



# HUMAN RESOURCE MANAGEMENT IN EDUCATION

**Editors:**

Martins Fabunmi  
Yaw Afari Ankomah  
Michael Boakye-Yiadom  
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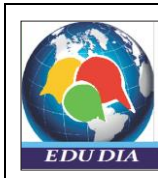
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## **Review Process**

Sixteen articles were submitted for publication as chapters in this book. The articles were subjected to a thorough process of double-blind peer review. The professional team of EDUDIA's Reviewers was drawn from universities in different countries. They were strictly guided by the EDUDIA's Review Criteria. They were also requested to look at the manuscripts with the view to assisting authors to produce the best quality articles that meet learners' needs.

Following the review process, the editorial committee considered the reviewers' comments; all the articles were suitable for publication. The authors of these suitably qualified articles were given the reviewers' reports and asked to use the suggestions to strengthen their papers. After the receipt of the corrected manuscripts, the editorial committee finally accepted 13, out of the 16 articles, for inclusion in this Book – Human Resource Management in Education. That means that the acceptance rate was about 81.25%.

## Preface

This book, titled *Human Resource Management*, is derived from responses to a call for contributions of chapters from erudite scholars in January 2022. The following four erudite scholars edited the book, three of them being professors: Professors Martins Fabunmi and Yaw Afari Ankomah; and Dr. Michael Boakye-Yiadom of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, Ghana; and Associate Professor Ayotunde Adebayo of the University of Lagos, Nigeria. Virtually all the authors are very senior academics with rich experiences in scholarly article writing. Some of them are even professors, while others are budding erudite lecturers.

This book comprises thirteen chapters, which are titled: human resource management in education in the 21st century, strategic human resources management in education, principles of human resource management, human resource management policies in education, motivation in educational institution, job and role design in schools, human resource planning in education, selection interview in schools, recruitment and selection, selection and induction, the basis for performance management in education, employment practices and human resource management procedures in schools, and human resource information systems in education.

EDUDIA addresses the shortage of e-books with African backgrounds. The association has started with management in education, with this book dealing with the leadership aspect of the discipline. The book contains articles on exigent issues in leadership in education. EDUDIA continues to solicit scholarly articles from authors in different disciplines from all over the world through conferencing. I, therefore, implore all teacher educators to be part of this mass movement and have their articles published in globally visible publishing outlets. In view of these developments, I recommend this book as a must-read for everybody, irrespective of discipline. The book deals with *human resource management* in a way that makes it a useful learning material for learners, an instructional and dependable guide for teacher educators, and everyone, no matter the professional calling. It is useful for family heads, religious leaders, community leaders, heads of

organisations, and members of different groups. Finally, I am grateful to the co-editors for making the publication of this book, *Human Resource Management in Education*, possible.



**Professor Martins Fabunmi (FGEN),**  
of the Institute for Educational Planning and Administration (IEPA),  
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## **Chapter 1**

### **HUMAN RESOURCE MANAGEMENT IN EDUCATION IN THE 21ST CENTURY**

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#### **Introduction**

Human beings are the most critical resource to drive all other resources into productivity. Therefore, it is pertinent to have this unique resource coordinated adequately for the organisation's success, especially in the educational sector which revolves around people (service rendering). Management of the human resource entails the various processes and practices involved in recruitment, deployment, oversight regulation, and administration of people (employees, clients, and others relating to the system) in achieving the organisation's overall goals. The management of human beings covers all that is done to ensure the development of the entire workforce in order to give out the best on their job.

Human resource management is described as a structured, formal and strategic process that enables complete control of people in the school setting to have successful educational performance or goal accomplishment. This management encompasses procedures undertaken to help drive the staff's productivity, including the students as a whole, through effective coordination of the various departments within the school. Therefore, human resource management ensures employees' satisfaction, training, or welfare promotion to bring their maximum best to the organisation. Management of students as one of the key human groups in the school is so critical to determine the

school success and the public image of that institution (school effectiveness is founded on benefits and educational outcomes gained by the students and not just the physical infrastructures per se). The school, therefore, uses different departments to achieve this purpose of students' administration under its care to care and boost students' potential significantly.

### **Student-Personnel Services (SPS)**

Student personnel is an umbrella term describing the various professionals within the educational setting who directly interact with the students for the success of their learning or total development. The student-personnel service is described as the acute administration of students necessary for the effective operation of the school system. According to 'Our Happy School' (2011), the student-personnel services "are student-centered services and programmes provided by the academic institutions through their specialised units and systems designed to develop the total personality of the students". The Nigerian National Policy on Education (2004) stated specific goals requiring special services for the student populace in its document. Hence, the primary objective of student personnel services is to foster maximum development (holistic growth) of students' potential for effective contribution to their society. This made Akinnubi and Kayode (2012) summarise it as welfare services in educational institutions to aid positive orientation among students. The student personnel in the school includes the school heads (headteacher, principal), teachers, counsellors, health workers (school nursing officers, doctor), bus drivers and bus minders, et cetera. The services rendered by these personnel to the students include both academic and non-academic assistance, and they require a good understanding of people, sound values and upholding of democratic ideals to guide people's interaction. The school personnel are categorised into three: school leaders, faculty members, and support staff.

Although the student personnel service is different from the academic work of the school, it is expected to be treated as an integral or complementary part of the school's academic work; otherwise, it will result in the alienation of supportive services to the students. Services rendered to students vary from one school to another. The student

personnel services include offices handling the following varieties of issues in the school: orientation services for fresh students, guidance and counselling, academic support facilities, advanced monitoring of students, health services, school bus operations, hostel management, utility and security unit, food administration, school-community service linkage, etc. However, it should be noted that schools may not be able to render all student services, thereby leading to each institution prioritising services that are considered so dear and easily integrative into their educational goals.

Akpan (2016) highlighted four main approaches to carrying out the student personnel services in higher education. These approaches are:

1. **The System Approach:** This relates the services provided to the students together, ranging from admission stage to student orientation services; various support services such as a library, health services, etc. till the students finish up from the school. It is an integrated approach that believes that flows from its sub-systems to make complete services to the students.
2. **The Process Approach:** Although this follows the system approach, it however, identifies those service channels that easily flow together to prioritise or focus on that line to handle the student management. The choice of interconnecting services will be guided or linked with the schools' primary goals to inform the focused process the institution wants to promote in its administration of students' matters.
3. **A Proactive Approach** is an approach that plans or projects issues that may likely occur and prepares measures to respond well to such in a more practical manner with a focus on lasting solutions. This approach minimises challenges due to the foresight approach that predicts and proffers solutions before events occur.
4. **The Reactive Approach:** This approach waits for the occurrence of challenges on campus without envisaging what it could be and then planning to respond to the issues. This method delays actions and addresses the immediate effects of the crises rather than having a concrete structure to manage issues well. This method may be due to a gap in communication between the student-personnel officers or their carefree attitude

towards students' matters. Following this approach often compounds cases.

### **Student Affairs Department**

The higher institution of learning is unique due to the larger population of students to be serviced and the diversity of these students' composition in terms of nationality, ethnicity, race, sexual orientation, belief system, etc. This makes the institution encounter different challenges with students' relationships in which some students will require special assistance or support to cope in such a dynamic learning environment effectively. The student affairs department is specially structured and commonly found in the higher institutions (university, college and polytechnic) of learning. It is sometimes called student support, student personnel or student service department.

Therefore, the student affairs department refers to the unit that renders various special services to support the students' success within the school. The professionals, primarily found in higher institutions, render services to the students covering social, emotional, physical and psychological support to enhance all-around development while the students are within the educational system. This department is non-academic in outlook, yet the contributions made are so significant to healthy interaction and a safe academic environment without which the school's educational goals can be achieved. Therefore, it is an inseparable department in higher education for its complementary roles to academic services. The student affairs department in higher institutions handles the comprehensive student-personnel services of the college, collaborating with academic staff, the students, parents and corporate social bodies to enhance the full potential development of the students.

The student affairs department is so significant to the emotional balance of the students. It is the first point office that handles students' crises during trauma which could range from violence, physical assault, sexual harassment, discrimination of all kinds, depression, etc. The necessity of contemporary higher institutions globally has also made the importance of the student affairs department more relevant, ranging from the use of changing technologies in the school, continuous change in student demography (age, socio-economic background, inter-cultural connection, etc.), loss

of moral decency in universities, students' untamed independence, high demand for school accountability, counter influence of social and political issues on students in higher institutions, etc.

The context of each institution will play a key role on how student affairs operations will be for the students. This includes the school's mission, its core values and social focus, the national education framework, prevailing student challenges and political policies of the state that influence school operations. Also, the student affairs professionals have fundamental values that drive their operations. The professional values are borne out of well-researched information with sound theories on learning and challenges that both students and their families face while interacting with the schools. These professional values include appreciating and accepting individual differences, strong belief in freedom of expression, promoting civility among people and understanding as a lifelong process, upholding student responsibility, entrenching ethical standards, and recognising the multicultural nature of the higher institution of learning.

In order to have effective student affairs operations, the school should imbibe the following principles:

1. Effective engagement of active learning in students' programmes.
2. Establishment and development of standard ethics and values in students.
3. Communicate school expectations and standards to all students.
4. Promote dynamic educational partnership to advance students' learning.
5. Integrate inclusive community and supportive bodies.
6. Efficient use of diverse resources to aid educational goals.

#### **Functions of the Student Affairs Department**

Generally, the student affairs department works to provide the support that enhances the total development of the students within the school. The student affairs office brings up innovative but interrelated programmes that can be integrated as co-curricular activities for the students. These services range from:

- Providing of contacts during emergencies for students.

- Communicating school policies and standards both to the students and the public.
- Ensuring the school adheres to the government guiding policies on school operations.
- Offering counselling and guidance to students on career choice and vital decision making.
- Handling students' hostel or accommodation matters.
- Collaborating with the faculty in organising programmes for the students outside the school.
- Providing orientation services to help students maximise their stay in the school.
- Facilitating the registration of students unions, fellowships and other formal groups while monitoring same on the campus.
- Collaborating with student leaders towards enhancing the peaceful resolution of issues.
- Providing information to students on scholarships and grants.
- Linking the school and alumni groups for uplifting the school, etc.

**School Prefects**

Besides the leadership or management, staff and pupils (general students), an essential part of school administration are the school prefects. School prefecture has been described as an internal way of giving back to the system all the good impact a student has gained for many years of being part of the school. It eases the process of control and organisation of the large population of students using the students themselves. It also reduces the burden on teachers and the management staff. School prefects are a group of students appointed into leadership roles to help students' administration and support the staff efforts generally in secondary schools. The idea of having prefects is an administrative one, not only to ease the management of student affairs but also to develop the student's leadership potential and allow for total man development through the co-curricular activities and supervisory functions the prefects perform. Therefore, the prefects are the student leaders in the school, both at the primary and secondary school levels.

### **Appointment of School Prefects**

The post of a particular prefect is a formal platform to exercise authority in directing and organising other students to achieve the school objectives. For easy identification of prefects in the school, especially at the senior secondary or high school levels, the prefects are differently adorned in their appearance or dressings to include the following symbols for recognition such as:

- Wearing of perfect or customised badge.
- Use of special caps.
- Unique sash or embroidery on formal clothing.
- Unique uniforms like blazers or jackets for identification on special occasions, etc.

