

The Roles of Human Resource Management in Achieving School Effectiveness

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Abstract

Every organisation to which the school is a part, need the human resources for goals actualisation. Human resource management in the school plays a significant role in the coordination of the assigned duties to personnel for the realisation of educational goals. The paper espoused the indispensable need of the school manager in bringing about school effectiveness through the human resource. Furthermore the various responsibility of the school manager in bringing about effective school through the management of the human resource were highlighted. The theoretical framework underpinning the study is based on the Resource- Based theory, the Reinforcement theory and the Adams Equity theory. The Resource- Based theory is founded on the premise that organisation is made up of resources and that the valuable and scarce ones lead to competitive advantage. The Reinforcement theory conjectures that management can influence the human resources in his care through the use of motivational indices of reinforcement, punishment, and extinction. In the same vein the Adam's Equity theory of motivation proposes that an employee remuneration has a direct effect on his performance. The theory advocates that all human resources be treated with fairness in the organisation. The Equi-Human Resource Reinforcement model was adopted to vividly represent the indispensable nature of adequate motivational tips on human resources in bringing effective school management. The paper concluded that it is the school management sole responsibility to develop and manage human resources through various managerial techniques.

Keywords: human resource, school effectiveness, reinforcement theory, resource based theory, motivation

Introduction

Every organisation to which the school belong cannot achieve its goals without the effective management of the human resource. The human resource in the school constitute the teaching and non-teaching staff making the work force alongside the students. Human resource in the school is so vital that the presence of state of the art infrastructure cannot result in high academic achievement if the personnel are not well managed. The negligence of human resource in school amount to non realisation of goals and objectives. It is therefore pertinent for school mangers, the principals to efficiently manage the human resources to achieve school effectiveness such as students' discipline, high teaching standard, staff satisfaction and high students' performance. For the human resources to be well managed in order to achieve school effectiveness, the school management must brace up to its

tasks in selecting, maintaining and retaining staff for optimal performance (Sothy, 2019). Managing human resource proficiently is so paramount as it is the most valuable asset of the school leading to high productivity.

The management of the school such as the principal, the vice, and other top administrative staff are saddled with the responsibility of ensuring effective management of human resource (Orluwene & Ndioho, 2018). It is therefore pertinent that the school management must harness all the necessary skills of organisational administration for onward mobilisation of the human resource. The principal as the head of the school management must establish and analyse the existing duties for teachers, place them in the right classes, supervise and evaluate their performance. The effective management of human resources in the school does not only rest on ensuring teachers performance but must include maintenance and motivation of the teachers for job satisfaction. Effective management of human resource cannot be achieved without ensuring motivation and retaining of teachers for high productivity (Iyaji & Aduma 2019). If the human resource are well managed through adequate motivation scheme according to Antaya (2005), the issue of teachers attrition will be minimised as workers tend to change jobs for more valuable organisations. Esuong, Ekpan & Osika (2010) observed that, the incessant migration of teachers from one school to another is as a result of ineffective /poor human resources management. Thus the effectiveness of the school depends mostly on how well the staff have been spurred to achieve the school objective of high students' performance. Consequent upon the pivotal role of the school management in ensuring school effectiveness through efficient human resource management, the school principal must be abreast with the best techniques. Pragmatic human resource management skills should be utilised by the school principal if the desired goals of high students and staff performance are to be achieved. In the recent past, researches have attributed ineffectiveness of schools to human resource management (Oduma 2012, Onah 2008 & Nwachukwu, 2006). The school principals seemed to be oblivious of the vital role of human resource in achieving the set objectives. They are rather bent on channeling their energy on infrastructure and high technology in the school. Most school management see the global quest for Information Technology (IT) as a substitute of the vital role played by human resource. Emphasis has been shifted to acquiring state of the art computers, high tech classrooms to the detriment of the teaching and non-teaching staff manning the infrastructure. Parents have been frantic in inspecting and acknowledging only the school infrastructure when on school hunt for their wards. This mere face value placed on schools through their buildings and other infrastructure can be redefined if the human resource are given preeminence by the school management. Effective human resource management should as a matter of urgency be the bane of school management if school effectiveness must be realised. Thus the seeming neglect of human resource in the

school for frantic quest of fanciful school building edifice is the bane of school management.

