e. Public Examination**

- Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations, recording and reporting such assessments and supervision during such examination.

**f. Other Activities**

- Promoting the general progress and wellbeing of individual students and of any class or group of students assign to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions.
- Communicating and consulting with the parents of students (Babalola, 2009).

**Measures Towards Effective Human Resource Management in Secondary Schools.**

Effective human resource management practices are important if the school goals and objectives are to be achieved. One of the measures to enshrine effective human resource management in schools is the active involvement of the principals in the recruitment and selection exercise of staff to their school.

Though the school board or commissions decide the major policies and procedures for selection, the school head as a member of the selection committee should be actively involved in the process of preparing precise. Job specification and Job descriptions towards getting the right personnel.

The school head 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, Doctoral degree holders) should be attractive enough to encourage educational development. Opportunities should also be provided for personnel to

earn continuous financial rewards for satisfactory performance, throughout the entire service period (Orubuloye, 2006).

Moreover, the school administrators should be well informed about other relevant functions such as self performance appraisals which could be used for various purposes like promotion, staff training and development and discipline. These personnel services should be based on fair assessment of staff performance and conduct. In addition, effective human resource management requires the school principals 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. Finally, communication brings about understanding among parties. Communicating well or poorly can therefore spell the difference between success and failure in human relations in principal's/school goals. Principals who understand the impact of communication on goals achievement are better equipped than those who do not (Ajuogu, 2005).

A principal achieves success in his administrative tasks when he uses his communicative ability in relating with his subordinates at work. Similarly, one of the possible guidelines for a principal to be effective in his Job boards on teacher's welfare. He has to provide a guide for staff development and to improve the incompetent teachers, to access the tone of the school and identify some of their most urgent needs. Moreso, of the instruments that could be used to stir them up is motivation. Hence, Kogha (2009) maintained that motivation implies the force or condition that impairs workers within an organization to act willingly for the progress of the establishment, therefore, a principal endeavour to stimulate teachers' energies skills and interest.

Human resource management in education essentially is concerned with three major issues namely:

- Assessing the need for staff;
- Satisfying the need of staff; and
- Maintaining and improving the staff services.

Many people have viewed human resource management using different terms such as personnel administration, staff management, or manpower management.

### **Human Resource Management in Education**

Human resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents to accomplish organizational goals. Griffin (2007), defined human resource management as the set of organizational activities directed at attracting, developing and maintaining an effective workforce. Human resource management concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation, compensation or rewards, transfer and discipline of staff.

It lies at the core of the efficiency of the organization. Human resource management is a basic function of management that determines the performance of staff in any organization. If they are been supervised, inducted and adequately rewarded and provided for, properly developed, appraised and promoted on the job, they will be committed to the job, remains dedicated and productive in the education system. This can simply be put that it is the coordination of the activities and efforts of the workers in educational organization so that educational goals are achieved. Hence, human resource management in education is the process of motivating workers to maximize their performance in order to obtain maximum

output starting from the day they are recruited. That means utilizing people to perform duties and functions in the school (Nwifo, 2009).

Human resources are easily recognized as the most important resource out of the resources required for the production of goods and services. Human resources are the key to rapid socio-economic development and efficient service delivery (Onah, 2008). Without an adequate, skilled and well motivated workforce operating within a sound human resource management programme, development is not possible. Every educational system at every level depends heavily on the human resource force to execute its programme. Ofojebe (2010) stated that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom.

A manager, whether in private or public sector, who underrates the critical role and under plays the importance of people in goal achievement, can neither be effective nor efficient (Okorie, 2005). It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualized educational goals (Omojunwa, 2007). Maintaining and improving educational standards is only possible through teachers. Teachers therefore are the most indispensable entity in the school. It should be noted that the major premise of human resource management in education is that the end results of the educative process will be determined by the effectiveness of the teachers who facilitates learning for self-actualization and national development.

However, human resource management in education is not only effective utilization of people present at work but is the harnessing of the totality of the people's skills, energies, talents, latent capacities, social characteristics (like beliefs) to achieve the educational objectives and simultaneously making the people to be parts and parcels of organizations in fulfilling their life goals. It is the systematic utilization of human potential to realize educational objectives and staff contentment. The expansion in the services and facilities of a school system are indicative of the fact that more people would be required to maintain and run the educational industry. Thus, instructional activities, maintenance of facilities, transport, clerical and secretarial services will need various personnel to handle them.