Being a school prefect does serve a lot of benefits not only to the school but also to the prefects as individuals and as a body. This means that the position of prefects comes with some advantages and hidden benefits to the students for the present time and even beyond the school to the future. The prefecture status enables the students to enjoy special treatment in the school. These include:

1. Privileges like honour from other students.
2. Access to the school leadership, e.g. school headmistress or principal office at will.
3. Special meal ration or portion.
4. Exclusion from specific school duties which may be converted to study time by the prefect.
5. Provision of practical learning opportunities in leadership that will become relevant for a successful adulthood
6. Promotion of prefects' popularity on campus. Often, prefects enjoy fame or recognition.
7. Access to represent the school or get to attend special events outside the school.
8. Improvement of time management skills.
9. Grants exposure to understanding life from different perspectives.
10. Increase in the prefects' sphere of influence while in school.
11. Boost a prefect's curriculum vitae.
12. Acquired skill in organising and controlling human beings.

13. It makes the school time and experiences memorable or rich for the individual prefect.

Most times, prefects are selected among the students going to the final year class (senior secondary class SS2-SS3; Primary or Grade 5 going to Grade 6) and allowed to run the offices towards their final external examination before being relieved of the posts to enable them to focus on the primary goal of studying. These prefects are charged with diverse responsibilities in coordinating the school's affairs, assisting or supporting the teachers, other students, and the school management. There are schools where the prefects are appointed on staff recommendation but made the head girl and head boy post competitive among the appointed prefects in a more democratic process. The school allows the few outstanding students to campaign for the head posts, asking for their classmates' votes by giving a special speech to convince the students and accept them through a specially organised programme by the school. The prefects' tasks include coordinating the assembly programme daily or as operated by each school, cleaning the school, time management for the student activities, dining supervision, hostel coordination, maintenance of discipline, leading religious activities, etc. Together the school prefects form the students' representative council by implication of their duties, although some schools have a different arrangement. The prefects' roles thus serve as a practical leadership platform for the younger generation who are saddled with roles of leading their fellow students and expected to be an ambassador cum role models to be emulated by others.

The school prefect position is common globally in high or senior secondary school, though with slight differences in the procedure for selection of the prefects. The positions are primarily used as a form of reward for the best students, both academically and morally. The head boy and head girl are more influential among the students and serve as the liaison officers for other students, often representing the school in programmes outside the school. Therefore, these positions are made to be very competitive. The head boy and girl also have assistants due to the posts' demands (overall responsibilities) and the need to move often to attend to many issues.

To become a perfect requires special characteristics to be found in a student due to the roles expected of him or her. A student, who aspires to be perfect needs to be academically sound, be well mannered or morally upright not just before the teachers but also before the students to be willing to obey him. He/she must display leadership attributes such as being trustworthy, confident, able to communicate, having good interpersonal relationships with students and teachers, understanding the school environment well to make positive changes around, and willing to accept extra responsibilities, etc. These skills are improved upon as the prefects are empowered to act learning more while performing their duties and being tutored by their teachers on how to carry out their responsibilities. To excel as an excellent perfect among others, the prefect needs to be an excellent example to others through their behaviour. The prefect must be law-abiding, follow the school rules and be kind to other students (be sensitive and available to help). Doing these will enable such a prefect to easily convince others and become an excellent model to be the rest of the students.

#### **Criteria for Appointment as a School Prefect**

Specifically, the students who aspire to be prefects are to fulfill requirements or criteria in these significant areas:

- **Academic Qualification**
  - Be above average in academic performance.
  - Be punctual and regular at class attendance, i.e. not shirking lessons.
- **Inter-Personal Skills**
  - Possess high self-esteem, e.g. be bold and confident to interact well with others.
  - Be outspoken with good expression, especially in public, i.e. not timid.
  - Be resourceful, e.g. hard working, energetic and thinks critically, problem-solving skills.
  - Possess good relationship characteristics such as humility, politeness, honesty and reliability.
  - Good at collaboration and teamwork.
- **Sense of Responsibility and Accountability**
  - Enthusiastic with diverse tasks or role-playing.

- Display regard or respect for school leadership, including teachers.
- Law-abiding and obedient to school rules.
- Possess strong leadership skills (communication, integrity, networking or teamwork, persuasion, decision making and adaptability skills).

It should be noted that appointment into the prefect position is not automatic and not permanent either. In other words, the position is limited both in the exercise of power and authority within the scope that each school rule permits the prefects to operate. The temporary nature of the prefecture status is founded on two main reasons (a) expiration of tenure, usually one academic session (b) allegations of misconduct by a prefect. For instance, there is a limit to the award of punishment to fellow students. Prefects mostly are expected to report formally the deviant behaviours observed during their supervisory roles in the school to appropriate authorities who then discipline such students for the erroneous acts. The need for limitation on the prefect's power is basically to guide against abuse of office and errors in judgment which may further plunge the system into crisis with parents and the public. The Beechwood Sacred Heart School clearly stated in its "Prefects' Handbook" that being a prefect is purely a privileged and honourary position. Thus, it is expected that the beneficiaries guard their positions with caution. While all prefects are expected to be role models to others, be great school ambassadors, well-mannered, smartly and neatly dressed always, and treat all students with fairness and care; there is a major guiding understanding for the sustenance of the prefecture status which is seeing the prefect position as not about the particular occupier of the past but all about representing the students' body well. Hence, the prefect position is a call to service. On this note, those appointed could be demoted from the prefecture status or positions if found guilty, after due trial and investigation by the school's disciplinary board, under the following conditions:

- Guilty of theft.
- Gross misconduct such as abuse of office, scaling fence.
- Bullying students, especially extortion.
- Display of immoral acts, e.g. sexual escapades, drug abuse, etc.
- Truancy.

- Consistent neglect of responsibilities, etc.

### **General Functions of School Prefects**

Generally, the school prefects assist the school in its administration of the students with many responsibilities assigned to them. Their duties include the following.

- Prefects are academic role models and mentors (counselling, guiding, motivating) to other students.
- Assist teachers in maintaining order and discipline among the student populace.
- Represent the school in significant events and be the ambassadors of the school.
- Encourage and assist new students to adapt to a new learning environment.
- Serve as a watchdog on the student activities, thus helping to maintain security too.
- Act as intermediary between the school authority and the entire students.
- Maintain socials to boost a vibrant student body too.
- Ensure the cleanliness of the school at all times.
- Make formal reports on observation of unusual behaviour from the students.
- Conduct assemblies on special days with the support of their teachers.
- Uphold the school rules and regulations.
- Carry out specific duty attached to the office occupied or appointed into.
- Handling extra duties as ordained by the teachers and the school authorities from time to time.

These general roles are categorised into four main areas, which include the followings:

- Assisting school staff generally.
- Maintenance of discipline.
- Providing support services to junior students.
- Organising special events to enhance holistic school experiences.

### **Types of Prefects in a Secondary School**

The types are based on the special roles assigned to individual prefects and are also influenced by the population and needs of each school. A large school may require more prefects with assistants occupying various roles based on a number of students and activities to be coordinated within the school. Some of the common types of prefects are: social, assembly, library, hostel captains or prefects (based on several houses or units that makes up the hostel and if they are a single-sex school or mixed); timekeeper, health prefect, social prefect, religious prefects (Muslim and Christian based), sanitation prefect, labour prefect, sports prefects, etc.

### **Specific Prefect's Job Description**

The prefects, aside from the general duties or functions expected to promote a disciplined and orderly school environment, have certain specific responsibilities attached to their portfolios. Below are the duties designed explicitly for the occupants of a particular office:

#### ➤ **Head Boy and Head Girl**

- Hold regular meetings with other prefects to coordinate prefects' activities.
- Investigate problems and issues of complaints reported by the students or other prefects
- Communicate or report significant findings on issues affecting the students' to the school leadership (Principal, Vice-Principal Administration or Academics, Year Tutor in Charge, etc.).
- Assign other prefects to special duties as required by the school, e.g. assisting in maintaining orderliness at the assembly.
- Act as a link between the school heads and the prefect body in the school.
- Attend special occasions with the school head.
- Give a speech on special occasions on behalf of the school and the students'.

#### ➤ **Assistant or Deputy Head Boy and Head Girl**

The assistants are appointed to deputise or work as instructed by the Head Boy and Head Girl mainly to relieve the workload charge to their respective offices. These include:

1. Circulating information from the Head Boy or Girl to other prefects and students.
2. Cooperating with other prefects to maintain discipline and orderliness in the school.
3. Organising students' to clean up the school environment regularly.
4. Supporting the Head Girl and Boy in respective duties as necessary.

➤ **Sport or Games Prefects**

1. Organise sporting activities in the school at scheduled intervals to boost students' health.
2. Work in collaboration with the head and other staff members in the physical and health education department.
3. Represent the school during outside sports events as invited.
4. Supervise the handling and use of sporting equipment.
5. Motivate other students' to actively participate in the annual school sports festival.

➤ **Environmental or Labour Prefect**

1. Ensure the cleanliness of the school compound.
2. Organise the student groups for the cleaning exercise weekly.
3. Collaborate with teachers on duty or in charge of the school environment for specific tasks or assignments to carry out.
4. Alert or create awareness among the students and the school authority on strange observations within the school environment, e.g. suspected building damages, swage leaking, indiscriminate refuse to dump, etc.

➤ **Library Prefect**

1. Maintenance of books in the library.
2. Encourage students' to effectively use the library for their study.
3. Assist in the maintenance of library rules and regulations
4. Assist library officials in the operation of the library, etc.

➤ **Chapel Prefects (Christian and Muslim Groups)**

1. Coordinate the prayers and worship activities among the students' groups based on their religious affinity. These prefects are primarily standard in boarding schools where students need long term organisation for a worship session. The Christian Chaplain oversees the church programmes, while the Muslim Prefects oversee the mosque activities and the Muslim students' prayers.
2. The prefects liaise with unique religious bodies with approval from the school management to enrich the students' religious programmes in the school.
3. Collaborate with the assembly prefect to organise special prayers for the students, especially on Fridays when much time is given to both groups. Meanwhile, some schools do have the Chaplain Prefects doubling as the Assembly Prefect too in their schedule of duties.

➤ **House or Dormitory Captains**

This position is particular to boarding schools, where students are expected to live in decorum despite being away from home. The House Captains are found in both Girls' and Boys' dormitories discharging the same duties. These duties are:

- Supervise the cleaning of the hostel daily
- Assist the House Parents (Masters and Mistresses) in maintaining orderly behaviour in the dormitory
- Assign students to various duties to keep the hostel in shape and order, e.g. bed laying,
- Reports damages and repair needs in the hostel to House Parents.
- Promote social interactions and events in the hostel.
- Supervise timed activities in the dormitory such as light out, afternoon siesta, hostel lock, etc.

➤ **Social Prefect**

There are programmes designed as co-curricular and outside the classroom to enable the students to learn and interact in a more relaxed atmosphere even within and outside the school. The Social Prefects' roles in this regard include:

1. Organise public social events for the students, such as cultural festivals, dance competitions, etc.
2. Supervise the school's club activities.
3. Represent the school during invited social events outside the school
4. Work with respective teachers in charge of socials to maintain a lively school atmosphere during special periods, e.g. after examination periods, to engage the students in positive programmes.

