



MANAGING HUMAN RESOURCES IN EDUCATION: THE ROLES OF SCHOOL ADMINISTRATORS IN NIGERIA

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ABSTRACT

The paper reports that managing human resources in education is the active factor of production in a school system, which is capable of controlling other efficient use of physical and material resources that are dependent on how well the human factor is productively used and in turn know rudiments of proper management of school resources that will lead to speedy growth and development. it further ascertained that staff and students' welfare is an important function of education system and it is the responsibility of the administration of any educational organisation to ensure proper motivation of well-being of its staff. The government should select and train principals as human capital manager who will carry out effectiveness and efficiency to revisit performance of educational workers. The paper concluded with strategies for improving head teachers and principals for improving a healthy mind for the human resources in our administration of any educational workers.

Keywords: Managing Human Resources, staff, Administrators.

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INTRODUCTION

Education is considered a paramount of all human activities, especially in this period of Corona virus pandemic, stagnated unemployment, economic globalization and technological driven environment. Education is no doubt, a major tool for the development of human capital and for personal socio-economic empowerment. It is in recognition of this that both State and Federal governments are committed immense resources to ensure adequate provision of education for its citizenry. This calls for effective administration of educational resources, especially human resource, if the aim of education would be achieved. It is of high demand by many educationists in Nigeria to have dynamic principals who possess the ability to search for professional growth. This growth coupled with development, becomes necessary in order for school administrators to know the rudiments of proper management of school resources. This is because education serves as a power-catalysing agent. It provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose.

Majority of Nigerian youths are idle and some are involved in various vices due to unemployment. The Ministry of Education noted that the poor quality of graduates is worrisome, since secondary education could not guarantee development, self-employment and professionalism among the secondary school leavers. To address these issues, many factors must come into play, as the success of any educational system depends on the quality and quantity of its factors of production, human and material resources. Of all the factors, human resources appear to be most important because without human efforts, all other factors remain inept.

The concept of human resources

Historically, the term *human resources* was first coined in the 1960s when the value of labour relations began to garner attention and when notions such as motivation, organizational behaviour and selection assessments began to take shape. Specifically, 'human resource(s)' has been used to describe both the people who work for an organization on one hand and the department in an organisation that is responsible for managing the resources related to employees on the other hand. Human resource as a term does not have a single universal definition. Thus, authors and human resource professionals have variously defined the concept.

- A human resource is a single person or employee within an organization and part of the overall personnel or workforce of the company (Hearthfield, 2020). A human resource is one person within a company's overall workforce, with each person lending their skills and talents to the organization to help it succeed. Any person willing to trade their labour, knowledge, or time for compensation in an effort to improve the organization is a human resource. It doesn't matter if they are part-time, full-time, and freelance or contract employees.
- Also, a human resource is the entire workforce of an organisation that makes use of other resources such as raw materials, fund, equipment, facilities and technology to achieve the set goal.
- Human resources refer to the set of the people who make up the workforce of an organisation, business sector, industry or economy.
- This is the term the economists referred to as 'human capital.' Human capital is a term that economists invented to refer to the productive skills and technical knowledge of workers. It includes individuals' knowledge, skills, abilities, the values and motivation they have to apply their skills to the organization's goals. Economists and business professionals call these individual characteristics *human capital* in order to emphasize the importance of employee



- skills and abilities and the need for organisations to invest in them, just as they do in physical capital so as to enhance their success. As we move into the knowledge economy, human capital has become far more important than physical capital (machinery and equipment) in producing value.
- In public education, human capital is likely to be even more important to organizational performance. Education is a human-capital-intensive enterprise, with around 80% of most school district budgets spent on staff salaries and benefits. Most of the key processes of learning are guided and influenced by the staff that interacts with children daily. In particular, teachers are key source of value in public education. After more than a decade of research on “value-added,” measures of teacher effectiveness, most researchers believe that the quality of a student’s teachers is the most important influence a school can have on its students. In turn, it is also becoming clear that school administrators – especially principals - play a key role in attracting, retaining and developing quality teachers.