According to Oshinebo (2002), in some schools, about one-third of the employees on the pay-roll are non-teaching staff. This increase in personnel of all types had made school administration a complex process. Therefore human resource management in education covers both categories of personnel, teaching and non-teaching staff. Recruiting and retraining outstanding school staff are constant challenges. The human resource management strategies in education should maximize the administrator's ability to achieve and maintain a competitive edge in a constantly changing environment. This means providing a working environment that fosters highly productive outcomes and satisfaction with working conditions.

### **Evolution of Human Resource Management**

The nature of human resource management has changed dramatically as the United States and other developed countries have moved from an industrial to a post-industrial level. Many organizations have now replaced the early philosophies of scientific management, that were prevalent at the turn of this century with a human resource philosophy that presents new challenges and opportunities for those in the personnel and human resource field. Moreover, this shift from scientific management to a more humanistic approach, which favours the social organizations; such as education, that deal with the business of transforming human behaviour.

## **Industrialization and Scientific Management**

Industrialization spread to the United States at the turn of the nineteenth century, and by 1880 to 1920, often referred to as the scientific management era, was dominated by a management focus on efficiency. The scientific managers played an important role in this process. Many of them were mechanical engineers by training and they skillfully applied their knowledge to the workplace. The impact was enormous : machine feed and speed were increased, plant layout was improved, development of special tools and equipment allowed for more rapid processing of work, job training was instituted to teach the workers how to use these new tools and techniques, and monetary incentive programmes were created to motivate the workers to produce more.

Scientific management, which promoted a new philosophy of management-worker relationships, had a major impact on personnel and human resource management. Prior to scientific management, the workers had been responsible for bringing their own tools to the job and developing work techniques and practices for getting the job done. Under scientific management, the organizations now became responsible for providing both the tools and the training necessary to do the job. The company also assumed some responsibility for motivation in the form of wage incentive programs. However, management continued to believe that workers were factors of production and that (a) people worked in order to earn money for their existence, and (b) job security was workers' primary concern (Nwafor, 2004).

## **The Human Relation Movement**

The human relations era began during the 1920s and continued well into the 1960s. a greater concern for human element in industry characterized this era. Human relationship sought ways of more effectively bringing together workers and machines. The movement had a number of significant human resource developments. First, industrial psychologists began to enter industries and many firms began relying on these individuals to help screen work applicants, place them in jobs and provide necessary training. A rise in health and safety laws designed to protect employees was a second major development. Employers were financially held responsible for all job hazards and injuries occurring to workers on the job. This legislation led to the creation of in-house programs and such positions as safety engineer, safety director, and company physician.

The rise of unionism was a third major development. During the human relations era management realized that the thinking of the scientific management era, was out of step with the needs and desires of the work force. People wanted more than just job security and good pay. They also wanted organizations to treat them as if they were important and to feel that management was concerned about their welfare. As a result, organizations began using personnel departments to help create a more pleasant climate. Attention was given to establishing a harmonious relationship with the union and ensuring that wages and salaries were at par with those that their competitors offered (Okorie, 2005). In contrast to the scientific management era, where managers viewed the workers as factors of production, the human relations era sought to create a feeling of goodwill between the workers and the enterprise. At the same time, however, the organization clung to many of the basic tenets of the earlier era, which dwelt on high productivity and effectiveness of the organization (Ukeje, 2002).

## **The Human Resource Era**

Over the last two decades the management philosophy of many organizations has changed and human resources era has emerged. When compared with the two earlier time periods, the differences are dramatic. Management now considers the employees as important assets whose basic skills and talents it can tap under the right conditions. The school organization has the responsibility to create these conditions and human resource management plays a vital role in this process (Kroeck, 2002). Today human resource management does more than just help recruit employees. Its responsibilities also include orientation, training and development and most important of all, keeping the staff apprised of changes with which they must be familiar. Human resource managers (school heads) now introduce new job methods, develop improved ways of communicating and motivating staff, inform everyone concerned of the latest laws and court ruling affecting labour-management relationships, and the organizations are to treat employees on the job and train people to avoid job obsolescence, which is very important in educational organization.

### **Aims of Human Resources Management**

The aims of human resource management in a school organization according to Adeyemi (2004) include the following:

- To develop the kind of personnel that would effectively perform the various tasks.
- To provide effective leadership.
- To create a climate condition to maximum productivity.
- To influence members of staff in performing effectively.
- To assess what constitute the needs of the organization .
- To meet the need of the employee.
- To maintain and improve staff welfare services.

