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Quality Human Resources Management for Effective Educational System

By Dr. Ojebiyi O.A & Adediran Adekunle Amos
Obafemi Awolowo University

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Quality Human Resources Management for Effective Educational System

Dr. Ojebiyi O.A [α] & Adediran Adekunle Amos [σ]

Abstract - Human Resource Management is a long - established task within the governments management frame work. Through this task the government meets its obligation to be a good employer; seeks to secure staff commitment; and develops and manages staff to give their best to help the government serve the community. For quality effective educational system to be achieved, government through Ministries of Education need to respond to changing community expectation mean that, the task of managing both teaching and non teaching staff better is more important than ever - it is the staff who deliver the service, and it is through a new emphasis on staff management that a customer service and performance oriented culture will gradually evolve. Government through various Management of Educational sector need to sponsor its staff for in - service training, workshop, conference, seminar etc. for optimum delivery of services in their various department. To meet the obligation of managing staff, government needs money, enabling working conducive environment, and staff support. Every staff in the educational sector has a role to play in meeting the challenges of improving human resource management practices and maintaining a dynamic and progressive approach to managing people. This paper therefore explains how human resource management works in Nigeria Educational System. It also describes the core principles and values of the government, were responsibilities lie and key management task and strategies that must be addressed.

Keywords : human resource management, staff, educational system, government quality.

I. Introduction

Human Resource Management is a planned approach to managing people effectively for performance. It aims to establish a more open, flexible and caring management style so that staff will be motivated, developed and managed in a way that they can and will give of their best to support organizations missions. (Armstrong 2006). Bratton (1999) defined human resource management as the methods of integrating and maintaining workers in an organization so that the organization can achieve the purpose and meet the goals for which it was established. It 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 outputs (Watson 1986).

As Storey (2007) put it, human resource management is seen by practitioners in the field as a more innovative view of workplace management traditional approach. Its techniques force the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the workforce, and to provide the resources needed for them to successfully accomplish their assignments. (Legge 2004). As such, human resource technique, when properly practiced, are expressive of the goals and operating practices of the enterprise overall.

Human resource management according to Golding (2010) involves several processes. These processes can be performed in a human resource department, but some tasks can also be outsourced or performed by line managers or other departments. When effectively integrated, they provide significant economic benefit to the organization.

For effective educational system according to Paauwe (2009) human resource management function includes a variety of activities and key among them is deciding the staffing needs of an institution, or school, recruiting and training the best teachers, ensuring they are high performers. The training of the teachers and development should be the focus of the institutions objectives and goals and staffs competencies in achieving them.

The following strategies of training staffs have been outlines by Ulrich (1996).

- Commitment to training and developing staff, regular analysis of operational requirements and staff competencies, working training and development to the institutions goals and objectives, skilled training personnel, regular evaluation, a continuous learning culture, joint responsibility between the head and the staff for identifying and meeting training needs and a variety of training and development methods for different circumstances and learning styles. With all these in place, quality human resource management will be achieved in educational system.

The objectives of this study is to:

1) Make individual institutions improve staff (teachers) performance.
2) Enhance efficiency and effectiveness in educational system.

Author α : Department of Educational Foundations and Counselling Faculty of Education, Obafemi Awolowo University.Ile-Ife, Osun State.
Author σ : Department of Social Studies School of Arts and Social Sciences Federal College of Education, Osiele, Abeokuta.
E-mail : Speaktoa3@yahoo.com

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3) Identify training and development needs for staff and match these where possible to the opportunities available.
4) Make an organization communicate regularly with staff on subject that affect them and take an interest in the welfare of staff.

II. Conceptual Clarification

a) Human Resource Management

Human Resource Management according to Bratton and Gold (1999) as quoted by Out, Salawu and Ajadi (2011) is that part of the management process that specializes in the management of people in work organizations. Human resource management emphasizes that employees are critical to achieving sustainable competitive advantage, that human resources practices need to be integrated with the corporate strategy and that human resources specialists help organizational controllers to meet both efficiency and equity objectives. (Musaazi, 1982).

Ordinarily, the definition of human resource management would be in complete without further explaining what the terms "human resources and management" are. First and foremost, people in work organizations, endowed with a range of abilities, talents and attitudes, influence productivity, quality and profitability. People set overall strategies and goals, design work systems, produce goods and services. (Becker and Gerhart 1996). Individuals, therefore become "human resources by virtue of the roles they assume in the work organization. Employment roles are defined and described in a manner designed to maximize particular employees contributions to achieving organizational objectives.