Thus, employees must be hired, satisfied, motivated, developed and retained to achieve a set goal. Human resources can also be viewed as a department which is responsible for employee-related matters in an organization;

- Cambridge Dictionary defines a human resource as the department in a company that is responsible for dealing with employees, for example, by employing them, training them, dealing with their problems and managing their records.
- Human resources department is the department that takes care of the most important assets (employees) of an organisation in their day-to-day activities.
- *Also, the human resources department referred to the department or support systems responsible for personnel sourcing and hiring, applicant tracking, skills development and tracking, benefits administration and compliance with associated government regulations.*
- *A human resources department is the section in an organisation that manages its human resources. Some organisations call this department Human Resource(s) Department (HRD) or Personnel Management. It is a Department that oversees everything that is related to an organisation’s human capital on behalf of the organisation. The Department is headed by a senior professional staff often referred to as Human Resource(s) Manager, Human Resources Director, or simply Personnel Officer/Manager. In large companies, different functions are managed by different Human Resource professionals who report to the Human Resource Director or the Human Resource Manager - Senior Human Resource Manager, Human Resource Executive, Payroll Manager, Human Resource Analyst, Human Resource Assistant, Recruitment Manager, Talent Acquisition Manager, Human Resource Advisor, Human Resource Recruiter, Human Resource Generalist, Human Resource Specialist, Human Resource Administrator, Human Resource Administrative Assistant, etc.*

It is very important to stress that humans (employees) in organisations need more management than other resources. This is why a whole department is often devoted to them for effective management. The human resources department is trained to handle issues that are related to recruiting and hiring employees, compensation and benefits, training and development, promotion, upgrading, transfer, retirement plans, employees’ relations, and so on.

Human resources in education

The resources of an organization or person are the materials, money and other things that they have and can use in order to function properly. A country's resources are the things that it has and can use to increase its wealth, such as coal, oil or



land. Resources refer to a stock or supply of money, materials, staff and other assets that can be drawn on by a person or an organization in order to function effectively. Human resource division is an essential part of any organization. The members of staff working in this section are usually called human resource managers. The responsibilities of these managers are basically planning, recruiting, selection, induction, training, developing, ensuring safety, determining compensation packages and smoothing career path of personnel working in the organization. Human resource managers in educational organizations also perform these common jobs. Apart from these, there are other human resource managers in education. The core responsibilities of human resources managers in education are unique and different from other organizations.

In education, the human resources are principals, their deputies, Heads of Department, teachers, parents and guardians. Their core responsibilities are to manage, nurture, educate and prepare the prospective human resources of the society. These prospective human resources are the students who will lead the country, society and family. Their innovation will take the country in its great height. Prosperity of a country is largely determined by the quality of these resources. The people who are responsible to develop these prospective human resources are the greatest persons of the country and society.

Different groups of human resources (personnel) in schools

The personnel in schools are otherwise known as human resources or human capital. These members of staff are hired to make use of other resources to attain the goals of education in their respective schools. The resources they make use of include materials, facilities, funds, infrastructures and Information Communication Technology. The personnel groups in a school are basically two as explained below:

1. **Students:** There are different categories and levels of students in a school. Ideally, students are supposed not to be categorised as part of the human resources in schools because they are not personnel or employees yet; they are more of raw materials or trainees. However, students are enlisted into the human resources in schools because they are humans or personnel-in-training. Thus, schools cannot function without them. The members of staff are employed in schools because of the students and not the vice versa. They need to be carefully managed within the ambit of law more than the inanimate facilities in schools.
2. **Staff:** The members of staff are made up of two groups:
 - i. **The skilled staff:** The skilled members of staff are made up of the workers who have acquired degree certificates through rigorous academic trainings from universities, Polytechnics, mono-technics or Colleges of Education. They include:
 - a. The school Head.
 - b. The Vice-Principals (Academic and Administration) and Assistant Heads Teacher.
 - c. Heads of Department of various disciplines.
 - d. Teachers of various subjects.
 - e. Non-teaching staff – such as Bursar, Librarian, Farm Manager, etc.
 - ii. **Unskilled staff:** These are members of staff whose jobs require no degree or the acquisitions of certificates of training. They include drivers, night guides, gardeners, cleaners, clerical officers, among others.



- iii. **Contract staff:** There are members of staff that are hired as skilled and unskilled labour in schools. Contract members of staff are not in the payroll of the school. They are simply hired to augment the inadequate number of permanent staff in the school.