Definition of Concepts

Human Resource: These are the working force in an organisation. They constitute the personnel responsible for the realisation of the goals in the organisation. In the school setting, human resources are the teaching and non-teaching staff such as administrative staff including the students. Human resource in the school according to Dangara (2016) include teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resource management therefore is the proficient utilisation of administrative skills to effect adequate discharge of duties from the working force. According to Nwafor & Nwafor (2012) Human Resource Management in the school entails the recruitment, placement, training, transfer, maintenance and retirement of employees from a school system. It is concerned with people at work and their relationships within the school system. Put simply, Omebe (2014) viewed human resource management in the school as the coordination of the activities and efforts of the workers in the educational set up in order to achieve educational goals.

School Effectiveness: This is the ability of the school to realise its goals and objectives of teaching and learning through the entire working force. School effectiveness according to UBE (2000) is a multidisciplinary and multi-level activity by which productivity in terms of quantity and quality of school product is regarded as the ultimate criterion. A school is said to be effective according to Iyer (2011) if the school activities results in consistent positive outcomes among its students over time. The yard stick for measuring school effectiveness according to Bolanle (2013) include school climate, teachers' performance, school discipline tone and students' academic performance.

From the definitions and meaning of the concepts, it is an indisputable fact that human resource being the foundation of the organisation, is needed for effective school management.

Importance of Human Resource Management on School Effectiveness

A school according to Dangara (2016) cannot build a good team of working teaching and non- teaching staff without skilful human resource management. Proficient human resource management is so vital for school to be effective as it a hob on which the life of the employees in the school revolves. Frankie- Dolor (2002) opined that of all the requirements for effective management, the most vital is the human resources upon which the organisation success lie.

It is the responsibility of the school management to help hire and select the right calibers of teachers. The school principal in managing the human resource in his

care, must as a matter of necessity place the teachers with the right qualification in the needed class to avoid discrepancies in teacher subject delivery. This placement of staff is important as its neglect might rub off on the students' academic performance (Orluwene & Ndioho, 2018). Thus, cut off from selecting and placing teachers in their right position, effectiveness of school in high academic performance will be a mere fantasy.

For a school to be effective its goals and objective of teaching and learning must be realised. The realisation of goals include the principal knack for supervising the staff in the duties delegated. The principal must ensure that the staff are supervised and evaluated adequately to ensure that students are well taught according to specification. The school system in all sphere depends largely on human resource management for achievement of goals and objectives. (Nwaka & Ofojebe, 2010). This will entails adequate staff monitoring for high students' academic achievement. Special attention in the management of human resource has been the critical focus in most organisation. This stem from the fact that the ability and goals achievement of the school depends on its human resource and how they are managed (Orluwene & Ndioho, 2018).

The essence of human resource management revolves around the personnel. Okendu (2012) asserted that the school is made up of different staff drawn from different backgrounds with individual behavioural pattern. The various staff according to the author are assembled together by administrator within the school. These differences in the school human resource such as teachers, administrators, students, parents and community members would require the principal good interpersonal relation skills to coordinate. The efficient management of the personnel by the principal using the necessary interpersonal relation skills is important in instilling trust, mutual dependence, team spirit and avoidance of conflict among staff (Koula, 2015). The collaboration and creation of work teams according to the author are the best practices a principal could develop. Such convivial working atmosphere is highly needed for school effectiveness.

Human resource management through motivation and special welfare package of staff help employees use their talents and skills to contribute to the school overall success. This motivation of staff by the principal is vital for job satisfaction leading to high productivity. When staff are well motivated, they are contented, committed to their duties and are accountable. The effort of the school manager to harness all the human resource in order to yield high productive educational outcome, according to Iyaji and Oduma (2019) has been the focal point in school management. Inadequacy in the management of teaching personnel in school according to Enakpodia (2010) in terms of motivation lead to laxity and poor performance of students. The human resource in the school must therefore be well coordinated to achieve maximum personnel output for school effectiveness.

For school to be effective, retaining the staff is of utmost importance, this retention of teachers is necessary for continuity, students' high morale and growth in teachers' career. The school management has as one of its policy of human resource, adequate welfare package for staff to forestall teachers' attrition. The school management always ensure that staff are maintained, retained, satisfied in their job to achieve high academic performance. This is most necessary in a school working environment with diverse social economic staff. Thus, the importance of human resource management for school effectiveness cannot be overemphasized as the success of every organisation depends on it (Frankie-Dolor, 2002).