In theory, the management of people is no different from the management of other resources of organizations. In practice, what makes it different is the nature of the resources, people (Out, Salawu and Ajadi 2011) one set of perspective views the human being as potentially a creative and complex resource whole behaviour is influenced by many diverse factors originating from either the individual or the surrounding environment.

Organizational behaviour theorists for example, suggest that the behaviour and performances of the "human resource" is a function of at least four variables: ability, motivation role perception and situational contingencies. Another set or perspective emphasizes the problematic nature of employment relation (Watson, 1986). The human resources differ from other resources the employer uses, partly because individuals are endowed with varying levels of ability (including aptitudes, skills and knowledge), with personality traits, gender, role perception and differences in experience and partly as a result of differences in motivation and commitment (Out, Salawu and Ajadi, 2011).

b) Management

The term management may be applied to either a social group or a process. (Watson 1986) management according to Paauwe (2009) when applied to a process, conjures up in the mind a variety of images of managerial work. Management may be seen as a science or an art. The image of management as a science is based on the view that experts have accumulated a distinct body of knowledge about management which, if studied and applied can enhance organizational effectiveness. This view assumed that people can be trained to be effective managers (Out, Salawu and Ajadi 2011).

Management is also defined in terms of planning, organizing, commanding, coordinating and controlling. It is regarded as primarily concerned with internal affairs. The role of management therefore emphasizes that an organization is a purposive miniature society and as such, power and politics are pervasive in all work organizations. By power it means the capacity of an individual to influence others who are in a state of dependence. (Musaazi 1982).

Organizational politics refer to those activities that are not required as part of a managers formed role, but which influence, or attempt to influence the distribution of resources for the purpose of promoting personnel objectives, politics in organization is simply a fact of life. Those who fail to acknowledge political behaviour ignore the reality that organizations are political systems. (Out, Salawu and Ajadi, 2011).

An alternative image of managerial activity is to view management as art. This implies that managerial ability and success depends upon traits such as intelligence, charisma, decisiveness, enthusiasm, integrity, dominance and self-confidence (Bratton and Gold 1999) if management is equated with specific traits associated with successful styles of leadership, it would provide a basis for selecting the "right" individual for managerial positions in the organization. Managerial skills can be developed but cannot be acquired by attending "business schools". In other words, if management is an art, managers are born. The science and art issue is not an arid academic debate, given public and private expenditure on management education and training. (Out, Salawu and Ajadi, 2011).