### **Goals and Role of Human Resource Management in Education**

The goals of human resource management in education are to develop the workers and to contribute to goal achievement. Human resource management has some specific roles to play. These are strategic and operational roles.

**Strategic Role:** Human resource is critical for effective education functioning. Human resources were once relegated to second class status, but its importance has grown dramatically in the last two decade. Again its new importance stem from adequately recruited, selected and supervised, inducted and adequately rewarded, provided for, properly developed, appraised and promoted on the job. They will be committed to the job, remain dedicated and productive in the education system. It also represents a significant investment of the education effort. If managed well; human resource can be a source of competitive strength for the education. Strategically, human resource must be reviewed in the same context as the financial, technological and other resources that are managed in any organization (Onah 2008).

**Operational Role:** According to Jackson (2007), operational activities are both tactical and administrative in nature. Griffin (2007) sees operational role from the legal perspective because some have regulated various aspects of employee-employer relations. Human resource management is therefore, interested in compliance with equal employment opportunities and observation of labour laws; examples applicants must be oriented to the

organizations, supervisors must be trained, safety problems must be resolved, wages and salaries must be administered. A wide range of activities typically associated with day-to-day management of people as provided by laws and regulations must be performed efficiently according to Mutiu (2007), it is the collection of activities that has often been referred to as the personnel function, and the necessary strategic focus of human resource management has not eliminated. In summary, it is difficult to produce one general interpretation of what human resource management means today.

### **Importance of Human Resource Management in Education**

The importance of human resource management in education is equated to the standard of education in any society since it has been argued time without number that no education standard can rise above the quality of its teachers (Anukam, 2006). One of the most important areas of human resource management is the personnel (teacher) which is applicable to the school. The statement, “as is the teacher, so is the school” emphasizes the supreme importance of this area. Other employees who contribute significantly to the work of the school include bus drivers, secretarial staff, business office employee (bursar’s office), custodial staff and cafeteria workers.

The central importance of human resource management may also be recognized by noting that personnel make the system (Ezeocha, 2000). A school system as well as any other organization is people. Formal structure, rules, and regulations, courses of study and other aids may be developed, but they take no significance only as people employ them. Moreso, it is the people that produce and make them. The way life is lived in any organization (school) is of paramount importance. The achievement of a desirable way of living is the challenge to those interested in human resource management. The achievement of school purposes is dependent upon the extent to which all human personnel develop and re-examine certain common goals and find genuine satisfaction in participating in work towards them.”Any act that causes individuals or groups not to be part, or not to be “in” reduces the likelihood of high attainment of goals”. This implies that human resource management is the study of various interrelated forces that play on people (Anukam, 2006).

The importance of human resource management largely aims at coordinating the activities of human resources, so that each staff makes his/her best contributions to the success of the organizational objectives. A successful human resource management programme is that which can contribute materially to the willingness of staff to function, so that both organizational and individual expectations will be accomplished (Hayble, 2003). Human resource management itself grew from the realization that the treatment of employees is essential in enhancing employee performance and productivity (Ajuogu, 2005). Today, increased safety, health precautions, rest periods, security benefits and other incentives are among other things addressed in human resource management.

### **Functions of Human Resource Management in Education**

Human resource management in education is a set of practices and methods of integrating and maintaining the teaching and non teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. It is the motivation and coordination of the activities and effort of the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education optimally. The functions include the following:

- Staff maintenance
- Staff relationship

- Training and Orientation
- Staff development
- Recruitment and selection of staff
- Job performance reward

### **Staff Maintenance**

This concern making the work environment conducive for workers, pertinent practices include; provision and transfer, motivation, staff safety, security and health services, it is pertinent that educational establishments have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff. As work to be performed in the school is important, the mood of the man to perform the Job is equally important. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. That can be done through prompt payment of salary, and ensure a safe and healthy working environment (Omojunwa, 2007).

### **Staff Relationships**

There must be a good communication network in the school to enable workers to be constantly informed of the progress being made in the school. Workers should be encouraged to participate in planning and decision making in the school. Workers should be encouraged by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect (Onah, 2008).

### **Training and Orientation**

There is also need that the recruited qualified staff is trained or given orientation to familiarize them with their job specification. Training is the process of developing qualities in human resources that will enable them to be more productive and thus contribute more to organizational goal achievement (Certo, 2007). Training increases the productivity of employees by influencing their behaviour. Oshinebo (2002) also sees the aim of training as to equip individuals with the necessary skills to enable them to find employments, to gain promotion, and to have reasonable expectation of redeployment in the event of their being made redundant. On the other hand, orientation is the process that familiarizes an employee with all aspects of his immediate work situation, but also acquaints him with the nature of the organization, its objectives and his role in the attainment of these objectives.