Theoretical framework

Human resource management centres on personnel in the work place, the article is based on the Resource- Based theory, the Reinforcement theory and the Adams Equity theory.

The Resource- Based theory was propounded by Wernerfelt in 1984 as part of strategic management theories. The theory is based on the premise that organisation is made up of resources and that the valuable and scarce ones lead to competitive advantage. The theorist proposes that the uncommon, exceptional resources that are difficult to substitute put the organisation in a better rate for success. Thus the tactical valuable resources overtime place the organisation in a greater performance. The Resource- based theory, like other theories, is premised on assumptions. The assumptions are based on how to determine an organisation optimal performance through competitive advantage. The two major assumptions of the Resource- based theory are Resource heterogeneity and Resource immobility.

i. Resource heterogeneity: This states that an organisation might own different sector of resources. These resources are scarce and non-substitutable. Accordingly, resources such as the personnel in the organisation are scarce when their demand is greater than supply. Resources are non-substitutable when they cannot be replaced by any other one in the firm to efficiently achieve the same objective.

ii. Resource immobility: This states that resources though highly in demand than supply may not attract additional quantity. It is based on inelasticity in supply. In applying the Resource- based theory to personnel management, the main task is to unravel the following questions according to Della Corte, Arikan, Barney & Sciarelli (2012). The question of value, rareness, imitability and organisation. This will lead to Strength, Weakness, Opportunity and Threats (SWOT) analysis. Therein, the personnel manager determines the strengths, weaknesses, opportunities and threats of different organisation to effectively manage and harness their own personnel.

This theory is vital for school principal effective management of school as it centres on resource sharing strategy. The principal must be abreast of the different resources, their level of availability and how they can be rationed. This will involve

the use of data in allocating resource such as facilities, duties to the teachers.

Reinforcement Theory was propounded by B.F. Skinner and his associates. It is one of the oldest theories of motivation which describe behavior and how people react due to additional action known as stimuli. This theory is about people behaviour being an outcome of consequences or the law of effect. The fundamental proponents of this theory are reinforcement, punishment, and extinction. Reinforcement theory posits that you can influence someone's behavior by using reinforcement, punishment, and extinction.

Reinforcement is divided into positive and negative reinforcement. Positive reinforcement could be referred to as reward, it involves giving people pleasant responses due to their good performance. This will in turn increase the probability that the desired performance will continue. Positive reinforcement could be given to outstanding personnel in the work place. Negative reinforcement on the other hand is the suppression of a negative behaviour to gain a worthy desired behaviour, it is sometimes wrongly considered as punishment. Negative reinforcement tend to spur others to develop positive behaviour especially fellow employees in the work place. It increases the probability of a desired behavior and according to Sundel & Sundel (2005) removes the pleasant stimulus so as to decrease the frequency of the behaviour.

Punishment is the application of intentionally arranged unpleasant consequences such as penalty to prevent undesirable behaviour. Punishment could be by imposing a negative consequence to deter an undesirable behavior. Punishment could be in form of reprimand, query or withdrawal of salary for employees in the work place. It is intended to eliminate unpleasant behaviour with the utmost belief that a person who has been punished is unlikely to repeat the same behaviour. Punishment decreases the likelihood of an unwanted behavior according to Brain (2016) it also entails applying a harmful outcome when an undesired behavior arises. In the workplace it is meted out as penalty to employees for breaking regulations.

Extinction is the dropping of the possibility of unwanted behavior by eliminating the reward for the positive behavior. It involves putting off a repeated positive behaviour by removing the positive reinforcement for that behavior. In the workplace it might entails removal of extra payment for productivity. Extinction involve the deletion of valuable support that has encouraged positive behaviour overtime. It is more of suppressing the alluring incentive that necessitates the unwanted behavior till it is extinguished (Sundel & Sundel, 2005).

The Reinforcement theory is key to principals' effective school management as it can be used to control staff motivational needs. Principals will know how to motivate teachers individually based on their specific needs through their performance to achieve positive reinforcement. Thus external factors such as increase in salary, promotion can be used to motivate employees for high level effectiveness (Operant Conditioning, 2006).