The students are the recipients of education given through the various contributions of the skilled and unskilled members of staff in schools. It is the responsibility of the school head to supervise other members of staff and make use of other resources to ensure compliance to the teaching-learning process in the school. Management of human resources in school is not an easy task. For members of staff to give learning instructions efficiently and effectively, they need to be managed by making provisions for their professional training and development. This will enhance their skills and teaching methods for the objective of education to be achieved. The above assertion invariably depends on the school administrators' ability to harness the human resources available in school organizations. More so, the global challenge of unemployment demand much on skill acquisition. Looking at the environmental factors around us, Nigeria society may not actually deliver effectively without human empowerment. In education, the effectiveness of principals in managing the recruitment and advancement of teachers will contribute to improvements in student learning. One of the key ways these managers influence performance is through human capital management: such as the attraction, development and retention of the employees towards the school needs.

The roles and importance of human resources management in schools

Human Resource Management can be defined as: the effective management of people in an organisation.

- Human Resource Management helps to bridge the gap between employees' performance and the organisation's strategic objectives.
- the practice of recruiting, hiring, deploying and managing an organization's employees.
- the process of employing people, training them, compensating them, developing policies relating to them and developing strategies to retain them.
- a strategic and comprehensive approach to managing people, the workplace culture and environment.
- the organizational function that manages all issues related to the people in an organization. It includes compensation, recruitment and hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, policy administration and training (Heathfield, 2020).
- planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved (Edwin 2014).
- that part of management which is concerned with people at work and with their relationship within an enterprise. Its aim is to bring together and develop into an effective organization of the men and women who make up an enterprise and having regard for the well-being of the individuals and of working groups, to enable them to make their best contribution to its success (The National Institute of Personal Management of India 1986).

Human resources are the most valuable assets of any organisation. This is because employees are the most valuable capital that has different abilities, skills and knowledge that create added values for organizations. Investment in education often leads to greater efficiency of employees and the development of the society. Thus, the importance of investment in people cannot be overstressed.



The roles of human resources management in schools

Human resources management is a key to the attainment of the goals of schools. Some of the roles of human resources management in schools are the following:

Strategic Role: Human resources are critical for effective educational functioning. Strategically, human resources must be viewed in the same context as the financial, technological and other resources that are managed in any organization. Specifically, the strategic roles of human resources management in schools include recruitment, selection, supervision, induction, motivation, provision of facilities and conducive environment, as well as training, development, appraisal and promotion of staff. These activities are to enhance the commitment of the staff for effectiveness and efficiency in schools. It also represents a significant investment of the educational efforts. If managed well, human resources can be a source of competitive strength for the education.

Operational Role: Operational activities of human resources management in schools are both tactical and administrative in nature. Human resources management is interested in compliance with equal employment opportunities and observation of labour laws. For example, 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 the day-to-day management of people as provided by laws and regulations must be performed efficiently. It is this collection of activities that has often been referred to as the personnel function.

Functions of human resource management in schools

Human resource management performs the following functions in schools:

- Procurement of staff
- Staff maintenance
- Staff relations
- Staff development
- Job performance reward

Procurement 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 schools is a job performed by the ministry of education through its agencies in the Federal and State government. Procurement of staff in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and experience to fill the vacant teaching positions in schools.

Staff Maintenance: Staff maintenance is all about making the work environment conducive for workers in terms of promotion, transfer, motivation, staff safety, and 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 the works to be performed in the school are important, the moods of the employees to perform the jobs are equally important. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. This can be done through prompt payment of salary and ensuring a safe and healthy working environment.



Staff Relations: There must be a good communication network in the school to enable workers to be constantly informed of the progress being made. 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 the mass such with fairness and respect.

Staff Development: This is the process of appraising staff performances and identifying their key skills and competence that need development or training to improve their skills for better performance. It involves providing development programmes and training courses that are suitable for the programmes. The success of educational organization hinges on the strengths and qualities of the staff members. There is need to change through training and to improve and grow incompetence. This can be done through in-service trainings, conferences, workshop sand seminars.

