



## ROLE OF HUMAN RESERVE ADMINISTRATION IN EDUCATIONAL ORGANIZATION

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### ABSTRACT

The purpose of the present study was to examine the role of human resource management in educational administration. An intensive study was conducted on some educational institutions having effective working of human resource management and some lacking the involvement of human resource management. All the heads of the various departments of the selected educational institutions were interviewed and infrastructure, enrollment performance of teachers and performance of students; all recorded for the purpose of data collection. The data is analyzed using percentage as statistic. The result of the findings revealed that human resource management has very important role in the educational administration and it ensures human resources undergo different forms of training. The result also revealed that the performance of human resources has a great influence on students' academic performance. It was concluded that school personnel should undergo training and attend regular workshops and seminars. Also the performance of human resources has considerable effects on students' academic performance. The researcher therefore recommended that the human resources in educational institutions who are not trained professional staff should be advised to go for in-service training to acquire the required teaching skills. They should be made to understand the importance of appropriate teaching methods for specific subject areas as they help the staff perform more effectively.

**KEYWORDS:** Human Resource, Human Resource Management, Educational Administration.

### INTRODUCTION

The importance of human resource management in educational administration is being called to question both within and outside the profession. Dedicated educationists will fully admit that the school resources are being mismanaged and under-utilized simply because the schools lack or there is shortage of qualified personnel and management resources needed for the improvement of instructions. Consequently, many devoted educationists in all institutions are seriously in demand of dynamic principals who are competent to search for professional growth. This growth coupled with development becomes necessary in order to school administrators to know the rudiments of proper management of school resources. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Also, as a power catalyzing agent, it provides mental, physical, ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose.

### REVIEW OF LITERATURE

In fact, Education is a systematic instruction for the development of character or mental power. Rao (2001) noted that there is an immediate and urgent need for giving education to the people in order to build

up our future. Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. The success of every educational system depends on the quality and quantity of its factors or production-human and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and re-train the staff of any organization for better production.

According to Peretomode (2001), training is a planned organizational effort concerned with helping an employee (teacher) acquire specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance. The success of our education depends on trained staff. We cannot replace trained staff with any other type of instructional material (Hanif and Saba (2002).

The importance of staff in any educational system cannot be over-emphasized. This is because the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular is crucial to the formulation and successful implementation of education policies and programmes in any country. However, teaching is a high valued social service in every country of the world. Staff is indispensable in the effort to develop the nation. The business of the school is to educate, and the most important resource in the school is the teacher. Teaching is indeed a challenging profession and the teacher is the main factor in the learning environment of the child (Peretomode 2007).

This has explained why our Federal Republic of Nigeria (2004) stressed the need to accord Teacher Education a prominent place in Educational planning. The policy further maintains that among other things, the goal of administration should be : to produce highly motivated conscientious and efficient classroom staff with intellectual and professional backgrounds, adequate for their assignment and to make them adaptable to any challenging situations, not only in life of their country but in the wider world. Federal Republic of Nigeria (2004) stipulates the objectives of secondary education, caliber of staff to teach them and their qualifications, as well as the curriculum content and methodology to be employed. The secondary school in Nigeria operates within the guidelines provided in this document.

In educational institutions, two groups of personnel are employed: they are the trained and untrained human resources. Managing human resources in the schools is not an easy task. For a staff to be able to give learning instruction efficiently and effectively for a desired output, he/she must have the teaching skills, knowledge and teaching methods. Not following the required teaching methods, one may leave some gaps in the accepted teaching procedures. Hence, to guide the investigation, the following research questions were raised.

1. Does the training have any significant role in the improvement of the performance of human resources in the educational institutions?
2. How does the improvement in the performance of human resources influence the performance of the pupils in the educational institutions?

Until recently, personnel management was routine and nominal. The technique view point of Human Resource Management was concerned with the techniques of handling personnel problems and not understanding why the problems exist. The analytical viewpoint attempts to examine why some problems exist and how it can be solved in organization. According to these viewpoints, administration should be more concerned with the humanization of work, with the creation of openness and the demise of the bureaucratic structure. Human resource management comprises of the effective use of human resources in the organization through the management of people related activities. By implication this definition means that organizations (public/private) must adapt to the needs of its employees as well as have the employees meet basic requirements of the organization.