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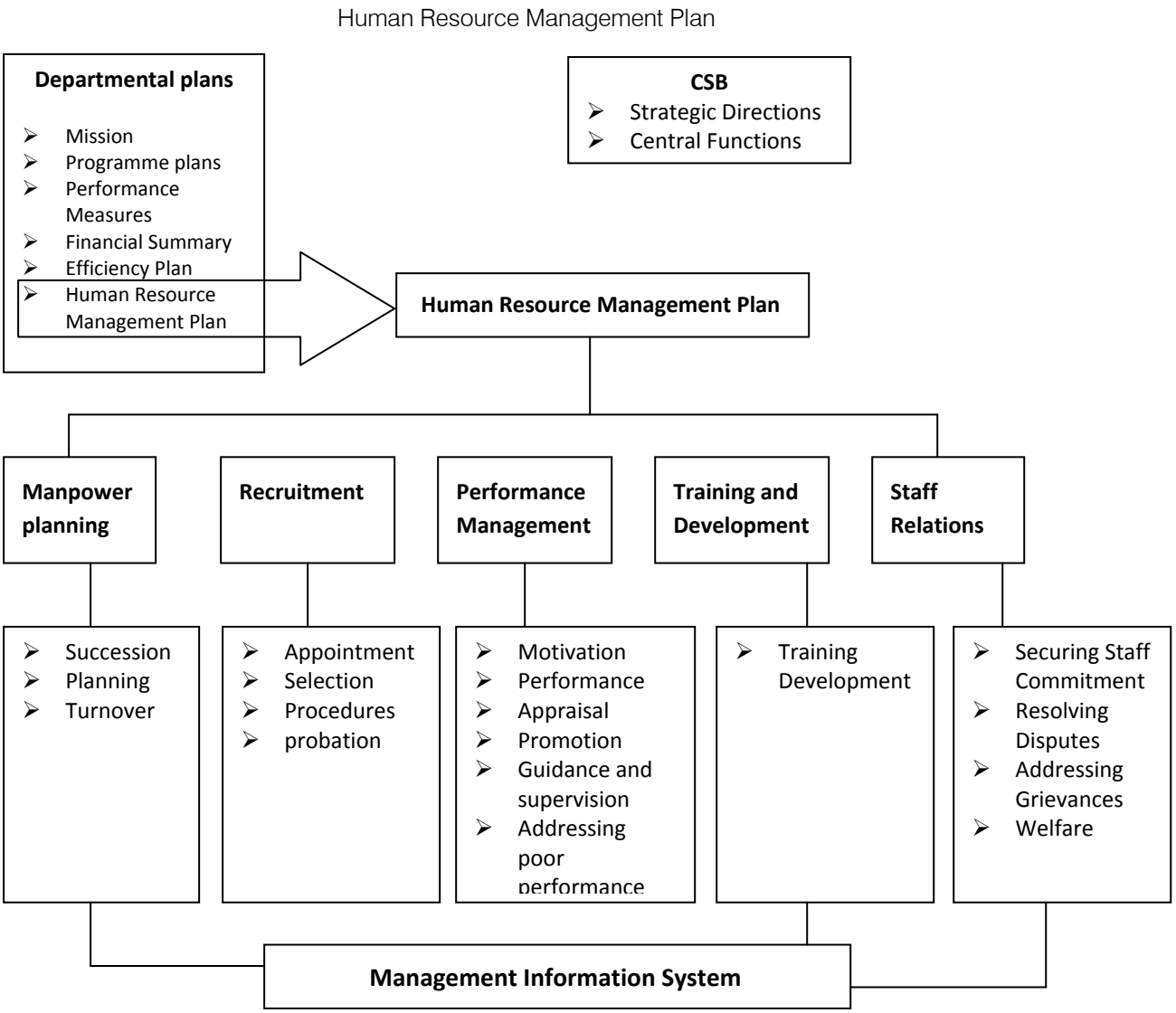

Figure 1

Human resource management plans are used to link together the overall policies of organization's mission, objectives and values of the organization and any specific human resource management activities being undertaken at the management level. The plans thereby provide clear policies and guidelines for staff and heads.

The core values of human resource management in organizations

VALUES	
HRM	❖ Trust ❖ Care ❖ Teamwork ❖ Encouragement ❖ Development
SERVING THE COMMUNITY	❖ Openness ❖ Commitment ❖ Effectiveness ❖ Foresight ❖ Courtesy ❖ Propriety ❖ Expertise ❖ Partnership ❖ Integrity ❖ Efficiency ❖ Leadership ❖ Responsiveness

Source : Prahalad and Hamed (1990).

Figure 2

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Values shape the culture of any organization. They are the key to the way things are done. The values of the severce as a whole should be built upon by organization to develop the particular culture an organization is seeking. Well defined values gives staff an instinctive feel for decisions expected from them and therefore, reduce the amount of time spent consulting others before making a decision.

Human resource management brings out the important values of trust, care, teamwork, encouragement and development which the organization meet the principle of being a good employer and thereby motivating staff to give their best (Prahalad & Hamed 1980).

III. The Issues in Human Resource Management in Educational System

Every educational system at every level depends heavily on teachers for the excution of its programmes, maintaining and improving effective educational standards and quality is only possible through teachers. The teacher, therefore is the most indispensable entity in the school. He is the greatest aid to learning. As much as possible, teachers should be thoroughly trained and supported in their work. (Musaazi 1982).

Human Resource Management deals with the establishment of procedures for the employment and payment of workers or staff. It is the arrangement of conditions which make possible greater self direction by staff in the performance of their duties (Out, Salawu and Ajadi 2011). It is therefore an important function in the general context of all administrative responsibility of managing staff. However, in Nigeria the ministries of Education, civil (public) service commissions are very much involved in a number of policies affecting teachers. Areas of such involvement, for example, include recruitment, staff development, transfers and promotions, staff evaluation, dismissal and general discipline, salaries and pensions.

Thus, the life of the school teacher is affected by the activities of officials in the Ministries of Education or their agencies. Consequently, the synergy between the two becomes pertinent if teaching is to become effective. It should also be reminded that the major premise of staff or human resource management in schools is that the end results of the educative process will be justified by the effectiveness of the school teachers. When dealing with staff or human resource management in schools, one need to put three things into consideration, these are the assessing the need of staff, satisfying the need for staff and maintaining and improving staff services.