Job Performance Rewards: This involves the design and administration of rewards for jobs performed. It is very important that management, ministry of education and its agencies take the issue of reward system very seriously. Staff performance would increase substantially if they are adequately compensated according to the quality and quantity of work done. Members of staff that are not motivated are prone to corruption.

Importance of human resource management in schools

1. **Strategic management:** This is an important aspect of any organisation that plays a vital role in human resource management. Human Resources (HR) managers manage strategies to ensure the organisation reaches its business goals, as well as contributing significantly to the corporate decision-making process, which includes assessments for current employees and predictions for future ones based on business demands.
2. **Benefits analysis:** Human Resource managers work towards reducing costs, especially, with recruitment and retention. HR professionals are trained to conduct efficient negotiations with potential and existing employees, as well as being well-versed with employee benefits that are likely to attract quality candidates and retaining the existing workforce.
3. **Training and development:** Human Resource managers contribute significantly to training and development programmes. They also play a pivotal role in strengthening employer-employee relationship. This contributes to the growth of employees within the company, hence enhancing employee satisfaction and productivity.
4. **Interactivity within employees:** Human Resource managers are responsible for conducting activities, events and celebrations in the organisation which gives way to team building opportunities. Moreover, it enhances interactivity within employees and instils a sense of trust and respect among peers.
5. **Conflict management:** The department to go to when any kind of professional conflict arises between employees is Human Resource. They ensure that issues and conflicts are resolved effectively, approaching the problem with an unbiased attitude and encouraging effective communication to reach a solution. In addition, they help employees to understand various ways of developing effective work relationships and the importance of not letting personal judgement affect their behaviour.
6. **Establishing a healthy work culture:** A healthy work culture is pivotal in bringing out the best in employees. Human Resource managers contribute significantly in setting up a healthy and friendly work culture, which further translates into better productivity among employees.



7. **Compliance:** HR professionals work towards making the organisation conformable with employment laws, as well as maintaining records of hiring processes and applicants' log.
8. Other importance of human resources management in schools are: acting as the intermediary between the Government or the employer and the members of staff, curb of indiscipline, security of lives and properties, etc.

The roles of Head Teachers in human resource management

In loco parentis

In loco parentis refers to the legal responsibility of the Head teachers and other members of staff to take on some of the functions and responsibilities of a parent. 'In loco parentis' is a Latin word which simply means to be acting in the place of a parent. In other words, it means to assume parental obligations, duties and rights of parenthood for young people without necessarily going through the formalities of legal adoption. It describes child-parent relationships between the students and the teachers. Parents send their children to schools with the intention to be given formal education under the trust of teachers. The school heads are to play the roles of parents in their absence. Head teachers are stewards of learning and managing supervisors of their schools. They provide vision and leadership to all stakeholders in the school and create a safe and peaceful environment to achieve the mission of learning and education at the highest level. They guide the day-to-day school business and oversee all activities conducted by the school. They bear the responsibilities of all decision-making and are accountable for their efforts to elevate the school to the best level of learning achievements for the students, best teaching skills for the teachers and best work environment for support staff. In other words, they are to act in the best interests of the children who are pupils or students under them as if they are their parents. They are to ensure their protection and non-violation of the students civil rights and liberty. Human resource management in education is a set of practices and methods of integrating and maintaining the staff in schools so that they can achieve the purposes and goals of their establishments. Also, human resource management is the motivation and co-ordination of the activities and effort of the teachers in schools in order to obtain maximum output from them and consequently achieve the goals of education optimally.

The word 'head teacher' is synonymously used as headmaster, headmistress or school head. A *head teacher* is the most senior *teacher* and leader of a primary *school who is* responsible for the education of all pupils, management of staff and policy-making for the *school*. The head teacher is the staff member of a school with the greatest responsibility for the management of the school. The Head Teacher performs major roles to facilitate teaching-learning processes so as to ensure the attainment of educational goal. These roles include:

- a. Planning: Planning is the first and foremost duty of the head of a school. The school head has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and the general public. Planning is a process that goes on throughout the year. It consists of the following phases:
 - (i) Planning before the opening of the school: The head teacher has to plan a number of things in the school. He will chalk the policies and rules of admission. Dates of admission are to be publicized. He should convene the meetings of the staff and discuss with the teachers their activities and programmes for the whole year. Thus, the school calendar may be prepared in advance. When the need arises, the school