➤ **Assembly Prefect**

1. Ensure students punctual gathering at the assembly ground or hall.
2. Organise and control the assembly proceedings.
3. Work with teachers on duty for effective interaction at the assembly hall.
4. Prepare relevant personnel for contributions, e.g. the Principal's speech, special announcement, hymns and special charge to students.
5. Watch out for students' proper dressing and neatness at the assembly ground, etc.

➤ **Time Keeper**

- Rings the bell to inform students and teachers' of change of activities or periods.
- Supervises timing of diverse school programmes.
- Works with other prefects to create awareness of programmes and preparations.

➤ **Food Prefects**

- Supervise the dining hall activities of the students'.
- Write observation reports to the school management on food quality, distribution and coordination.
- Coordinate other students' junior, significantly to assist in food serving.
- Maintain rules and regulations in the dining hall, etc.

➤ **Health Prefects**

This position is not commonly found in many day schools but is vital in a boarding school where students are often independent. The health prefect:

1. Visit the clinic to observe the student-patient responses to treatment.
2. Encourage the students to report to the clinic when having health challenges.
3. Assist the sick students to the clinic on time for immediate attention.
4. Collaborate with the health officials in promoting health awareness among the students populace.

➤ **Laboratory Prefect**

1. Ensure safe maintenance of laboratory equipment.
2. Liaise with laboratory attendants for specific duties in the lab.
3. Report needs of laboratory apparatus to the teacher-in-charge and school heads.

**The Challenges of Being a Prefect**

Despite the beauty of the prefecture positions and the advantages that come with them, the prefects go through some challenges or difficulties depending on the school environment with its policies, the personality of the school head, and the type of students' that generally surround them. These difficulties may include some of the issues discussed below:

- Many times, they miss out on classes due to pressure and demands of organising other students, which may result in being late to the class. Although teachers often pardon the prefects due to their understanding of their schedules, it does have adverse effects on the study life of some prefects in the long run.
- Incessant lateness to the class and missing out on lessons may negatively drop their academic performance if he or she does not know how to manage time and prioritise tasks at hand effectively.

- Prefects at times do get blamed and punished for the errors of other students just because it is their responsibility to bear oversight functions in that regard.
- A prefect's position being time demanding and energy-sapping, especially as the head boy and head girl, or labour or sanitation prefect including dormitory prefects, may weigh in heavily on the prefect's health. There have been cases of prefects going late to bed at night and having to wake up too early to meet up with their routine yet with less time for relaxation during the day as they need to attend to reporting and leadership requests. This is often common in boarding schools where there is so much work for the prefects to handle.
- It brings the pressure of managing power on the individual that, if not carefully handled, could expose the individual prefect to wrong behaviour such as being partial or biased, etc.
- There is a temptation to get carried off by the glamour or honour of the position, which could lead to a loss of focus on the primary purpose of being in the school. There have been instances in which some prefects abandon their goals to pursue perfect desires only. A prefect that does not checkup self may become a bossy and sudden terror to her mates.
- It breed jealousy among the students, especially the classmates of the prefects, who may feel depressed for not having the privilege of assuming there was bias in the selection processes.
- Also, aside from missing out on classes, prefects can miss the lunchtime and the recess time using that same time to control other students.

The key to overcoming these seeming challenges of serving the students and the school as a student in a prefecture is simply applying understanding to everything. Prefects require a deep understanding of the school laws, demanding and assessing personal capacity to see if one can cope well before accepting the position.

### **Summary**

The higher educational environment has become so dynamic due to several factors ranging from increasing student population to the use of high technology, change in students composition and others. This made

it necessary to upscale the management of the students through the student-personnel services. For effective result, this has to be handled as a complementary part of the school's academic programme; otherwise, isolating it will not make it yield a good outcome. Diverse approaches have been suggested for handling the student matters such as using the system, process, proactive and retroactive approaches. Generally, the student personnel services provide overall welfare services to the students.

For effective administration also, the school management also incorporates the student representatives into the school management structure. The prefects are appointed as student leaders working to support the teachers in coordinating other students.

The key to successful prefecture status is balance, which is, understanding the school well and possessing the capacity to balance uptime and activities management for the prefects. This is because the positions come with their challenges aside from the benefits the students gain.

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## **Chapter 2**

### **STRATEGIC HUMAN RESOURCES MANAGEMENT IN EDUCATION**

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#### **Introduction**

Education is a primordial industry that has produced all other industries known to man. All skills, competencies, capacities are products of education, be it formal or informal in nature. These products are responsible for growth, development and civilization of societies. In this wise, education is the major index for measuring the status of every nation. The ranking of nations into G8, G20, are a developed and developing nations are a function of the educational industry.

The variations depend on the political will and commitment of the different nations to improving the educational sector using relevant human resources. Human resources generally refers to the relevant skills, competencies and knowledge for managing any industry including education itself. Specifically human resources are the major composite components of an individual created by God. Randhawa (2008) opined that a human being made in God's image and likeness has the potentials of his creator and can be as productive as he/she wants, if he decides to go into action. Tabotndip (2023) contended that 'man is a park of God's intelligence with endowments to exhibit nature in his true perspective. From the foregoing, the authors are of the opinion that the human being is an embodiment of intelligences that can be harnessed or tapped for posterity.

These intelligences differ from one person to another based on exposition to active learning experiences in life. When these are

collectively tapped as skills, knowledge, competencies, capabilities, they are referred to as human resource. Human 'resources' may be slightly different from human 'resource', while 'resources' may be geared towards potentiality of individuals, 'resource' is a conglomerate of resources from the entire humanity. There is no much difference in the two. It may just be a matter of semantics. No matter which way one may think, they all refer to what can be obtained from human beings as resources for proficiency and greater productivity in every organization.

### **Human Resources and Personnel Management**

While human resources management talks about readily available skills to be harnessed, and applied to work directly, personnel administration differs slightly because it deals with recruiting and training people for relevant skills. Human resources management then becomes more scientific because some measures like psychometric sociometric tests etc. for capability and acceptability of the human being needed to work in the organisations are very necessary and apt. From the foregoing, human resource can be derived from personnel training and administration while human resources could be termed ready – made personnel capacity for work. Personnel Administration is a process or mould for a human resources derivation. In fact, there's no absolute demarcation between the two terminologies when viewed at a flash. Indeed, some differences are implied as shown (Cole,2005)

<b>Personal Management Implies</b>	<b>Human Resources Management Implies</b>
<ul style="list-style-type: none"> <li>• Reactive, servicing role</li> <li>• Emphasis on implementation of procedures</li> <li>• Specialist department</li> <li>• Focus on employees' needs in their own right.</li> <li>• Employees seen as cost to be controlled</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive, innovative role</li> <li>• Emphasis on strategy</li> <li>• General management activity</li> <li>• Focus on employee requirement in the light of business needs.</li> <li>• Employees seen as investment to be nurtured as well as cost to be</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Presumption of union – management conflict.</li> <li>• Preference for collective bargaining of pay and conditions</li> <li>• Emphasis on settling pay more in terms of the organisation’s internal market</li> <li>• Supporting change</li> <li>• Challenging business goals in light of effects on employees</li> <li>• Less flexible approach to staff deployment</li> </ul> | <p>controlled</p> <ul style="list-style-type: none"> <li>• Conflicts dealt with by team leaders within their teams</li> <li>• Management – led planning of people resources and employment conditions</li> <li>• Emphasis on competitive pay and conditions to stay ahead of competitors</li> <li>• Contributing ‘added value’ to business Stimulating change</li> <li>• Total commitment to business goals</li> <li>• Completely flexible approach to staff deployments.</li> </ul> |
|---|--|

A cursory look at the above table, may not give any impression of serious demarcation. But clear demarcation is quickly perceived when the two aspects are to be put into action or applied to work. From experience of consulting for organizations, it is better for an organisation to apply HRM than Personnel Management Strategy. Cole (2005), confined the clarity of the concept to ‘hard’ and ‘soft’ looks into their content as the case may be. Summarily what he says is that, if one looks at one concept as hard, the other one plays soft and vice versa. All it means is that if the hard becomes your choice to work with, the soft should be allowed to go or underplay in the circumstance. No matter which one an employer may choose the results is the consequence and the matter is entirely his/hers. The 21<sup>st</sup> century dispositions have enormous technological advancement to be applied to work but the human capital still supersedes them.

Employers of labour who intend to break even or stay safe in the competitive business world of the 21<sup>st</sup> century need to be conscious

of their goals and objectives of their organisations. Bloom, Lemos, and Van Reenen(2015) said that, employers of labour and modern technological appliances in order to reduce cost and increase revenue are tending towards ready – made expertise of the human capital.

Poole (2015) concluded that human capital may be the only sustainable competitive advantage that every organisation has in the everchanging globalized world. In the same vein, Hassani and Sheikesmaeili (2016) opined that more than ever before, human capital is more important than new technologies, financial or material resources. In fact, the changing nature of work, especially technological, organisational and competitive developments have meant that organisations will always struggle to attract and retain an adequate supply of qualified employees from the labour market. Knies and Leisink (2017), opined that strategic human resource management (SHRM) as a concept became increasingly important because in knowledge – based economies are being considered as a primary component for attaining a competitive advantage.

#### **Approaches to Strategic Human Resource Management.**

There exist different approaches to human resource management. These approaches defined HRM from different perspectives. Approaches to HRM are the various means and ways of handling HRM towards achieving goals and objectives of organizations.

The following approaches by Nassar and Haitham (2020) could be more comprehensive.

#### **Strategic Approach**

Human beings are the strategic assets of every organisation, because they possess core competencies which are the basis for competitive advantage. They are combination for talent and skills both inherent and or acquired through learning and teaching.

This approach focuses on people’s management programmes and long term solutions. It emphasizes on organisational development interventions and achieving employee organisational outfit alongside other aspects of employee values.

### **Management Approach**

This focuses on the control and directing of workers of different organisations towards efficiency and productivity. The bearing of this approach is on managers whose mandate is to make the people conscious through some necessary leadership styles to achieve organizational goals.

### **Human Resource Approach**

Human beings are endowed with a lot of potentials and intellectual abilities to be applied to work for earnest reasons known to the organisations. Consequently, these human beings should be treated on the premise of human worth and dignity in order to produce the best of efficiency for the benefit of the organisation.

### **Commodity Approach**

The approach viewed people as a commodity that should be hired for valuable concerns of the organization. Here, people are viewed as economic beings that generate value in the system. Though they may be hired and fired as necessary, depending on the circumstances yet, they are very indispensable because without them, the organisational plants become dormant. For example, no teachers, no school and no teaching or learning will go on hence the school plant becomes dormant.

### **Proactive Approach**

The approach pre – empts challenges and problems that may arise in the future. Managers have to be cautious of these challenges or problems and prepare coping strategies to avert them before time. This is a protective measure to the vision, mission, and philosophy of the organization. It calls for a forecast of human resources and how to retain the top talents of the organization. For this reason, many universities retain staff on contract, adjunct or part time.

### **Reactive Approach**

It may be called, a reflective approach because it talks of what has happened to the organisation and tries to make amends for the future to avoid great losses in terms of money, and other equipment. The

reactions to be taken in any circumstance should be very subtle to avoid any sort of damage in and out of the organization.