Adam's Equity Theory was propounded and named after John Stacey Adams in 1963. The theory posits that personnel uphold a reasonable relationship between their performance and reward in comparison to other employees. It states that employees' motivation are reduced when their inputs are not commensurate with the output. The Equity theory of motivation proposes that an employee remuneration has a direct effect on his motivation to work. The assumption of the theory centres on fairness, that is, the individual should be rewarded just like the next fellow worker. It expounds that employees determine what is fair and such perceptions will determine their performance; be it right or misguided. The theory postulates that employees emphasise fairness and it the degree of such fairness as it relates to other employees that motivate them to work. Equity theory is made up of two main components: inputs and outputs. It posits that the employee motivation is based on the input/output ratio. When applied to the organisation, it suffices that the employee will naturally love to create a balance between the vigor they put into their job compared to what they get in return. Succinctly put Equity theory sums it up as treat me as you would the other worker in the same circumstance (Tanner, 2020).

The three theories as articulated above aptly fit into the management of human resource personnel in the organisation. These theories are handy, if effectiveness in the school is to be achieved by the principals. School managers need the application of the Resource- based theory tenets to optimally strategise the placement of the teachers needed in the school. Also the Reinforcement theory is handy for school managers in order to motivate the personnel through the needed reward, punishment or extinction schemes. In the same vein, the school managers should find the Adam's Equity theory according to World of Work Project (2019) appropriate in motivating staff through fairness in input and output remuneration advantages.

The Equi-Human Resource Reinforcement Model

The incorporation and application of the three theories bring us to The Equi-Human Resource Reinforcement Model as shown in Figure 1.

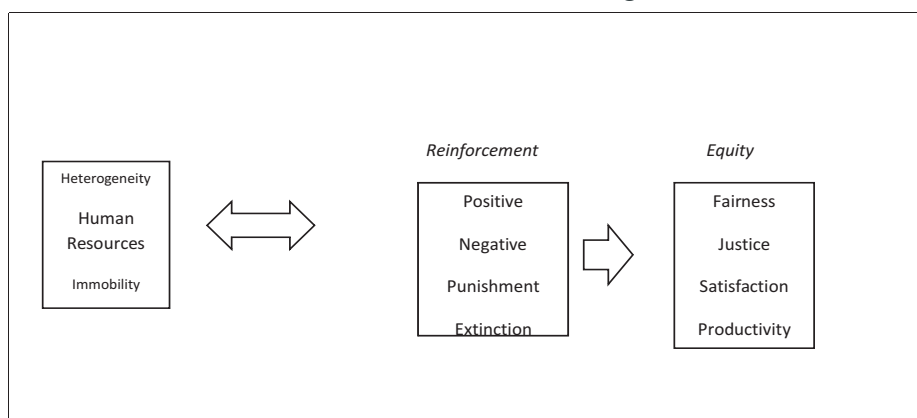


Fig 1: Equi-Human Resource Reinforcement Model

Source: Researcher 2021

In an organisation such as the school as shown in Fig. 1, the human resources must be managed with heterogeneity and immobility principles. In other for the human resources to be effective, reinforcement such as positive, negative reinforcement in addition to punishment and extinction should be applied to motivate the personnel. Also, the law of equity must be applied to bring about fairness and just remuneration. This will spur the personnel to be satisfied and productive. With the right strategies employed by principals through the highlighted theories, school effectiveness will be ensured.

Conclusion

Appropriate human resource management is essential to achieving school effectiveness. A genuine coordination of institutional resource such as human, material and financial resources is expressively needed for school effectiveness. This school effectiveness is achievable through the tenacious application of different management techniques on the personnel. The human resource such as the teachers must be well placed in different classes as befit their experience for academic performance (Nwaka & Ofojegbe, 2010). Beside placement of teachers managing human resource results in goal achievement for effective schools. In order to realise school effectiveness, the human resource have to be properly managed. Therefore the administrative expertise and skills of the school manager should be brought to the fore. However most school management such as the school principals somewhat do not possess the dexterity for prompt human resource management (Nwafor & Nwafor, 2012). Effective human resources management depend on the school management. It is therefore the school management sole responsibility to develop and manage human resources. This can be realise through various practices in the school such as adequate placement, supervision and monitory of teachers alongside their development schemes (Enakpodia, 2010). Applying the different principles of motivation according to Krishnan & Gordan (2014) is the main prerogative of the school management for high productivity. Thus it is the exclusive preserve of the school principals to garnered all principles and practices of administration in handling human resources to bring about school effectiveness.

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