- (ii) head will have to make arrangement for the recruitment of new staff before the resumption of the school. The school head must also check that the whole school plant is in proper shape and the equipment is adequate. He must also see that various registers needed for different purposes are there in the school.
 - (iii) Planning during the First Week: In the beginning, the school head has to set the school machinery into motion. Work allotment to the teachers is an important function of the headmaster. He should urge the teachers to balance class-sizes and classify students into suitable groups or sections. Preparation of time-table general, teacher-wise and class-wise, is another important activity to be done. Unless the time-table is prepared, it is not ideal to start school works. General assembly of the students may be convened and instructions need to be given to the students. Also, the prescribed text-books are to be announced.
 - (iv) Planning During the Year: As the classes start, the school head starts attending to each activity to be done. The headmaster has to prepare the budget of the year keeping in view the estimated expenditure in the session.
 - (v) Planning at the End of the Year: The school head will ask the teachers to prepare reports of the activities done during the year. Various records have to be completed. Holding of valedictory and annual functions have to be planned.
 - (vi) Planning for the Next Year: The school head should convene staff meetings and appraise the new year's work. In the light of this appraisal, next year's work has to be planned.
- b. School Organisation: The school head is not only to plan activities theoretically, but he has to give them practical shapes in the following areas:
- (i) Organizing instructional works: The head of a school must organize the instructional works. He has to direct the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table, among others.
 - (ii) Organizing co-curricular activities: The school head must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, girl-guiding, red-cross, Parent-Teacher Association (PTA), celebration of religious and social functions and festivals, etc.
 - (iii) Organizing the school plants: The school head is to organize the school plants so that they will be properly maintained, equipped and put to maximum use. Classrooms, libraries and laboratories are to be well furnished. Repairing may be done wherever needed.
 - (iv) Organizing school office: The office work must also be properly organised. Routine work, registration, correspondence, maintenance of accounts and the like have to be organised so that office work will be done regularly and efficiently.
- c. Teaching: The school head must share instructional works with the teachers. He should consider himself the first and the last teacher. His teaching should be exemplary. Through this exemplary activity, he keeps in touch with the work of the teachers and the achievements of students. The school head should understand the problems of the teachers and the pupils better when he himself teaches.
- d. Supervision: The head of a school should not simply sit in his office. He should supervise the work of the school here, there and everywhere. He should supervise instructional works. He may have a round of the class-rooms. However, it is not to be a fault-finding business. The school head should supervise the activities going on in the playground, hall, art room, library, workshop, etc. He must supervise the proper use and up keep of school materials.



In general, he should supervise the behaviour of students; provide facilities for them to maintain cleanliness of the school premises etc.

- e. Guidance: The school head is not simply a fault finder. Wherever he finds defects, errors and inefficiency, he should show the correct path to the teachers or students. He must guide the teachers in the methods of teaching and organisation of activities. Besides, students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organised in the school. Besides, the headmaster has to guide parents and higher authorities, among other stakeholders.
- f. Maintaining good relations: The reputation of the school head and of the school mostly depend on the relations that he maintains with the staff, students and their parents and the host community.
 - i. Relations with the Staff: The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.
 - ii. Relations with the pupils: The school head should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and render necessary assistance. He must provide proper facilities for their learning.
 - iii. Relations with the parents: The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parents-teacher association in the school. When the parents come to school they should be treated with courtesy and be given due respect.
 - iv. Relation with the community: The school is meant for the community and must be made a community centre. A number of community activities may be launched by the school head on behalf of the school. Community members may also be invited to the school on certain occasions.
- g. Role in general administration: As the head of the school, the school head is responsible for all that is being done in or by the school. He is to issue necessary orders and get their compliance. He must see that the teachers and the pupils attend their duties punctually and regularly. He must ensure that human and material resources of the school are adequate. Purchases should be made wherever needed in accordance with the prescribed official information and correspondence.

The roles of school Principals as human resource managers in schools

School principals are stewards of learning and managing supervisors of their schools. They provide vision and leadership to all stakeholders in the school and create a safe and peaceful environment to achieve the mission of learning and educating at the highest level. They guide the day-to-day school business and oversee all activities conducted by the school. They bear the responsibility of all decision-making and are accountable for their efforts to elevate the school to the best level of learning achievements for the students, best teaching skills for the teachers and best work environment for support staff.