### **System Approach**

This looks at a set of interrelated but separate components working for a common goal. For example, HRM may have different components, appraisal and reward or motivational systems. A fault in one component or part must surely affect the other, negatively. Consequently, great care must be taken to run the system as a whole for all its benefits otherwise the aims and objectives for setting up the organisation will be defeated.

### **Models of Human Resources Management**

Models are a representation of an actuality or a reality. They are micro – formations representing the macro – formations. For example, the map of Nigeria represents the actual Nigerian dimensions on ground. Car models represent the actual car.

Human Resources Management Models seem to be different but they convey same meaning for actualizing results for virtual intellectual understanding of a situation. There are many models only a few of them by Lapina, Maurana, and Leontjeva (2014) are presented and discussed below.

- Fombrun's human resource cycle model (1984). This model was developed by Fombrun (1984), explained strategic human resources management as a focus on management professional groups and the labour force. The main objective of this model is to align the formal structure of the organisation, its new strategies and policies with human resource system. Here employees are considered to be the firm's resource to achieve competitive advantage. The elements of this model include selection, appraisal development and rewards.
- Boxall and Beer (1992), proposed the Harvard Framework of Human Resource Management which was actualized by Beer, Rosalie and Brewstar (2015). It combined systems such as bureaucrats, markets and clan approaches into one for better results orientation. It eliminates limitations of single model and hence increase efficiency, innovativeness and reliability towards

the organization strategies. O’Riordan (2017) contended that it is a realistic model that is all embracing.

- **Guest’s Model**

Developed by Guest (1997), to explain the differences between the HRM and Personnel Management. This model integrates HRM practices, leading superior individuals and organisational performance (Mbongaya 2006). It has six aspects of analysis:

- Strategy
- Practice
- Outcomes
- Behavior Outcomes
- Financial Outcomes

- **Best HRM Practices Model**

This model aligns with business strategy and objectives. The best practice model leads to acquiring superior business employees into an organisation. These processes help the organisations to have a comparative advantage. There are various practices that are universal in nature and adopting them, leads to the superior performance of the organisation. These are employment, security, selective hiring, high compensation based on performance, self – managed teams, training to have skilled workers, equality among workers and sharing essential information with the employees of the firm. Johnson (2000) opined that the model of best practices is at best fit, for all applications for greater achievements.

- **Storey’s Hard and Soft HRM Practices**

Developed by Storey 1989, as cited by Truss, Gralton, Hope, Hailey, McGovern and Stiles (1997) who acclaimed that the model is a double barrel model for Human Resource Management It looked at the HRM in terms of hard and soft condition. The ‘hard’ condition focuses on tight strategic control which deals with cutting cost by reducing the number of workers in the system to maintain its status quo as the economic system dictates. While the ‘soft’ condition that focuses on communication among employees and motivation to assist them move the organization forward. Here, employees are considered as a valuable assets and source of competitive

advantage because of their commitment, reliability, skills and efficiency.

### **Implementation of Human Resource Strategies**

Human system resource strategies are the methods of planning various approaches of handling the company's most valuable asset, the employees. A good strategy integrates employees into the as well as make rules and regulations for work which focuses on the mission, vision and philosophy. Human resources Department is a very essential one that impacts on the entire life of the organization. In the education sector, teachers and students are the most essential part of the system. Great attention must be focused on the teachers who manifest different actions towards achieving the objectives and goals of the system.

For the successful implementation of HR strategies a few of these types may be considered.

#### **1. Aligning human resource needs with business practices**

Employee satisfaction must be considered for efficient productivity in the system. Where one aspect outweighs the other, it will cause an imbalance and hence dwindle the actual performance among employees. There must be a strict balance to foster sustainability of the organization.

Gurley, Peters, Collins and Filfort(2015) warned that the provisions of the laws guiding the establishments of the organization must be strictly adhered to, in order to avoid a derailment from the process, procedures and otherwise the original alignment of the system. Eneh and Nsobiari (2016) opined that constant strikes in the Nigerian tertiary institutions is a good example of derailment of alignment in the system.

#### **2. Regular Check – Ins**

Authorities of organizations should be in constant touch with employees. During these sessions which would be once or twice a year, to listen to their demands, complaints or grievance for possible solution. At this time, policy tenate and change should be

discussed for clarification. This come together will create a sense of belonging among employees, a “we” approach to work and hence higher productivity in the system. The closeness will reduce attrition rate and search for greener pastures that affects the system.

**3. Human Resource Strategy Development**

There is the need to focus on the training and retraining of staff in order to keep them abreast with the new HR interventions and the other relevant legal changes within the industry. This makes the human resource strategy quite agile and able to change with the times. Consequently, new tools for employee management are frequently harnessed, released. Understanding this technology is essential to keeping the best human resource professionals.

**4. The organization and Performance**

The system should be properly organized such that information may flow smoothly and freely from one department to another. The entire staff should know their work schedule and thus should not have infringement or mix up of any kind. In addition, an employee review system should be developed to know who is who and how much he/she contributes to the system.

**5. Finding a Balance**

Management should seek to know what is important to both the employees and the organization. This can be deduced through freedom of speech among workers. Free expression from the employees will create a harmonic mean for the organization to operate instead of dictatorship.

**6. Structure as Part of Human Resource Strategy**

Organizational design or structure depends on the founders of such a company. The hierarchical nature of any company flows from the apex downwards. The free flow of information on this structure makes it successful to its imagination. No matter the organization, what matters is its ability to satisfy its costumers while keeping to its vision and mission. Consideration should be given to the

flexibility on the structure which will of course make for success in the world of competition.

#### **7. Resourcing and Hiring**

The human resource department is responsible for hiring good hands as desired. This department should properly be groomed to hire the best of talents for the organization. To make sure they do just the best, the department should be properly equipped for the job. This department stands tallest in the company because it provides the major assets for value attainment.

#### **8. Staff Development in Human Resource Strategy**

Let the entire staff be made to know that the organization as a whole, belongs to all the employees. And that the departments are different but relate highly to each other in the system. Conducting regular meeting will cause an interface between the departments and among staff of the entire organization. This is a leeway to making workers of the same organization know themselves, create rapport for posterity.

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

Strategic human resource management (SHRM) can be seen as the linking of human resource management function to the growth of organization in terms formulation and implementation of the organisation's strategies through human resource activities like recruiting, selection, training, and rewarding of personnel, (Aibieye, 2015).

#### **Recruitment**

The term recruitment refers to those activities in personnel administration designed to make available the numbers and quality of personnel needed to carry on the work of the school system. As such, the recruitment facet of the human resources function has both short and long – term range implications. The 'short range plan' involves those activities needed to meet current demands for personnel that continually exist in every organisation when positions are vacated and cannot be filled from internal sources. The long – term plan is designed to ensure a continuous supply of qualified professional and support

prsonnel. The theme of this section is that an extensive and aggressive programme of recruitment, directed towards placing and keeping a qualified and satisfied individual in every position in the system, is critical to organizational effectiveness. With this in mind, we shall first discuss integration of human resources planning with the recruitment process, especially the manner in which the system goes about developing specific recruitment plans to close the gap between the positions to be filled in the future organizational structure and the projected profile of the existing personnel force. Then we shall turn to a discussion of coordination of public employment, policy, system policy and recruitment. The intent is to stress the point in a social or organisational vacuum. Discussion of policy integration leads to a description of the recruitment of process itself. It is through activities comprising this process that the sources to fill anticipated positions or vacancies are achieved. Each of these activities or sub – processes are examined as interdependent elements along with other components of the planning system. Emphasis is given to the proposition that effective direction of recruitment function will minimize problems that ensue in the selection of personnel, in the placement of personnel so that they can perform effectively and in the career development of personnel so that they are eventually assimilated into the system. The recruitment process is viewed as a unified staffing effort involving an internal dimension (moving qualified individuals up from within), an external dimension (moving outside qualified sources into the system), and an integrative dimension ensuring that recruitment activities function harmoniously to reinforce each other.

**Selection**

By definition, selection is a decision – making process in which one individual is chosen over another to fill a position on the basis of how well characteristics of the individual match the requirement of the position. The primary aim of selection is to fill existing vacancies with personnel who meet established qualifications, appear likely to succeed on the job, will find sufficient position satisfaction to remain in the system, will be effective contributors to unit system goals, and will be sufficiently motivated to achieve a high level of self – development. When the selection process is properly planned, additional benefits are derived. The system is able to exercise an important responsibility on

behalf of the community and the profession: elimination of candidates unlikely to succeed. Proper selection helps also to minimize dissipation of time, effort, and funds that must be invested in developing a school staff. Moreover, a rational and uniform basis is provided for personnel selection, which, when consistently applied, provides the applicant, the community, and the school staff with assurance that competency is the key factor determining acceptance or rejection. Thus, the board of education is provided with an instrument of control to maintain and to improve staff quality; and the chief executive who is ultimately responsible for selection of all personnel is given a basis for justifying the selection.

Before considering various steps in the selection process, the reader is cautioned against presuming that provision of a model for human resources selection in and of itself will achieve selection strategies. Awareness of certain factors in the internal and external environments and their effects on the selection process is essential so that the school system may be prepared to respond as necessary. In addition to being aware of environmental elements, school officials can help improve selection outcomes by understanding selection technology (the knowledge, tools, and practices involved in selection); its complexity, strengths, and limitations; and its impact on other organizational factors.

### **Training and Development**

Emphasizing the importance of training and development, Chandrachud and Athavale (2015) defined strategic human resource development as identifying and managing employee learning in conjunction with the deployment of corporate and business attitude. Ayub (2017) reiterated that in order for training and development to help accomplish organisational objectives, a human resource training and development plan must be established which is carefully aligned with the corporate strategic goals.

Ironically, colleges and universities which are in the business of education, have scarcely focused on attention on the training and development of their employees to maintain the faculty and administrative vitality (Junejo, Sarwar and Ahmed, 201) Underlying many of the expressed concerns of training and development in academia is the absence of any systematic attempt to link training and

development to the strategic plans of the institution, when in academia, employee development may be more important today than ever before. (Holden and Biddle 2017, Linda 2018 and Odhiambo 2018)

### **Reward/Compensation System**

According to Nolan and Garavan (2016), the most important aspect of effective strategy implementation is a future orientation on the part of managers, and a reward system can indicate what the company considers to be important. Matching rewards with accomplishment of strategic goals constitutes a little used, but effective, compensation. Organisations need a mechanism that demonstrates senior management's interest in attaining strategic goals and the reward system is that mechanism, Allui and Sahni (2016) added that there are conditions other than pay that can unleash employee energy: freedom, diversity risk taking, complexity, and a release from time pressures. If employees are provided with these elements of job satisfaction, they become a resource with elasticity – and that is renewable. Over and above pay, Thecla, (2016) argues that in universities developing a system linking employees with organisational strategy, three characteristics must be considered: the clarity of management's expectations and evaluation of employees, the strength of the performance – reward link for employees and employee influence on and control over their work.

### **Summary**

Human resources are the most important assets of every organisation. They are the great mover of the organisation towards achieving their objectives and goals. They design and implement the policies and programmes set out to accomplish the vision, mission and philosophy of the organization.