IV. Models of Human Resource Management for Effective Standardization of Educational System

The application of different models is to increase organizational effectiveness, that can bring quality in human resource management in educational system. Fombrum et al (1984) human resource management model emphasizes the interrelatedness and the coherence of human resource management activities. Their model consists of four key constituent components selection, appraisal, development and rewards. These four human resource activities aim at increasing school performance. The strength of the model is to express the coherence of internal human resource management policies and practices to the organization's external strategy.

It also serves as a pedagogical framework for explaining the nature and significance of key human resource management practices and the interactions among the factors making up the complex fields of human resource management.

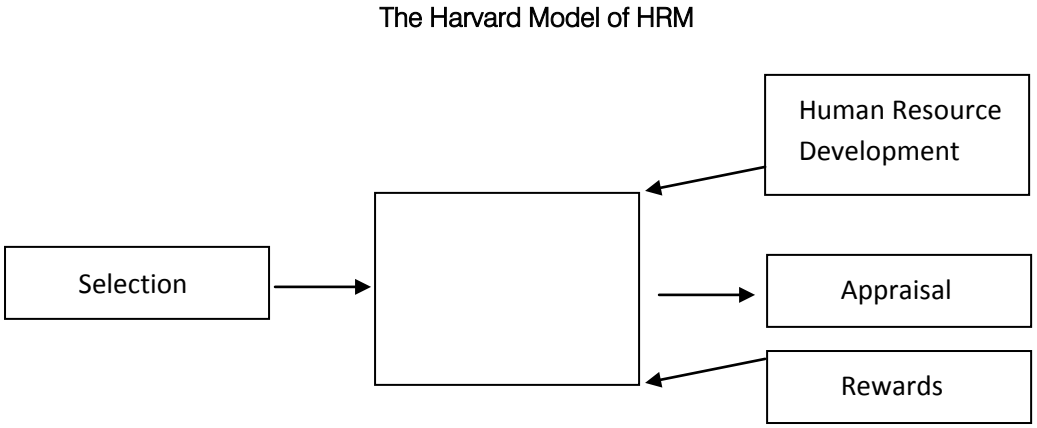

Figure 3 : The Fombrum, Tichy and Devana Model of HRM

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This model consist of six basic components:

1) The Situational Factors influences management's choice of human resource management strategy. This normative model incorporates workforce characteristics management philosophy, labour market regulations, societal values and patterns of unionization and suggests a merging of both "product markets and socio-cultural logics" (Boxall, 1992).
2) The stakeholder interests recognize the importance of "trade-offs" either explicitly between the interest of owners and those of employees and their organizations, the unions.
3) Human Resource Management policy choices emphasize that managements decisions and actions in HRM can be appreciated fully if it is recognized that the result from an interaction between constraints and choices. The model depicts management as a real actor, capable of making at least some degree of unique contribution with environmental and organizational parameters and or influencing those parameters itself overtime.
4) The human resources outcomes are high employee commitment to organizational goals and high individual performances leading to cost effective products or services. The underlying assumption here is that employees have talents that are rarely fully utilized at work and they should desire to experience through work.
5) The long term consequences distinguish between source levels, individual, organizational and societal. At the individual employee level the long term outputs comprise the psychological rewards workers receive in exchange for efforts. At the organizational level increased effectiveness ensures the survival of the organization. In turn, at the societal level, as a result of fully utilizing people at work some of society's goals for example, employment and growth) are obtained. A strength of the Harvard model is the classification of outputs and outcomes at both organizational and societal level, creating the basis for a critique of comparative HRM (Boxall, 1992).
6) The sixth component of the Harvard model is the feedback loop. As it has been discussed the situational factors influence HRM policy and choices.

Consersely, however, long-term outpouts can influence the situational factors, stakeholder interest and HRM policies. It clearly provides a useful analytical basis for the study of HRM. The model also contains elements that are analytical (that is, situational factors, stakeholders, strategies choice levels) and prescription (that is notions of commitment competence and so on) Boxall, 1992)

V. The Warwick Model of HRM

This mode emanates from the centre for corporate strategy and change at the University of Warwick and with two particular researchers, Harvard framework to extend the analysis of HRM and has five elements

1) Outer context, inner context, business strategy context, HRM context and HRM content.