The school Principals are responsible for the management of human and material resources under their jurisdictions to ensure effective teaching and learning in the schools. Generally, the Principal is responsible for the following:

- The detailed organization of the school.
- The development of the instructional programme.
- The assignment of duties and the supervision of members of his staff.



- The general operation of the school facilities.

The amount of time a Principal devotes to administrative duties vary according to the size and grade level of the school, the amount of time released from teaching and the demands of a particular year.

Specifically, the roles and responsibilities of secondary school principals as human resources manager are the following:

1. Leadership and Climate:

- a) Continually endeavour to improve the operating effectiveness of the school for which he is responsible.
- b) Keep informed of current practices and techniques relating to school, programmes, teaching and administration by attending meetings and professional development conferences and reading professional materials.
- c) When not involved in teaching duties, to devote as much time as possible to the supervision of the school; observing methods of instruction and endeavouring to improve the efficiency of the staff and the school in general. Keep the Ministry fully advised as to the conditions and needs of the school.
- d) Suggest appropriate changes in and ensure adherence to approved policies, practices and procedures within his area of responsibility.

2. Programming:

- a) Co-ordinate and foster the development of programmes within the school to best meet the needs and interests of the students. This includes the establishment, supervision and evaluation of special education programmes where a child needs one.
- b) Assist the teaching staff in the development, implementation, modifications and selection of curriculum materials and keep the Ministry informed as to any modifications in or substitution of approved courses.
- c) Develop and support a high degree of student morale through curricular and extracurricular activities and services and co-ordinate the participation of all members of the teaching staff in the extracurricular programme.

3. School Organization and Staffing:

- a) Participating in the selection of professional, clerical and support staff.
- b) Be responsible for the preparation of timetable, class lists and schedules, and supervision schedules and be responsible for their functioning.
- c) Hold regular staff meetings for the purpose of discussing educational and administrative matters.
- d) Be responsible for the proper registration and transfer of students in the school and for the maintenance of up-to-date student cumulative records.
- e) Maintain or direct the maintenance of other records and files and the preparation and submission of reports as required.
- f) Establish appropriate procedures for the control of all school textbooks, materials, equipment, etc.
- g) Where there is no Vice-Principal, designate a member of the teaching staff of that school to assume the duties and responsibilities of the Principal in the Principal's absence and inform the staff of the person designated.



4. Professional Development:

- a) Promote the professional and academic growth of his staff through staff meetings, in-service training and personal contact.
- b) Take an active role in the selection, planning and implementation of professional development activities for the staff in cooperation.

5. Staff Supervision and Evaluation:

- a) As building administrator the Principal is responsible for the daily supervision of the school, its students, facilitators, professional and support staff, volunteers, and personnel from outside agencies.
- b) See that every teacher shall be on duty in the school.
- c) Evaluating the effectiveness of each member of the staff in accordance with the establishment plan and shall forward written reports to the Ministry.
- d) See that instructions are prepared for the guidance of substitute teachers.

6. Student Control and Supervision:

- a) Establish a climate in which students can develop self-discipline.
- b) To have disciplinary authority over each student while on school premises, while going to and from school, while riding on school buses and while taking part in authorized school activities.
- c) To have authority over activities sponsored and conducted by the student organizations of his school.
- d) Be responsible for the provision of supervision of students and student activities in the school buildings, on school grounds, while loading or unloading from school buses or involved in field trips or other student activities sponsored by the school.
- e) Work cooperatively with outside agencies such as Community Health Services, Children's Aid Society, Child Care and Development Services, etc.
- f) Responsibility to refer to the Public Health Centre, any child who appears to have a communicable disease or to be in need of attention for other health reasons.
- g) The Principal shall be present with Police Officers if they interview pupils in the school.
- h) See that no pupil is allowed to leave the school grounds on errands without his/her express permission.

7. Student Evaluation and Reporting:

- a) To familiarize himself with the general pupil progress and to assist in its improvement.
- b) Co-ordinate and/or direct the evaluation of student progress and achievement and the provision of regular reports to parents as required by Board Policy.