In order to succeed, these resources must be properly managed hence human resources management. The strategic nature of human resources invoked the concept of human resources management strategies. To authoritatively apply these concepts to any organisation, some approaches and models of SHRM must be considered as necessary. A comprehensive application of these facets to every organisation will make for proper implementation of strategic human resources management control. The education industry in the world

especially that is a mother industry producing all types of knowledge, power, skills and competencies will need a very careful handling of human resources management strategies for excellent results.

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## Chapter 3

### PRINCIPLES OF HUMAN RESOURCE MANAGEMENT

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#### **Introduction**

Human resource (HR) is the most important resource compared to other resources in organisational contexts. Its importance lies in the fact that in the chain of production or achievement, despite the developments in technology and machinery, the place of the human in organising the factors of production remains uncontested. Proper management of human resource is a *sine qua non* for the realisation of the objective of the organisation. According to Armstrong (2016), human resource management (HRM) “is a strategic, integrated and coherent approach to the employment development and well-being of the people working in an organisation” (p.57). It includes all actions connected to the administration of workers and workplace in businesses. Human resource management has to do with the process of employing people, developing their resources, utilising, maintaining and compensating their service with a view to ensuring their contribution to the goals of the organisation, individuals and the society.

The seemingly big picture of HRM is better grasped in the understanding of its various aspects upon which its effectiveness depends. They include the planning and organising of job analysis, job description, job enrichment, job design, role development and self-management teams according to human capability and characteristics. These are applicable in all organisational contexts like schools as example of educational system, churches, industries, ministries etc. In every organisation, effective job design is based on an analysis of the work that needs to be done and the way in which the work needs to be organised. However, in the course of performing the work, a job is

enriched when the nature of the job is made exciting, challenging and creative or gives the staff more decision making, planning and controlling powers. This chapter presents some major aspects of HRM and their general underlying principles, thereby making their application to specific organisational contexts very accessible for the effective performance and achievement of goals. The first port of call is job analysis.

### **The Concept of Job Analysis**

Job analysis is a systematic process of collecting and analysing information about jobs. It provides information about the work performed and the work environment. It is the process of identifying and determining in detail contents of a particular job, thereby, clearly defining duties, responsibilities, accountabilities, and skills associated with the job. An important aspect of job analysis is that the analysis is conducted of the job, and not of the person. The process of job analysis results in two sets of data - job description and job specification.

**Job description:** It is a written statement containing complete information about everything a job entails including job title, duties, tasks and responsibilities related to job, working conditions and hazards, reporting relationships, tools, machines and equipment to be used, and relationships with other positions.

**Job specification:** It provides details about capabilities that an individual should possess to perform the job efficiently. This includes educational qualification, experience, training, appropriate skills, knowledge, and abilities required to perform the job. The various methods by which a Human Resource Consultant can obtain the information for job description and specification are:

- i. observing the employee;
- ii. carrying out individual /group interviews;
- iii. having brainstorming sessions between groups of employees;
- iv. performing desk audit by carefully examining documents used and tasks executed by employee;
- v. using questionnaires;
- vi. asking employees to jot down all their tasks and duties as and when they perform them;

- vii. interviewing employees for any critical incidents that may have occurred; and
- viii. keeping a video recording of employee on duty.

Job analysis is also the series of activities undertaken to systematically obtain, categorise, and document all relevant information about a specific job. The goal of this process is to secure whatever job data are needed for the specific Human Resource Function, such as job evaluation. This knowledge about jobs is used for many purposes, especially in the field of Human Resource Management (HRM). The knowledge of jobs is essential to either make comparisons with other jobs in the market pricing or as the first step in evaluating jobs internally. Thus, failure to secure complete and accurate job information will result in inaccurate wage setting. Later steps in job evaluation become virtually impossible without adequate job information. In addition, organisations use information obtained by job analysis for recruitment, selection and placement, organisation planning and job design, training, grievance settlement, as well as job evaluation and other compensation programs.

#### **Significant Roles of Job Analysis**

- i. **Recruitment and Selection:** Job analysis provides information about what the job entails and what human characteristics are required in order to perform these activities. The information helps management officials decide what sort of people they need to select and recruit.
- ii. **Compensation:** Job analysis information is crucial for estimating the value of each job and its appropriate compensation. Compensation (salary and bonus) usually depends on the job's required skill and education level, safety hazards, degree of responsibility, etc, all factors which can be accessed through job analysis. Hence, job analysis provides the information to determine the relative worth of each job and its appropriate class.
- iii. **Performance Appraisal:** A performance appraisal compares each employee's actual performance with his or her performance standards. Managers of organisations use job

analysis to determine the job's specific activities and performance standards.

- iv. **Training:** The job description should show the activities and skills, and therefore training that the job requires.
- v. **Discovering unassigned duties:** Job analysis can also help reveal unassigned duties.
- vi. **Health and Safety Measures:** Since job analysis also collects information about specific health and safety measures a job demands, information collected through this means also helps in identifying amount of risk involved in job.

### **Methods of Job Analysis**

1. **Point rating:** Different levels are accorded to the various elements of job and then the points allocated to different levels are totaled to get point score of the jobs which forms the basis of pay structure.
2. **Factor comparison:** A comparison of various independent factors of jobs is done and points are given to each factor rank of individual job. These points are then totaled to rank the jobs.
3. **Job ranking:** A job is not broken into factors or elements; rather it is evaluated as a whole and is compared with other jobs to be ranked accordingly.
4. **Paired comparison:** Jobs are compared with each other and allocated points depending on being greater, lesser or equal. These points are added to create rank order of jobs. The output of job analysis is then aligned to the purpose of the project. This requires the HR Consultants to interpret the changes required in the existing job/ pay and suggesting the improvements, as required. HR Consultants also advise on smooth incorporation of these changes to enhance efficiency and effectiveness of the job.

An organisation undertakes the task of job analysis for one or many of the following purposes

- i. Designing a new organisation and roles/job.
- ii. Changing the organisational design.
- iii. Aligning roles and pay to organisational changes.
- iv. Designing an effective organisation.

- v. Clarifying accountabilities of jobs.
- vi. Managing succession in organisation auditing legal compliance of pay policies.
- vii. Implementing benchmark pay structures.

#### **The Systematic Process of Job Analysis**

- i. Identifying concerned jobs.
- ii. Selecting a team or an individual to conduct projects.
- iii. Defining main outcome required.
- iv. Identifying main participants in the work process.
- v. Prepare a list of the participants by name and position, in work analysis chart.
- vi. Keep track of work process, documents and other related information present with participants. Information can also be gathered from previous job analysis report.
- vii. When a job is new in an organisation, then information for the same may be obtained from other similar organisations having such job and by understanding the reasons for creating that job from the concerned authority in the organization.
- viii. Analyse the collected information.
- ix. Make proposals regarding the new or changed job, or pay structure.

#### **Concept of Job Design**

Job design is a systematic organisation of job-related tasks, responsibilities, function and duties. It is a continuous process of integration of content related to jobs in order to achieve certain objectives. The process plays a vital role as it affects the productivity of employees and organisations. However, a number of existing issues will emerge while designing the jobs in organisations. Such issues include:

***Telecommuting /work from home:*** Telecommuting or work from home is considered as the best alternative of working from the actual office. The concept of virtual office is gaining more and more popularity because of the ease and convenience associated with it. By using computer networks, fax machines, telephones and internet connection, employees can communicate and perform the job from home. It

eliminates the need of coming to the office everyday and offers employees the convenience to work at the comfort of their homes. Though there are lots of advantages associated with this working style, it suffers from many limitations. Even though it allows employees to stay at home and manage their job tasks and function without actually being present in the office, it does not allow them to communicate with other employees and establish relationships with them. They only deal with machines whole day, thus losing creativity. Moreover, it is a great hindrance in their way as it does not allow skill up gradation.

**Job Sharing:** It is the second most preferable alternative of traditional working styles where two or more individuals share the responsibilities of a full-time job. They divide the tasks, responsibilities and compensation according to their mutual consent. This option is generally used by women who have family and children to look after but want to continue their job. These days, organisations are open to this kind of working style where two or more individuals can share a job.

**Flexi-working Hours:** These days, organisations allow their employees to work according to the timing that suit them best. There are 3-4 working schedules and individuals can choose any one of them depending upon their availability. Employees can work in early hours as well night hours. This is good for those individuals who have colleges or some other engagements during the day or specific hours of the day. The best part is that unlike telecommuting, flexi-timings give them chance to communicate with other employees too.

**Alternative work pattern:** In recent times, some organisations allow their employees to work on alternative months or seasons. The concept can be seen in the European and American work environment. They also have the option of working two to three full days and can relax after that.

**Technostress:** Technostress is the latest technology to keep a check on employees' performance even when they choose to work from home. Because of the introduction of these new machines, their performance can be electronically monitored even when they are not aware of it.

**Task revision:** This is modification of job design by reducing or adding the new duties and responsibilities to a specific job.

### **Approaches to Job Design**

Job design is the next step after job analysis that aims at outlining and organizing tasks and responsibilities associated with a certain job. It integrates job responsibilities and qualifications or skills that are required to perform the same. There are various methods or approaches to do this. The important ones are discussed below:

#### ***Human Approach***

The human approach of job design lays emphasis on designing jobs around the people or employees and not around the organizational processes. In other words, it recognizes the need of designing jobs that are rewarding (financially and otherwise) and interesting at the same time. According to this approach, jobs should gratify an individual's need for growth and responsibility.

Job enrichment as popularised by Herzberg's research on the Two-Factor Theory (1959) is one of the ways in human approach of job design. Herzberg classified these factors into two categories; the hygiene factors and motivators' factors. Furthermore, the hygiene factors are those which, if absent cause dissatisfaction. They are concerned with the job environment and are extrinsic to the job itself. In other words, the hygiene factors include, job status, job security, fringe benefits, good working relations etc. The motivators are those if present, serve to motivate individuals to perform well. However, they are related to the job content or intrinsic to the job. They include: recognition for one's achievement, training, promotion, involvement in decision making, etc. Besides, absence of these can lead to dissatisfaction at the work place.

#### ***Engineering Approach***

The engineering approach was devised by FW Taylors et al. They introduced the idea of the task that gained prominence in due course of time. According to this approach, the work or task of each employee is planned by the management a day in advance. The instructions for the same are sent to each employee describing the task to be undertaken in details. The details include things like the what, how, and

when of the task along with the time deadlines. The approach is based on the application of scientific principles to job design. Work, according to this approach, should be scientifically analysed and fragmented into logical tasks. Due emphasis is then laid on organising the task so that certain logical sequences are followed for efficient execution of the same. The approach also lays due emphasis on compensating employees appropriately and training them continuously for work efficiency.

### ***The Job Characteristics Approach***

The job characteristics approach was popularised by Hackman and Oldham (2010). According to this approach, there is a direct relationship between job satisfaction and rewards. However, employees will be at their productive best and committed when they are rewarded appropriately for the job done well. There are five core dimensions that can be used to describe any job: skill variety, task identity, task significance, autonomy and feedback.

- i. **Skill variety:** The employees must be able to utilize all their skills and develop needed skills while dealing with job.
- ii. **Task Identity:** The extent to which an identifiable task or piece of work is required to be done for completion of the job,
- iii. **Task Significance:** How important is the job to the other people, what impact does it create on their lives?
- iv. **Autonomy:** Does the job offer freedom and independence for the individual performing the same.
- v. **Feedback:** Feedback is necessary for improving performance.