The personnel and industrial Relations defined Human Resource Management as the process of developing, applying and evaluating policies, procedures, methods and programmes relating to the individual in an organization. This invariably highlighted the process of Human Resource management as that of human development and process design. At the 1963 golden jubilee of the London institute of

personnel Management, human resource management was described as the responsibility of those who manage people as well as the descriptive of specialists in management. This recognition acknowledged that human resource management is a distinction function of management in any public or private organization.

Generally, human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Its operations are not restricted to industry and commerce but to all fields of human endeavors including education. Specifically, the human resource in education is a mixed group of students and workers whose management seems to be difficult because of the nature of membership.

It is proposed that we take human resource management to be that part of management concerned with:

1. All decisions, strategies, factors, principles, operations, practices functions, activities and methods related to the management of people as employees in any type of organization (including small micro enterprises and virtual organizations);
2. All the dimensions related to people in their employment relationships, and all the dynamics that flow from it (including in the realization of the potential of individual employees in terms of their aspirations).

### **IMPORTANCE OF TRAINING AND DEVELOPMENT OF STAFF IN HRM**

One other useful aspect in Human Resource Management is the training and development of staff. Training is not however, a separate activity that can be limited to the training school. It must be closely connected with the work places of those that are to be trained. There are a number of advantages to drawing on outside sources for training, as it provides a range of skills that very few organizations can maintain in-house and means that the training personnel need only think of what is needed to provide good training. It also provides the opportunity of saving in costs. Training provision by organizations is largely focused on the development of managerial talent.

Training and development have often been confused and therefore loosely used as meaning the same thing. From the human resources management perspective, training means an exploration of job-related skills, while development often denotes the broad scope of training. Thus, development is a follow-up activity to training and is embarked upon at a higher level of management. In fact, training is a process of teaching workers how to perform tasks. It is a means of altering a worker's behavior and attitudes in order to increase the opportunities for improved work performance. Training can also be seen as a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals. It involves a systematic approach to the teaching of specific and immediate usable skills.

The major goals of personnel training is the improvement of worker's performance over time. Effective training can increase productivity, lead to greater job satisfaction and lower turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social work and provide the ability to cope with organizational, social and technological changes. Thus, effective training has been acknowledged as a sure investment in human resources of an organization with both immediate and long-range.

### **DETERMINANTS OF TRAINING NEEDS & OBJECTIVES**

Every training is designed to help the organization achieve pre-determined goals and objectives. Therefore to determine training needs involves some elements of diagnosis in order to set acceptable objectives. Some means of assessing training needs are:

1. Performance Appraisal: This approach of job appraisal can reveal a worker's inadequacies and class management components for appraisal necessitate a need for training to help the employee overcome the weakness. This training is designed as a corrective or remedial measure.
2. Job Requirement: This examines job descriptions and specifications in order to highlight the job content and requirements for performance. Training can then be developed from information gathered in order to provide the needed skills and abilities or retraining in needed skills for current jobs.

3. Organizational Analysis: The analysis of the strategies and objectives of an organization will help identifying training needs before those needs become critical.

4. Survey: A Survey of both managerial & non-managerial employees can provide some insight into expressed employee problems & possible actions or remedies. Sometimes such surveys can reveal individualized description of employee dissatisfaction in the organization in the organization. The purpose of using survey is to gather useful information on workers problems.

Manpower development can be defined as comprising of activities concerned with increasing the workers capabilities for continuing growth in the organization. The main purpose of manpower development is to enlarge an employee's capacity to successfully handle greater responsibilities. Although development includes some skill development and it is more specifically oriented toward a person's capacity to handle future responsibilities.

### TRAINING NEED OF HUMAN RESOURCES IN NIGERIAN SCHOOLS

In order to achieve the goals and objectives of educational systems, particularly in post - primary Educational development. Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities. Training is as dynamic as the environment itself. This truth has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job, which may be conditioned by changes in the environment in terms of scientific, technological and socio-cultural and economic advancement.

The deficiency in the training programme of most human resources needs to be remedied through a system of staff training (Whawo 2003). Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school/organization hierarchy,, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security.

The government comes with different policies at different time. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system. Whawo (2003) explains that irrespective of the method of training that staff engaged in, the importance is to improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of self-confidence in school leadership and effective classroom control. Also, that the training activities equip the trainees to contribute more meaning fully to the realization of educational objectives in the school and in the understanding of how the socio-economic and cultural values of the society influence school work.