8. Communication and Public Relations:

- a) Maintaining communications with parents or guardians regarding the total school programme, student achievement, placement and behaviour.
- b) Informing parents of the school activities through newsletters, information nights, parent/teacher conferences, etc.



9. Budgeting and Buying:

a) Be responsible for the administration of the instructional supplies budget for school and the safe keeping of monies or materials that belong to the school or the school division. Establishing the procedures for the purposes and receipts of materials and supplies necessary to support the instructional programmes. Ensuring that there is a system of accounting for monies from student activities, student fees, gifts or other funds belonging to school or to any student group within the school.

10. Health, Safety and Plant Supervision:

- a) Develop and foster a sense of pride and respect for school property so that the facility is an attractive place.
- b) Ensure that all reasonable precautions are taken to safeguard the health and general wellbeing of his staff and pupils in his school. To this end he shall see that pupils and staff are adequately trained to make effective plans necessary for their safety.
- c) Establish procedures whereby the access of visitors to the school can be monitored and controlled. This would include access by salespersons, guest speakers and former students.
- d) Organize and supervise patrols where applicable, make readily available first aid supplies and treatment.
- e) Inspect the school grounds and school buildings to see that they are free from hazards which might cause accidents and he shall notify the proper authorities of any conditions which need to be remedied.
- f) In the event of where damage is serious and appears to have been deliberate, it shall be reported to the police in addition to the Ministry.
- g) Establish effective controls governing the use of any medication and pain killers by students in the school.
- h) Assume responsibility for the general cleanliness and maintenance of his school.

Best practices to manage human resources

Recent research shows that:

- ✓ the leadership that makes a difference is both position based (principal) and distributive (administrative team and teachers). However, both are only *indirectly* related to student outcomes;
- ✓ organisational leaning or a collective teacher efficacy is the important intervening variable between leadership and teacher work and then student outcomes;
- ✓ leadership contributes to organisational leaning, which in turn influences what happens in the core business of the school-the teaching and learning.
- ✓ pupils' positive perceptions of teachers' work directly promote participation in school, academic self-concept and engagement with school;
- ✓ pupil participation is directly and pupil engagement indirectly (through retention) related to academic achievement.

Onele and Ogbo (2013) revealed some techniques one need to adopt in personnel aspect of management:

- ❖ Conducting job analysis - i.e. determining the nature of each employee's job.
- ❖ Planning labour needs - i.e recruiting job candidates, selecting job candidates, orientating and training new employees.
- ❖ Managing jobs and salaries - i.e compensating employees.
- ❖ Appraising performance, communicating - i.e interviewing counselling and discipline.



- ❖ Training and developing manpower and building employee commitment. Human resource development is the development which meets the present need of the workers (teachers) as an individual and that of the society at large without compromising the ability of future generation to meet these needs.

This calls for the attention of all the stakeholders on the necessity for effective administration of human resources in schools. In the school system, human resources deal with both staff and students who come together for the realization of educational goals.

Barriers to Human Resources Management in Schools

There are a lot of barriers to human resources on teaching and learning in schools some of which are identified as follow:

1. **Wrong societal perception of Teachers:** The wrong perception of the society towards teaching profession is a major concern and challenge to education. Aside that many parents do not practically want their children to become teachers because it is not a lucrative job in terms of low salaries, the expected respect are not given to teachers by the people in the society unlike the honour teachers earned during the Colonial era. Many landlords are not even ready to accommodate teachers as their tenants.
2. **Indiscipline:** There are cases when student would beat and assault their teachers. Some students who indulge in cultism do drink alcohol, smoke marijuana and fight with other students and staff. It is not uncommon that some bad students have been caught with dangerous weapons such as daggers, cutlasses, guns and charms with the intension to assault teachers for not condoning indiscipline. Thus, students' misbehaviour is one of the major challenges that distract the attentions of the school heads.
3. **Inadequate facilities:** Inadequate facilities are some of the major problems that affect not only the performances of teachers, but also effective teaching and learning processes in schools. There are inadequate classrooms, laboratories, tables, chairs, computers, etc.
4. **Challenges from parents:** It is unfortunate that parents who are parts of the key stakeholders in schools and who are expected to be contributing to the teaching and learning process are often found to be accomplices to their children's misbehaviours in schools. It is unfortunate that parents usually do not give maximum supports to teachers and school heads towards ensuring good conducts of the children they put in care of them. For instance, there have been a number of cases where parents would arrest head teachers for discipline their children who were found guilty of committing some offences. Some parents even hired thugs to beat up teachers or threatened the school heads. It is unfortunate that many parents do not see teachers and school heads as in loco parentis. Some parents also do withdraw their children at will.
5. **Non-Implementation of policies:** Governments attitudes to teachers are not encouraging. In most cases, Federal and State governments are not usually truthful to the agreements reached with teachers to curb industrial strikes or protests.