These are different approaches but all of them point to more or less the same factors that need to be taken into consideration like interest, efficiency, productivity, motivation etc. All these are crucial to effective job design.

### **Factors Affecting Job Design**

- i. **The characteristics of jobs:** This has to do with the job range which deals with the number of operations a job holder performs to complete a task, the job depth which

also deals with the amount of discretion a job holder has to decide job activities and job outcomes and the job relationships which is concerned with the interpersonal relationships between job holder and their managers and co-workers in a workplace.

- ii. **The characteristics of task structure:** Job design requires the assembly of a number of tasks into a job or a group of jobs; though, individuals may carry out variety of connected tasks, each with a number of functions, or these tasks may be allocated to team of workers or divided between them.
- iii. **The process of intrinsic motivation:** The case for using job design techniques is based on the premise that effective performance and genuine satisfaction in work follow mainly from the intrinsic content of the job. This is related to the fundamental concept that people are motivated when they are provided with the means to achieve their goals.

#### **The Concept of Job Enrichment**

Job enrichment is one of the administrative inputs that enable employees add new resources of satisfaction to a job that increases responsibility, autonomy, control and the level of employee performance. According to Allemon (2019), job enrichment is defined as the creation of changes in the dimensions of the job, the physical conditions of the job and basic tasks in order to increase the job satisfaction for the individual who is responsible for doing his duties. Job enrichment is also defined as an essential tool used by the administration to increase the motivation of individuals towards better performance, through driving employees to do additional work in order to increase excitement and challenge (Salau et al., 2014). This is applied by increasing the number of tasks and duties that an employee performs without the need to increase the work hours; thus, the goal of enrichment is to get rid of the repetitive routine and avoid indifference. According to Bakri (2015), job enrichment focuses on creating greater diversity in the content of tasks, and a higher level of knowhow and skills. In addition, individuals have greater autonomy and responsibility in various fields, all of which lead to getting more useful and meaningful experience. This concept has become the main tool that plays a very

important role in improving the level of employees' performance, where it contributes significantly to achieving growth for the entire organisation. Therefore, the employee becomes subject to more attractive job situations, and has a sense of responsibility, since organizations in the modern era are gradually shifting from considering capital as a major stimulus for job enrichment, to work itself as a meaningful value. In this sense, according to Al-Khayat (2017), employees accomplish their tasks with an inner spirit emanating from their adherence and loyalty to work more than any external incentives that may be granted to them.

Job enrichment is one of the means to enhancing individual performance. It is essential to understand how job enrichment is a valuable tool for managing and fostering the successful employee performance. Job enrichment consists of various elements like task significance, task identity and skill variety which improve the performance of employees and motivate them to perform zealously. Job enrichment does not fall from the blues. Knowledge of what it is should be complimented by knowing how to achieve it, as well as actually taking the steps and adopting the measures. The necessary steps towards job enrichment are as follows:

- i. Give sufficient freedom to the employees in deciding work methods, pace, sequence, etc. When teachers are given the opportunity to decide on methods to be used in imparting knowledge to students, greater academic performance will be achieved.
- ii. Increase responsibility.
- iii. Encourage participation.
- iv. Provide feedback to the employees.
- v. Make the personnel understand how tasks contribute to a finished product of the enterprise.
- vi. Give adequate benefits to employees. Management should provide extrinsic and intrinsic rewards to the employees depending upon their motivational patterns.

#### **Characteristics of Job Enrichment**

- i. It is a complete piece of work, in the sense that the worker can identify series of tasks or activities that end in a recognisable and definable product.

- ii. It affords the employee as much as variety, decision-making responsibility and control as possible in carrying out the work.
- iii. It provides direct feedback through the work itself on how well the employee is doing his job.
- iv. Client relationship; when an employee serves a client or customer directly, he has an enriched job. The client can be outside the organisation or inside.
- v. New learning; an enriched job allows the employee to learn more. An employee, who is doing some intellectual work, is having an enriched job.
- vi. Scheduling own work; freedom to schedule one's own work contributes to enrichment. Employees who perform creative work have more opportunity to schedule their assignments as compared to employee performing routine jobs.
- vii. Unique experience; an enriched job has unique qualities or features as compared to the other jobs.
- viii. Personal accountability; an enriched job holds the incumbent responsible for the results. He receives praise for good work and blame for poor work.

Most actions or orientations undertaken by humans are almost always about the motivation, the gains accruing or accruable from them. The same is applicable to job enrichment. It has its advantages, buttressing them makes a good case for job enrichment.

#### **Advantages of Job Enrichment**

- i. In routine jobs, the employees find their job very boring and monotonous. The number of such employees is generally considerable. The frustration of these employees can be removed by making the job interesting with the help of job enrichment.
- ii. Job enrichment helps in reducing the rates of employee turnover and absenteeism.
- iii. Job enrichment motivates the employees intrinsically by giving them opportunities for growth advancement and self realisation

- iv. Task enforcement is made easy with the help of job enrichment and the skill of workers is increased.
- v. Job enrichment gives more job satisfaction and job creativity to the employees, which leads to qualitative as well as quantitative improvement in academic output.

Despite its immense advantages, job enrichment has its limitations. Having been based on the two-factor theory given by Herzberg (1959), the same criticisms made against the two-factor theory applied to job enrichment also. Some problems arise when job enrichment is actually applied in practice. Moreover, it often does not offer the results as anticipated. Other limitations include:

- i. The first basic problem is that majority of workers do not want the types of change which are introduced by job enrichment. They do not really want challenging jobs, as the basic human tendency is to shirk responsibility. Workers put wages and job security above all.
- ii. Job enrichment is basically limited to the unskilled and semiskilled jobs. Jobs of highly skilled professionals already contain many challenging elements. As such there seems to be little or no room for applying job enrichment in their case.
- iii. Technology may not permit the enrichment of all the jobs. With specialized machinery, tasks and processes, it may not be possible to make the job very meaningful.
- iv. Job enrichment is a highly costly affair. In most of the cases, the cost involved is more than the gain in productivity.
- v. Sometimes, the employees may prefer to have job enrichment but may not have the necessary capabilities and qualifications to meet the new challenges.
- vi. In the short run, job enrichment may have negative effects. After an increase in job responsibility, it is not unusual for organizations to experience a drop in productivity, as workers become accustomed to the new systems. In the long run, however, there will increase in production.

Despite these limitations, job enrichment is a valuable motivational technique, so, managements should use it selectively and give proper recognition to the complex human and situational variables.

### **The Concept of Self-Managed Team**

A self-managed team can be defined as a group of employees that is responsible and accountable for all or most aspects of producing a product or delivering a service (Cheng et al., 2012). However, some organisational structures assign tasks to employees depending on their specialised skills or the functional department within which they work. Self-managed teams have grown rapidly in popularity following their introduction in the 1960s. Around 80 percent of manufacturing companies use self-managed teams with their organisational structure. Some companies favor self-managed teams as they are seen to be cost effective and offer increased productivity. The best performing self-managed teams are found in companies where the organisational structure clearly supports decision making by employees. Some educational structures assign tasks to teachers based on their specialist skills or the functional department within which they work. Explaining further, Chen et al. (2012) assert that self-managed teams carry out supporting tasks, such as planning and scheduling the workflow and managing annual leave and absence, in addition to technical tasks. Management and technical responsibilities are typically rotated among the team members.

On account of the variety of benefits self-managed teams offer, depending on the project and nature of team make-up of the organisation, some of these benefits include:

- i. **Increased productivity:** Employees are given full ownership over their respective areas of expertise and project outcomes. This helps to boost overall commitment and staff engagement, in turn ramping up productivity for both individual employees and the team as a whole
- ii. **Enhanced innovation:** When employees are given complete leeway to solve their own problems and manage their own tasks, innovation and creativity quickly follow. That is because employees are given direction, and then empowered to find their own way to the desired outcome
- iii. **Reduced pressure on managers:** Middle and senior levels managers handle most of the burden when it comes to organising teams, managing projects, and completing administrative and organisation tasks. This takes away from their ability to think strategically and make 'big picture'

- decisions. By removing these burdens, and empowering their teams, managers are freed to do more impactful work.
- iv. **Creating highly motivated teams:** Self-directed teams are highly motivated, engaged, and committed to achieving their target outcome. If they were not, then it is unlikely that team would last very long, or be created in the first place. Highly motivated teams fire on all cylinders, offering maximum impact for key projects.
  - v. **Greater ability to respond to complexity:** Because self-managed teams engage in collective decision making, and are laser focused on a specific project or desired outcome, they have a stronger ability to process and respond to complex problems.
  - vi. **Lower overhead and maintenance costs:** Cost-saving is a major benefit of self-managed teams, as is realised through the centralising of all technical and management tasks. Rather than applying expensive management resources to a project team, alongside technical resources, these teams are able to complete all tasks using a self-contained capacity.
  - vii. **Reduced barriers to work:** In a hierarchical team structure, there are often politics, red tape, and time-consuming processes that need to be considered by each member of the team. This can negatively affect productivity and stifle innovation. Self-managed teams are able to be much more agile in how they work, and much quicker to adapt to new problems or opportunities.

Of course, decentralising management and creating fully autonomous teams does not come without its challenges and disadvantages. The disadvantages are:

1. **Short term loss of productivity:** Implementing and adapting to a completely new team structure can be difficult, disruptive and potentially costly in the short term. Time to productivity is likely to be hindered while you work out all of the kinks
2. **Differences in work styles:** Not all employees are fit for self-managed teams. Despite possessing the skills to achieve the desired results, some persons do not have the

personality or desire to operate under these parameters. It can be a challenge to find both highly competent and suitable team members to fill out self-managed teams.

3. **Lag time in achieving results:** Employees on a self-managed team need to develop a strong sense of comradery, commitment to the mission, and self-motivation to achieve the best results. This can take time, meaning there will likely be a lag time between team formation and peak performance.
4. **Toxic group dynamics:** Despite the goal of self-managed teams being able to decentralise leadership, there are always individuals or cliques within the group who end up undertaking on de facto leadership roles. This, combined with clashing personalities, bullying behavior, idea blocking, and groupthink can all contribute to a toxic group dynamic that stifles productivity and engagement.
5. **Losing focus:** Giving teams complete autonomy always runs the risk of them going too far off the rails, and losing sight of the initial goal. This is especially true if management fails to provide proper guidance and training before the team is formed.
6. **Training requirements:** Because task management is decentralised, one needs to provide training for common manager skills like communication, conflict resolution, time management and administration. This can be resource intensive at the start, but is imperative to creating and sustaining the teams.

### **Examples of Self-Managed Teams**

Self-managed teams come in a variety of forms, depending on the nature of company, project or organisation. Three common examples of self-managed team structures include:

1. **Fully-autonomous self-managed teams:** These teams complete ongoing work, with no top-down supervision, on an indefinite basis. The team is full of cross-trained workers who have a variety of technical and management skills related to the project goals. Fully-autonomous teams take full responsibility

over their success and outcomes, and must have a strong commitment to and alignment with organisation goals.