### **Staff Development**

This is the process of appraising staff performance and identifying their Key skills and competence that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organization hinges on the strength and quality of the staff members (Nyongesa, 2007). There is need to change through training and to improve and grow in competence. This can be done through in- service training, conference, workshop and seminars.

### **Recruitment and Selection of Staff**

Human resource management functions start with the process of recruitment and selection by which educational institutions get the best personnel to interpret and implement the

curriculum programmes. Staffing of school is a job performed by the ministry of education and State Government. Procurement of staff in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and expected to fill the vacant teaching posts in schools (Saleem, 2010).

### **Job Performance Rewards**

This involves the design and administration of resources for jobs performed. It is very important that management, ministry of education and its agencies take the issue of rewards system very seriously. Staff performance would increase substantially if they are adequately compensated according to the quality and quantity of work done (Onah 2008).

## **CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT IN EDUCATION**

### **Human Resource Planning**

Human resource planning involves forecasting human resource demands on the organization and implementing the steps necessary for meeting this demand. Today, many educational organizations have formalized human resource plans that tie directly into their overall strategic plan. In this way, school administrators are required to be skilled in the strategic plan that required the hiring and training of additional teachers and how to go about it (Uche, 2002).

### **Equal Employment Opportunity**

Discrimination on the basis of race, colour, sex, national origin, religion or age is not allowed. This responsibility often takes the form of ensuring that hiring, transfer, and promotion policies and actions follow government regulations. The Schools Management Board also keeps abreast of changes in these regulations and informs the school managers.

### **Employment**

The employment function includes a great many duties: recruiting, screening, selecting, orientating and employee evaluation. And of these duties, in the decision of whom to hire. However, the school administrator (principals) usually takes care of placing employment advertise, gathering information on job applicants administering, selection tests or interviews, and eliminating those who do not meet minimal job requirements. From this pool of talent, the line management then makes its selection. The newly employed staff is commonly provided with other forms of assistance such as orientation of the employees and completion of the paperwork for formally adding these people to the work force (Nwafor, 2004).

### **Training and Development**

Principals provide on-the-job training, coaching, counselling, performance appraisal, job rotation and special assignments. As human resource managers, they provide many other forms of training and development, including workshops designed to help workers master the technical sides of their jobs and seminars to assist managers in developing human and conceptual skills. These workshops and seminars cover a wide area from career planning, time and stress management to effective communication skills motivating personnel, and

ways to improve leadership style, which leads to high staff morale and consequently efficiency and effectiveness.

### **Labour Relation**

One major issue the school administrator must contend with is the trade unionism that seeks the welfare of the staff. He must find a way to create a good relationship with the Nigerian Union of Teachers and other staff unions', office workers, teachers, and public employees have been some of the main targets (Nwachukwu, 2008). When the union's leadership changes through an election, management is legally required to bargain with it with regard to wages, rates of pay, hours of work, job security, and similar matters.

### **Benefits**

There are many benefits to employees, including health insurance, life insurance, sick leave, vacation and pensions. The school administrator (principal) assumes responsibility for day-to-day maintenance and providing information on these.

### **Compensation Management**

Most firms pay competitive salaries. Educational organizations also operate in this competitive environment. There is need to make the pay packet of staff attractive enough to retain good staff. The school head works out the pay structure, with its pay grades and minimums and maximums for each grade, and then, the top management approves it. Maintaining up-to-date information on wages and salaries in the industry also falls within the scope of compensation management.

### **Health and Safety**

The law requires employers to provide healthy and safe working conditions. One of the most important pieces of legislation is Occupational Safety which cannot be overstretched. The burden for health and safety in the school falls on the shoulders of management, which typically assigns it to the appropriate unit. This responsibility extends from the identification and elimination of job hazards to providing health and safety education (Okorie, 2005).

## **CHALLENGES OF HUMAN RESOURCE MANAGEMENT IN EDUCATION**

Human resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. Their productivity is highly dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity. They include the following:

### **Poor Working Conditions**

It is not out of way, if staff expects to be paid financial rewards commensurate with the services performed. The ideal thing is to have a systematic procedure for establishing a sound reward system and structure. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morals, motivate them to work for pay increase and promotions, reduce inter group friction and employee guidance. Teachers' salaries are not

paid along side with other civil servants and in some cases; teachers are owed many months of salary arrears (Onah, 2008).