6. **Political Interference:** Government unduly interferences in education is one of the major concerns in the educational sector in Nigeria. Apparently, the government has no regard to the rule of law in Nigerian educational system. There have been cases where school heads have been removed at will just because they are not the favourites of the incumbent government. It is disheartening that selection and promotion processes are mostly based on whom-you-know and not on merits. According to Olujuwon (2006), there are situations when a teacher would punish a student and the parent, who is an influential person in government or a politician, issue an order restraining or querying the teacher not to punish the child again.
7. **Socio-cultural and religious factors:** Nigeria is a multi-religious and multi-ethnic country as a result of the amalgamation of 1914 by the Colonial masters. Thus, religious, ethnical, political and socio-cultural factors have constituted barriers to the effectiveness of the school heads and the attainment of educational goals in Nigeria. For example, the use of hijabs by Muslims students has caused rancour in some schools in States like Oyo, Osun and the Northern part of the country. Also, when a Christian teacher cites a Biblical example during teaching, the students might say he wants to turn the school into a Christian school. If it were a Muslim that cites Quran quotations, they might accuse him of making attempt to turn the school into a Muslim school. All these militate against effective leadership roles in our schools. It is lamentable that religion is being used as a weapon of mistrust among colleagues to violate the principles of the Nigerian Constitution of 1999 version which specifies religious tolerance.
8. **Poor Working Condition:** It is not out of way if staff expects to be paid finance rewards commensurate with the services performed. The ideal thing is to have a systematic producer forest abolishing a sound reward system and structure. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter-group friction and employee grievances. Teachers' salaries are not paid alongside with other civil servants and in some cases, teachers are owed many months of salary arrears.
9. **Problems of Staffing:** The problem of staffing is enormous. There are problems on the quality and quantity of staff recruited for schools. Particularly, the challenge of whom-you-know is one of the major challenges to recruitment, selection and transfer process. For example, teachers do lobby to stay in the urban areas for self-convenience.

CONCLUSION AND RECOMMENDATION

We have considered managing human resources: the roles of head teachers and principals. The various functions of head teachers and principals as well as the challenges facing them and education in Nigeria, among others, have been observed. On this fulcrum, the government can help principals' development as human capital managers in the following ways:

1. The Government should communicate clear expectations about the importance of human capital management.
2. The Government should develop a best human capital practices model for principals.
3. The Government should select and train principals for human capital management competencies. When assessing principal candidates, selection committees can look for examples of leadership activities the candidates demonstrated as



teachers for indications of potential (e.g., how a teacher helped another develop). Some likely competencies hiring teams might consider are:

- Ability to analyse school goals and translate them into what staff need to know and be able to do.
 - Knowledge of what good teaching looks like, how to assess it and talk about it.
 - Ability to provide specific, honest and useful feedback about job performance.
 - Understanding how to coach and motivate people to improve performance.
 - Ability to understand and respond to the different developmental needs and interests of teachers based on their performance and their stage of career.
 - Ability to learn about and understand individual staff members' interests, concerns and values.
 - Ability to share leadership and decision-making.
 - Ability to assess and act to improve school working conditions.
 - Knowledge of the basic principles of employment law and labour relations.
 - The ability to analyse data and metrics and use them to drive improvement.
4. Evaluate and reward principals for effectiveness as human capital managers.
 5. Review policies and practices at the high leverage points for school human capital management.
 6. Finding ways to free up principals' time and energy for effective human capital management.
 7. Ensuring that the educational agencies are effective partners.

It is hopeful that the school heads will perform better if the recommendations mentioned earlier are made used of by the stakeholders and the Governments at all levels.

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