This class of teaching is called trained or professional staff because of. The nature of their training. Their teaching if usually done as specialists and their relevant results are NCE, B.Ed., and Ph.D. The training of untrained teacher is quite different as their courses comprise of only their main areas. This class of staff does not study education, so are not exposed to teaching methods, techniques, time and classroom management and other teaching procedures. They have academic qualification and are untrained staff or nonprofessional in teaching field, as a result cannot perform like the trained teacher. Their certificates include B.A., B.Sc., M.A., M.Sc. and Ph.D.

Thus, from the above, the researcher has reviewed the training needs and approaches and is of the view that staff should be properly assessed to be able to discover the training needs and approach that staff

would be current with the modern learning instruction and techniques to be able to perform effectively and efficiently in the system.

## METHODOLOGY

The research design used in this study was the survey method. A survey method deals with the present and it's oriented towards determining the current state of an area of study. That is, what is and what ought to be done. The research tool used for this study was a questionnaire. It comprised of two sections, sections A & B. Section A was the demographic variables and section B with 20 items was constructed to guide the study. This was to take care of the questions raised and the hypotheses formulated in the study. The responses to the items in the questionnaire were structured on a Likert four point rating scale. The alternatives ranges from strongly agree to strongly disagree. A reliability coefficient of the questionnaire was found to be 0.65 which shows that the research instrument has a high internal consistency.

To ensure high percentage return of the research instrument, the researcher administered the questionnaire personally to the respondents and retrieved them instantly. The study made extensive use of tables for the presentation and analysis of data. The percentage was used for the analysis of data.

## RESULTS

The respondents had different opinions that human resources do not undergo the same training approach and the difference in the training was with respect to the courses of study. Education courses were studied by only staff to be and make the staff professionals, and professionally trained staff teach better than academically qualified staff. The findings indicate that both staff passed through different training. Thus, the trained staff learnt education course in addition to the teaching subjects, while the untrained staff are trained only in the academic courses.

The respondents had different ideas regarding students' performance. It has been found that teaching techniques can affect students' academic performance. Stereotyped techniques can affect students' academic performance and flexibility in teaching techniques affect students' academic performance positively and trainees working under the trained staff perform academically high. The above findings revealed that the performance of trained personnel has affect the students' academic performance positively because of multifaceted ways in which teaching was impacted and in which the untrained staff was not exposed to.

## DISCUSSION

The study was aimed at examining the usefulness of human resource management in the educational institutions by assessing the performance of the staff. Thus, the data collected for the study was analyzed by using percentages.

The implication of this is that there are many human resources engaged to carry out learning activities in secondary schools. The findings indicated that human resources do not undergo the same form of training. This finding has supported the work of Ololube

(2005) who opined that staff who were academically qualified (untrained) and those that are professional qualified (trained) were engaged to carry out instructional processes. He further explained that by academically qualified staff, meant staff who have academic training as a result of enrolment into an educational institution to obtain qualifications such as B.Sc, B.A., M.A. and M.Sc., while professionally qualified staff were those who got professional training for getting professional knowledge, skills, techniques and aptitudes, as different from the general education. They hold professional teaching qualifications such as B.Sc.Ed., B.A.Ed, B.Ed. and M.Ed. Nevertheless, it has also been revealed that the performance of human resources affect the students' academic performance.

Therefore it has been suggested that the untrained teachers should be advised to go for post-graduate diploma in education or any other equivalent programme to ensure their acquaintance with

courses in education that can help them in the profession training, such as psychology of education, sociology of education, sociology of education, curriculum studies, teaching methods and others.

## CONCLUSION

It has been concluded from an overall analysis of the assessment of performance of human resources in the educational institutions that, the respondents believe strongly that the training approach of trained untrained staff were not the same as they studied different courses because of their qualification. The respondents also agreed that the performance of human resources affect the students' academic performance, as most of the respondents believed that the trained teachers were dynamic in the use of teaching techniques while the untrained teaching technique.

In view of the above, it can be concluded that the training facility provided by the human resource managements of the concerned educational institutions can enable the resources or the staff to use their abilities to influence students' performance especially in the use of teaching techniques, methods and other teaching styles learnt as trained staff. To sum up, the success of the educational administration solely depends upon the quality and efficiency of its personnel who perform the functions necessary for the fulfillment of the stated goals and objectives.

The researcher has discussed in this paper the usefulness of human resources management in the educational administration based on human resource planning and training in the schools. Human resource management is taken as that part of management which deals with people in their employment relationships. In addition it is important to state that for the majority of organizations the main resource involves in achieving the purpose of the organizations and providing quality goods and services are its people, which is the human factor.

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