### **Problem of staffing**

The problem of staffing is enormous. There are problem on the quality and quantity of staff recruited for the education of our citizens. The reason is from poor staff recruitment and selection process. Politicians and God fatherism has taken the upper hand. Some staff rarely stays in the remote areas where the management wants their services. They use to stay in the urban areas for self convenience. The verification exercises carried out by ministry of education in 2010, shows an additional 275 to 462 teachers were needed to teach in unity schools in Nigeria (MoE, 2010).

### **Barriers Related to Orientation and Induction.**

Simatwa (2011) cited that challenges facing induction process as reported by the head teachers included financial constraints, huge teacher workload, mentors being overloaded and must continue with other assigned duties, lack of time to offer comprehensive induction to newly posted teachers, inadequate skills and knowledge of older teachers, lack of document such as policy guidelines to guide induction and orientation from the Ministry of Education (MoE) or Teachers Service Commission (TSC), influence of informal induction from veteran teachers who are opposed to school administration, rigid attitude and refusal to accept new ideas by the newly appointed teachers during induction. Nevertheless, Chemisto (2007) also observes that when induction was delegated to senior member of staff, it was not done well due to lack of time to do it well.

New students in the school should be inducted and oriented in the school rules/regulations, school routines, school facilities and subjects offered in school. This will help them as they settle down and in planning for their academics. The school head teachers have challenges related to induction and orientation of students due to cost implication for buying stationeries, wages for facilitators, huge workload for teachers and lack of time.

### **Barriers Related to Compensation and Motivation**

According to Saleem (2010), a person may opt for employment in an organization to satisfy various needs and desires. He/she may do so to satisfy his/her economic needs, security need, social needs, recognition and status needs. It should be noted very well that the satisfaction of his economic needs must occupy an important place in his list of priorities. This implies that satisfactory compensation schemes will enable the organization not only to attract capable and competent persons, but also retain them for long periods. Motivation, on the other hand, has been defined as the process that accounts for the individual's intensity direction and persistence of efforts towards attaining a goal (Mitchell, 2007).

Bennell (2004) indicates that work motivation refers to the psychological process that influences individual behaviour with respect to the attainment of workplace goals and tasks. When these basic needs have been met, it is possible for "higher-order" needs, which are the basic job satisfactions to be realized. There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appears to be concern that unacceptably high proportions of teachers working in public schools are poorly motivated due to a combination of low morale and poor job satisfaction, poor incentives and inadequate control and other behavioural problems. Consequently, standards of professional conduct and performance are low and falling in many countries (Bennell, 2004).

## **Barriers Related to Human Resource Development**

The whole purpose of career development is to help the employed individual grow in the organization and stay on until retirement. To retain an employee, the school system should satisfy personal and professional needs. The needs vary from one individual to another, but the most common include the need for status, recognition, professional growth and personal development. Human resource development is a central factor to the organizational production (Nyongesa, 2007). It has been suggested that for organization to compete successfully in a global economy, it is important to have sufficient educated and skilled employees and provide them with life-long learning (Nadler, 2006).

Human resource development or training is the process of increasing the knowledge and skills of an employee for doing particular job (Saleem, 2010). Training and development makes the new employee to be more productive and efficient. They make old employees familiar with the new machines and techniques by refreshing their knowledge. Nyongesa (2007) adds that there is need to have enough funds to facilitate the training for teachers to meet their needs. There have been technological changes and these have translated to educational changes. This scenario poses a challenge to the school heads as they should gradually continue training teachers to adapt to the changing technology.

Other studies have shown that employees usually leave their firms after being provided with training. The phenomenon exists because these trained employees or expertise elites, are highly sought after or “coached” by competitive firms offering higher salaries and benefits (Lloyd, 2002). In the Nigerian situation, Chemisto, (2007) says that individual schools are unable to initiate staff training. The study also established that it was difficult for the principal or head teacher to choose among staff members who to attend the training without being tribalistic or bias. Coupled with that was the fact that workshops and seminars were meant to address changes in curriculum, but did not address teacher professional development which was a challenge. The current study aimed at bridging the gap and addressing the teacher professional development challenge as it is a human resource challenge faced in schools.