2. **Limited supervision teams:** These teams work under the supervision of a floating manager who will occasionally be called upon to make decisions, offer guidance and break stalemate. Team members handle the bulk of making decisions related to the project, but have added the safety net of a supervisor act as a final decision maker if needed.
3. **Problem-solving or temporary teams:** These teams are formed on a temporary basis to tackle specific problems or to complete special projects. They are time-limited with tightly defined objectives and outcomes. Unlike ongoing self-managed teams, temporary teams have the added pressure to tight deadlines and a more exact description of what success looks like.

It is possible that self-managed teams of some organisations will fall into one of these three categories, or be a hybrid. That is perfectly fine. However, it is necessary to find out what level of involvement one needs from the management, and how self-sufficient one can get one's team while still hitting goals. This obviously, will take experimentation and refinement over time. Self-managed teams are best suited to organisational cultures that actively support autonomy, employee-empowerment and collective decision-making. Below are the steps for creating self-managed teams.

1. **Define what self-managed teams are before you begin:** Do you want to create full-autonomous teams, limited supervision teams or problem-solving teams? Or do you want to create some combination of the three? Before you begin, create a clear mandate and structure of your future self-managed teams to ensure you and the team, know what is required.
2. **Determine if your employees are ready to self-manage:** Some signs to look out for include: being self-driven, trusting one another, confident decision-making, strong communication and time management, ownership over results, and independent learning. Look for individuals who actively display these traits those are the best candidates for self-managed teams.
3. **Gauge interest from possible team members:** Approach your high performing employees and present the ideas of a self-

managed team to them. Take their feedback, and note whether or not this is something you would want to participate in. If you have enough interest, then you can move on to forming and enabling your first self-managed team.

4. **Communicate goals and benefits:** Before you form your team, leadership and employees must have a clear understanding of why you are going in this direction, what the expectations will be, and how it will benefit the organization. Explain reasons, benefits and potential impact of switching to self-managed teams. This should include what it means for individual workers, teams and departments.
5. **Provide clear direction:** Now that you have assembled your self-managed team, you need to make sure that everyone is clear on the desired outcomes from the project, and they tie into larger organizational goals. Present the expected outcomes and desired impact. Set boundaries and guardrails on the project to keep the team on track. Work with the team to help them create guiding principles for task management and communication.
6. **Establish decision-making processes:** If the self-managed team is brand new, then you will want to hold a kick off session that outlines each team member's strengths and their expected contributions to the team. You should also as a group, determine how decisions will be made, and how conflict or stalemates will be overcome. This should not be about designating leadership, but rather establishing processes and frameworks that can be used when required.
7. **Allocate resources:** Once you have assembled your team, given them direction, and established ground rules, the last step is to provide them with a budget and resources to complete their mandate. Because this is a self-managed team, it is recommended that you allocate a lump sum budget for the year or quarter (depending on the duration of the project) and let them determine how best to spend their resources. This gives the team leeway and ownership over their own budget, and will allow them to find innovative and efficient ways to use their resources as needed.

**Role Development**

Role development is also a continuous process that takes place in the context of day to day work and is therefore a matter between managers and the members of their teams. It involves agreeing on definitions of accountabilities, objectives and competency requirements as they evolve. Khalil et al. (2019) defined role development as the continuous process through which roles are defined or modified as work proceeds and evolves. The position or the situation that a person occupies in society is called "status". As a result of that status and position, he is expected to discharge certain duties. These duties are called roles. In every aspect of life, we have a great variety of roles to play. These roles are an integral part of group behavior. However, the role expectation of the other, the power imbalance and the social context shapes the form of the role. The individual form of a role is influenced and shaped by personal life experiences and the performer's own will. For the purpose of this paper, role is a duty or duties performed by an employee in a given establishment.

There are three forms of roles depending on what is being focused on: psychosomatic, psychodramatic and social. Therefore, role descriptions should include all these components. Description of social roles could be "a caring mother", "a destructive soldier" and so on. Examples of psychodramatic roles are "a lonely dreamer, "a wise man", and psychosomatic roles are "a silent crier", "a voracious eater". The ability to take up an adequate role in any given case out of a variety of possible others allows the role player to cope with many conflicted situations in life. After traumatic or burdening life events, people often get stuck in unsatisfactory interactions because of having been punished in the past for their reactions (Khalil et al., 2019). They are again afraid of being punished physically or psychologically or they are worried about losing their relationship to significant others. By using the techniques of role reversal, a client is encouraged to discover new opportunities. This may be likened to development which is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. Development is visible and useful, not necessarily immediately, and includes an aspect of quality change and the creation of conditions for a continuation of that change.

Therefore, role development in all fields and the enhancement of roles are an important goal in training. Hence, clients and trainees are advised to become more flexible and creative in their feeling, thinking and acting in their interaction with partners and in various situations. Creativity is needed to find solutions. Anxiety, low mood and depression reduce creativity (Khalil et al., 2019).

Similarly, job design takes place when a new job is created or an existing job is substantially changed, often following a reorganisation. However, the part people play in carrying out their roles can evolve over time as people grow into them and grow with them, and as incremental changes take place in the scope of the work and the degree to which individuals have freedom to act. Roles are developed as people develop in them, responding to opportunities and changing demands, acquiring new skills and developing competencies. The process of understanding how roles are developing and agreeing the implications can take place within the framework of performance management, where the performance agreement is updated regularly, the outcomes spelt out and the competence requirements. Hence, it is necessary to ensure that managers, team leaders and employees generally acquire the skills necessary to define roles within the performance management framework, taking into account the principles of job design.

### **Summary**

This chapter examined the concepts of job analysis, job design, job enrichment, self-managed team as aspects of HRM. The application of these principles of human resource management to the educational system brings the best out of the system. This is especially with regard to the staff which is the most valuable asset of any educational organisation. This is because they take major responsibility as far as the achievement of educational goals - enhancing students' satisfaction and producing quality graduates - is concerned. As such, facilitating conditions enabling their performance as through the application of principles discussed above- job design, job enrichment, self-managed teams- should be uppermost in the minds and actions of policy makers and stakeholders in the education system. The chapter also discussed role development which is the continuous process through which roles are defined or modified as work proceeds and evolves.

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## ***Chapter 4***

### **HUMAN RESOURCE MANAGEMENT POLICIES IN EDUCATION**

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#### **Introduction**

Human resources are the most vital resources in any organisation as it supersedes all organisational resources combined. Human resources refer to the group of people that work together to achieve the organisational goals and objectives. The provision of human resources for almost all sectors of the economy lies in educational institutions. To accomplish this task, educational institutions must be guided by the human resource management policies that education requires for its staff.

Human Resource Management (HRM) is a field of study and practice that focuses on planning, funding, building, and coordinating. It utilises the workforce, handling the formal system for the management of people within the organisation until after retirement (Peretomode and Peretomode in Nwiyi n.d.) HRM is seen as a field of study when people learn about planning, coordinating, or managing people at work, be it in colleges, polytechnics, universities, or similar institutions where people study. It is a practice when someone has the responsibility to plan, coordinate, and manage a workforce in any organisation that strives to achieve goals and objectives.

Human Resource Management is a set of organisational activities directed at attracting, developing, and maintaining an effective workforce (Griffin cited in Omebe, 2014). Human Resource

Management deals with the procurement or recruitment of staff, welfare, maintenance, training and retraining, placement, promotion, motivation, compensation or rewards, transfer, and discipline of staff (Omebe, 2014). Human Resource Management is a strategic and coherent approach to managing an organisation's most valued assets, that is, the people working in an organisation who individually and collectively contribute to organisational objectives (Armstrong cited in Osuji and Bakpo, 2022). Human Resource Management attends to work-related issues and deals with staff problems (Bratton and Gold in Abraham and Mayomi, 2019). In essence, therefore, Human resource management in schools has to do with the motivation and supervision of staff to ensure that they carry out their responsibilities effectively to achieve the educational goals and objectives of the school.

Management of human resources in schools is a prerequisite to staff success and educational goals and objectives. School administrators' ability to manage human resources will go a long way to determining the achievement of the school's goals and objectives. In such management, the educational administrator should be guided by the policies put in place for the successful guidance of the teachers. The following are some policy guidelines that can enhance the management of human resources in educational institutions.

Policies are the set of guidelines for human behaviors. They are statements that guide the actions of educational administrators and prevent them from deviating from the form of operations. Educational policies are principles and general guidelines that guide the government and administrators in their actions related to educational administration and practice (Olowo, 2019). By implication, the actions of educational administrators in their institutions are guided by policies put in place for the general well-being of their institutions and for the achievement of educational goals and objectives.

According to Armstrong (2006), Human Resource Policies are "continuing guidelines on the approach the organisation intends to adopt in managing its people, they define the philosophies and values of the organisation and how people should be treated." Human Resource Policies are formal guidelines put in place by businesses to manage their employees. Such guidelines, rules, and regulations are often associated with staff recruitment, deployment, dress code, and other issues of the organisation. Human resources can become

effective through consistent policies that promote commitment and willingness in employees to act in the interest of the organisational goals and objectives (Ilesanmi, Fadebiyi, and Adegoroye, 2015).

Against this background, this paper dwells on human resource management policies that affect teachers in Nigerian educational institutions with particular reference to the reasons for human resource policies and stages of the formulation of human resource policies, as outlined by Armstrong (2006). The chapter outlined Human resource management policies based on the provisions of the National Policy of Education, 6th edition, and National Teacher Education Policy. Those policies that directly affect teachers on their jobs were from the two documents. It also examined some policies from the perspectives of educational administrators in the course of carrying out their responsibilities of ensuring the achievement of institutional goals and objectives. The role of educational administrators in the recruitment, selection, and placement of staff is also considered. The induction process, supervision, motivation, and use of information and communication technology (ICT) in achieving the institutions' goals and objectives are part of the human resource management policies discussed.

#### **Reasons for Human Resource Policies and Human Resource Management Policies in Education**

In Nigeria, the Ministry of Education and the Civil Service Commission are responsible for several policies affecting staff. Such policies revolve around recruitment, staff development, transfers, promotions, salaries, pensions, appraisal, dismissal, and general staff discipline (Jimoh, Sa'ad, and Alasoluyi, 2021). The National Policy of Education and the National Teacher Education Policy contain some policies relating to teachers' general conduct and behaviour in their place of work. These policies have significant roles in the education sector and the achievement of educational goals and objectives.

The role of human resource policies in any organisation cannot be over-emphasised. Gowsalya and Soundarya (2017) outlined the following reasons for human resources policies in an organisation:

1. They provide clear communication between the organisation and their employees regarding their condition of employment.
2. They form a basis for treating all employees fairly and equally.

3. They are a set of guidelines for supervisors and managers.
4. They create the basis for developing the employee's handbook.
5. They establish a basis for regularly reviewing possible changes affecting employees.
6. They form a context for supervisor training program and employee orientation programs.

Based on these reasons, one can deduce that human resource policies are the guidelines organisations can use to make staff carry out work effectively. Human resource policies clearly define the condition of service of employees, thereby minimising conflict between the employee and the organisation. The employee who is fully aware of all conditions associated with his employment will find it easier to carry out all tasks assigned to him by the organisation, provided that it is within the provisions of his job requirement.