The model takes cognizance of HRM business strategy and HRM practices, the external and internal context in which these activities take place and the process by which such change takes place including interactions between change in both context and content. The strength of the model is that it identifies and classifies important environmental influence on HRM.

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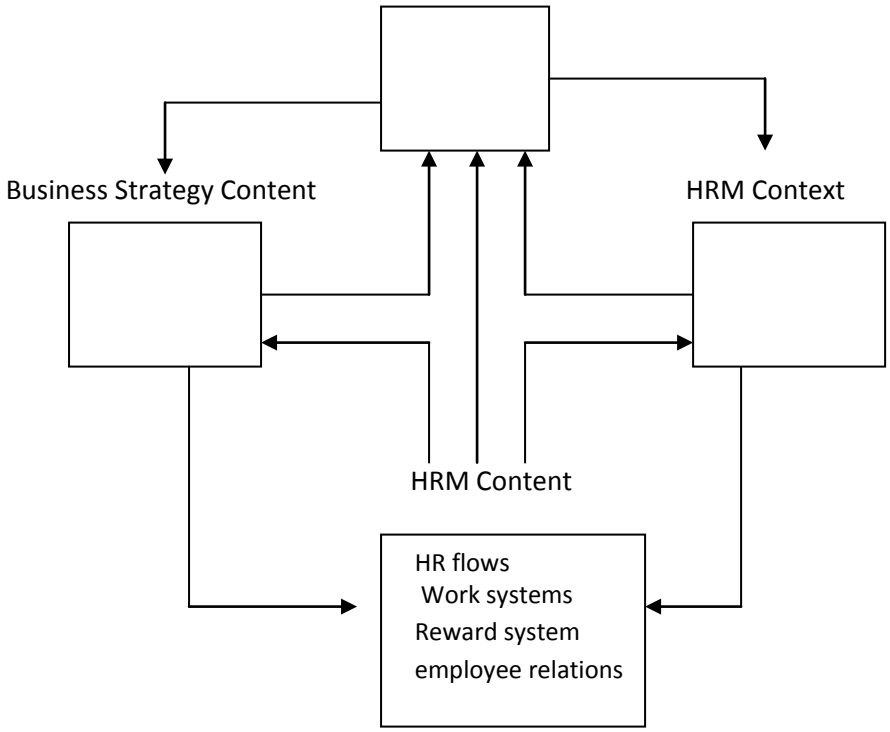

Sources : Hendry and Pettigrew (1990)

Figure 4 : Warwick Model of HRM HRM Context

The models described above have strength which the school head can effectively draw upon to achieve the goals of the school. The weakness of the model, however, can be avoided by the school head in order to succeed.

The application of these models of human resource management by the school head can help to achieve maximum success with his staff

VI. Function of Human Resource Management

Human Resource management is a body of knowledge and a set of practices that defines the nature of work and regulate the employment relationship. The following five functions areas have been described by Robbins (1991).

a) Staffing

Deals with obtaining people with appropriate skills, abilities, knowledge and experience to fill jobs in the work organization. Eminent practices are human resources planning, job analysis, recruitment and selection.

b) Reward

Involves the design and administration of reward systems. Practices include job evaluation, performance, appraisal and benefits.

c) Employee Development

Is analyzing training requirement to ensure that employees possess the knowledge and skills to perform satisfactorily in their jobs or to advance in the organization. Performance appraisal can identify employee key skills and competence.

d) Employee Maintenance

Is the contribution and monitoring of work place safety, health and welfare policies to retain a competent work force polices to retain competent workforce and comply with statutory standards and regulations.

e) Employee Relations

Under this heading may be a range of employee involvement / participate schemes in union or non-union work places. In a union environment, it also includes negotiations between management and union repre-sentatives over decision affecting the employments contract.

VII. Conclusion

Human resource management has been defined as the methods by which the leader utilizes materials and human resources to achieve predetermined organization goals. Thus, human resource management is the process that deals with utilizing people perform duties and function in an organization. Human resource management models have also been discussed in this study and is capable of making school head to achieve a success among his staff.

Human resource management functions have analyzed the heart of the organization. It is the right of

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getting people to do the right job and in the right pleases which will go along way to ensure the overall achievement of the goals of the organization. Personnel (human resource) is therefore the life-blood of an organization be it a business enterprise manufacturing materials or an educational institution that has educated and enlightened graduates as its finished products. The work the staff performs, the amount of the efforts expended and the level of commitment they have to their work all go a long way to or sure overall goals attachment.

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