## **Barriers Related to Management Skills**

The head teacher or school head is responsible for overall management, control and maintenance of standards in the school as specified in the FRN (2004). The school head (principal as the case may be) is therefore accountable for all that happens in the school. He has a charge over the community, teachers, non-teaching staff and students. Mhamba (2002) asserts the need for training educational administrators in Africa, it was viewed as a possession of disciplines, educational management is relatively young on the African continent. Most of our educational managers depend on their educational background and on the Job expert. Available evidence shows that educational managers lack formal training of managerial skills which has been responsible for a great deal of inefficiency observed in the performance of many educational managers in Africa”. Newton (2007) observed that training of educational managers are vital for effective and efficient administration of school. Lack of proper training adversely effects management of educational institutions including poor human resource management.

## **Barriers Related to Management of Students**

Nyaga (2013) affirms that student’s management is the management of all services rendered to the students while in school. The school administrators have to investigate the personnel factor in as far as institutional and functions so that it commensurate to students experiences

and requirements. In student management, keeping the enrolment register is important. It is important for the school head to know the number of students who have been enrolled in the school so that she/he may be in a better position in providing for their needs. This helps the school head to determine activities and number of teaching and non-teaching staff required. Teklemariam (2009) adds that welfare service for students should be put in place. These include guidance and counseling services, health services, etc. Waweru (2008) stated that, student management needs to be clearly programmed as integral part of human resource management. This involves their admissions guidance and counseling, formation of school rules and selection of prefects. Other challenges of human resource management that have direct effect on the achievement of our predetermined educational objectives include:

- High rate of students and staff indiscipline.
- Funding issues.
- Poor supervision/appraisal of staff.
- Effective leadership seems to be absent in many schools.
- Productivity which is the ratio between inputs and outputs seemed to be low in virtually all sectors of the Nigerian economy over the years.
- There is gross inconsistency in plan implementation.
- There is wide spread unemployment at virtually every level of the educational system.

### **Management initiative for Addressing the Challenges of Human Resource Management in Education**

On induction and orientation challenges, teachers are reported to be inducted by their head teachers, deputy head teachers and senior teachers in school. Regular consultation meetings between the head teacher, deputy head teachers and selected team of mentors are held to enhance well coordination of activities and induction of newly posted teachers (Simatwa, 2010). The Ministry of Education should come up with comprehensive programme of induction. It should sensitize the head teachers regarding their role in the induction process.

On the issue of staffing which includes the teaching and the support staff, every school should follow the recruitment policies given by the Ministry of Education and Teachers Service Commission. Time should be created for induction and orientation for the newly employed workers to help them settle in school (Simatwa, 2010). On interpersonal relations, the head teacher trained on public relation skills should be open to teachers in order to encourage them achieve set objectives. Teamwork should be encouraged as well as verbal recognition for teachers in order to motivate them. On teachers discipline and interpersonal relations, the head teacher availed a copy of the Teachers Service Commission code of regulation. Some teachers used regular staff meetings for consultation to solve any teacher misunderstanding (Chemisto, 2007). On the issue of salaries and motivation, the Ministry of Education through Teachers Service Commission should offer teachers better salaries and houses within the school where possible (Simatwa, 2010).

### **CONCLUSION**

The foregoing has examined the human resources management in education. It showed that human resource is a critical resource and as an economic resource, it represents the aggregate of skills and attitudes resulting from education and training that are useful to the labour force for planning, organizing and carrying out economic processes. Human resource management is the coordination of the activities and efforts of the workers in an organization so that organizational goals are achieved. In other words human resource management is the process of motivating workers in the organization so as to obtain maximum output from them.

Getting the right people to do the right job and in the right places will go a long way to ensure the overall achievement of the goals of the organization. Therefore, the functions must be well performed. It could be concluded that human beings are the active resources who accumulate the wealth, exploit material resources and carry out national development. These human resources therefore need to be effectively managed.

## SUGGESTIONS

Considering the importance of human resource management in education the following were suggested:

- Education should be made attractive by creating a conducive atmosphere for teachers.
- A unified salary structure should be made for all categories of teachers within the education sector.
- Standard of education in Nigeria should be updated to meet the rapid social changes in our present Nigeria society by means of funding and providing instructional materials in schools, developing a more comprehensive curriculum that borders around child development and output growth.
- Computer literacy in the spirit of globalization should be introduced into the curriculum and the new and the old curricula made coherent for better productivity.
- Government should allocate more funds to the schools board and appropriate authorities so as to improve teacher's remuneration.
- School administrators (principals) should have regular consultative meetings with other staff so as to deal with issues affecting schools as they emerge.

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