Human resource policies create a ground for all employees to have equal and fair treatment. Fair treatment demands that all employees should work in a conducive atmosphere devoid of intimidation, harassment, and all forms of unfair treatment from their superiors or colleagues. Similarly, the organisation should give equal treatment without undue favour to all employees in promotion, staff development, discipline, and similar organisational affairs. That signifies that all employees should get what is due to them, provided that they have met all the requirements put on the ground by the organisation. Human resource policies serve as a guide to supervisors and managers for handling the organisational activities. An educational administrator and supervisor can easily guide and manage employees following the guidelines. That paves the way for easy allocation of duties, delegation of responsibilities, and performance of tasks in an organisation.

The organisation can develop employee handbook that contains all guidelines in line with its human resource policies. It can constantly review the guidelines through the policies. In the same vein, human resource policies make it possible to train supervisors and organise orientation programmes for staff. These will ensure the staff and the progress of the organisation.

Atasever and Oklu (2018) opined that the purpose of human resource policies in an organisation "is for rewarding and promoting high performance by providing an effective communication and

motivating environment where employees can use their creativity, express their opinions, be ahead in their personal and professional development, support continuous learning and development, and evaluate employee performances with objective criteria.” Human resource management policies further increase employees’ satisfaction and management employees’ loyalty to the organisation, and improve individuals’ development and competence.

Armstrong opined that human resource policies are necessary because it gives an approach in line with corporate values when dealing with people in an organisation, provide a framework within which to make consistent decisions, ensure equity in treating people, and offer guidance to what managers should do thereby facilitate empowerment and delegation. That signifies that human resource policies do not only promote the cause of staff but also uplift the achievement of organisational goals and objectives.

Having well-conceived human resource policies is not enough without implementing them well. Human resource policies give direction to managers to follow when managing human resources in an organisation. Implementing such policies makes job satisfaction and achieving institutions' goals possible.

Human Resource Management policies are those principles, guidelines, and provisions in place for the management of workers to achieve goals and objectives. HRM policies in educational institutions include guidelines on recruitment, selection, and placement of staff, induction of newly employed staff, supervision and motivation, and the use of ICT to achieve educational goals and objectives. Educational administrators are, therefore, furnished with these policies to carry out their responsibilities in managing teachers' conduct in schools.

**Recruitment, Selection, and Placement of staff:** recruitment has to do with the employer bringing a job opening available in their institution to the notice of those in need of a job or those who currently work in their organisation for internal recruitment (Azeez and Osawe, 2022). In carrying out this task, if the educational administrator is responsible for employment, then a job description should be designed for those to apply. According to Amie-Ogan and Joseph (2021), recruitment is the process of obtaining human resources for work activities in the school. The recruitment of teachers should match the characteristics and

motivation of teachers to employ those who are prepared and willing to do the work effectively. Qualified teachers who have the skills, can deliver the curriculum effectively, and strive to achieve the institution's goals and objectives should be employed. Similarly, Selection and placement should be on merit and specialisation, devoid of favouritism, biases, and selfish interest.

**Induction process:** Induction leads to gaining employees' commitment. It aims to introduce the job and the organisation to the newly employed; it involves orientation and training the employees on the organisation's culture and showing them how the organisation conducts its activities (Babaita, Rafiu, and Aremu, 2018). Induction is synonymous with the orientation and placement of newly appointed staff to acquaint them with the demands of their new responsibility and the organisation's tradition. According to NOUN (nd), the induction process requires the following:

1. Providing new staff with information about terms and conditions of his employment, job requirement, working conditions and in-service training.
2. Providing information about the community where the school is situated: the geography, transportation, customs, and taboos.
3. Providing information about the school regarding its facilities, the school policies, and operating procedures.
4. Providing information about fellow teachers regarding school responsibilities and professional interests.

A good induction program helps employees to clarify uncertainties in their new job and guard them against making unnecessary mistakes and errors. Induction helps new teachers understand the school's vision and mission and equally introduces them to the practices, policies, and purposes of the school (Amie-Ogan and Joseph, 2021). Based on these provisions, part of the work responsibility of an educational administrator in achieving the institution's goals and objectives is to organise an induction exercise for the newly employed staff.

**Supervision and Motivation:** The human resource function is concerned with the management of people within the internal

environment of organisations, comprising the activities, policies, and practices involved in planning, obtaining, developing, utilising, evaluating, maintaining, and retaining the appropriate numbers and skill mix of employees to achieve the organisation's objectives (Appelbaum cited in Esenohor and Orogun, 2017). To achieve these, an educational administrator should supervise the work activities of his staff regarding their general conduct in teaching, interaction with students, dressing, and other related matters. Furthermore, teachers should be motivated by encouraging them to do their work, commending them for satisfactory performance, and reinforcing them through appreciation. The application of this function by the educational administrator can achieve institutional goals and objectives..

**Use of Information and Communication Technology (ICT):** ICT is now the order of the day in the world of education. Educational administrators can use the social networking services such as Google, Twitter, WhatsApp, Messenger, and other related ICT to develop human resources in their schools. According to Maduewesi (nd), Google, Wikipedia, Facebook, and Twitter can facilitate learning, store information, and allow connecting and discussing. Babaita, Rafiu, and Aremu (2018) equally assert that the induction process can be through electronic and printed materials, such as creating links where employees have more opportunities to be acquainted with the organisation. Using ICT for induction can also help employees to seek clarification during physical contact.

ICT can, therefore, help school administrators to achieve Human Resource Management policies in their institutions. For instance, through ICT, teachers can benefit from online training, which directly impacts their development in the teaching/ learning process. ICT can also provide Continuing Professional Development (CPD), where educational administrators can organise training through seminars, workshops, and similar activities for their staff to benefit. The organisation can create platforms to disseminate information and discuss issues of the common good. Hardworking employees can also be commended or rewarded on such a platform. That may serve as a motivating factor for other staff to work with dedication and zeal for the achievement of the institution's goals and objectives.

**Formulation of Human Resource Policies**

Human resource policies are for the development of staff and the organisation. Some steps are necessary to arrive at good policies. Armstrong (2006:156-157) outlines ten steps for formulating and implementing human resource policies as follows:

- I. Gain understanding of the corporate culture and its core values.
- II. Analyse existing policies, written and unwritten.
- III. Analyse external influences.
- IV. Assess any areas where new policies are needed or existing policies are inadequate.
- V. Check with managers, preferably starting at the top, on their views about human resource policies and where they think they could be improved.
- VI. Seek the views of the employees about human right policies and where they think they could be improved.
- VII. Seek the view of union representatives.
- VIII. Analyse the information obtained in the first seven steps and prepare draft policies.
- IX. Consult, discuss and agree policies with management and union representatives.
- X. Communicate the policies, with guidance notes on their implementation as required (although they should be as self-explanatory as possible). Supplement this communication with training.

Policymakers must consider the organisational culture and its values and analyse extant written and unwritten policies to formulate human resource policies. External influences are analysed, and there is the need to do thorough research to find out areas where new policies are required or where the existing ones are not adequate. That will lead to the formation of policies that take into cognisance the need of the employee and the organisation.

For human resource policy formulation, there is the need to seek the views of certain people for improvement. The organisation must consult its managers while formulating human resource policies. The suggestions of employees, union representatives, and top managers are necessary to enhance such policies.

After following steps I-IV and consulting the necessary people, such as the managers, employees, and union representatives, and the information obtained analysed, a draft policy will emerge. After the draft, a consultation with the management and union representatives is necessary until the parties reach an agreement. The policy document of the final draft is then communicated with a guidance policy for its implementation.

Many human resource policies that affect teachers and staff in the education system are obtainable in the National Policy on Education (NPE) 6th edition and the National Teacher Education Policy document. These policies impact the general conduct of teachers and teacher education institutions. For instance, some policies affect teachers in the course of their service as stipulated by the National Policy on Education (NPE) 6th edition (FRN, 2013). Some of these policies extracted from the document comprise the following:

1. All new teachers shall undergo a formal process of induction.
2. In-service training shall be an integral part of continuing teacher education. It is mandatory that all school proprietors provide in-service training for teachers.
3. Promotion opportunities shall continue to be created for unhindered professional growth at all levels.
4. Only professionally qualified teachers shall be allowed to practice at all levels.
5. Newly qualified teachers shall serve a period of one (1) year internship.

In the National Teacher Education Policy document (FME, 2014), the policy direction and major provisions with regards to the vision, goal and objectives is as follows:

### **Vision**

To establish a national school system staffed by quality, highly skilled, motivated, devoted, knowledgeable and creative teachers (capable of raising a generation of Nigerian learners who can compete globally) based on explicit performance standards through the world standard pre-service and in-service programmes.

**Goal**

To promote quality education at all levels of the system by transforming the image, self-concept, and social recognition of teachers by improving the standards of recruitment into the teaching profession, by the development of world standard initial teacher education programmes, and by institutionalising systematic career-long professional development of all teachers.

**Objectives**

- i. To create adequate incentives to attract first-rate candidates to the teaching profession.
- ii. To ensure rigorous admission and graduation requirements and apply them consistently.
- iii. To ensure that teacher education institutions are well equipped with human, financial, and material resources.
- iv. To ensure that teachers have sufficient mastery of academic content disciplines and pedagogy principles and their applications, including the enhanced capacity to respond to learners with special needs.
- v. To ensure structured, effective, and supportive supervision of student teachers during teaching practice and standardised procedures for induction into the profession and licensing.
- vi. To ensure the availability of sufficient numbers of quality teacher educators who can serve as master models in terms of knowledge, value, attitudes, and pedagogical competence.
- vii. To ensure the provision of opportunities for the continuing professional development of serving teachers; their retention, advancement, and self-improvement in their chosen careers.
- viii. To ensure that teachers seize the opportunities for career-long personal, professional, and intellectual development.

National Teacher Education Policy document states: "There would also be a Continuing Professional Development (CPD) for teachers to constantly upgrade their knowledge and skills if they are to remain relevant in a rapidly changing world. And the requirement is that every teacher shall be required to participate in at least one CPD of at least 4-day duration once every two years in order to maintain his/her professional status". Similarly, as part of the conditions for success, the

policy document required the recruitment of quality candidates in teacher education programme, the development of teachers, the skills of teamwork and reflection, mastery and application of ICT, as well as action research and provision of opportunities for continuous teacher promotion and recognition among others. (FME, 2014).

Given the policies above, educational administrators have a role to play in achieving the desired objectives about the responsibilities of teachers as enshrined in them. Such include recruitment, selection, and placement of teachers, induction process, supervision and motivation of teachers, and the use of ICT in the management process.

### **Summary**

Education is a process that produces human resources meant for almost all sectors of society. The role of human resource management policies in any organisation cannot be over-emphasised. The chapter discussed policies in the National Policy on Education and the National Teacher Education Policy that guide the conduct of educational administrators in handling the work activities of teachers for successful job delivery. Such policies were viewed in line while taking into cognisance the reasons for human resource policies and the stages for the formulation of human resource policies as outlined by Armstrong (2006). It outlined human resource management policies based on the provisions of the National Policy of Education: 6th Edition and National Teacher Education Policy. It extracted policies that directly affect teachers from the two documents. It considered the role of educational administrators in the recruitment, selection, and placement of staff, induction of newly employed staff, supervision and motivation of staff, and ICT in Human Resource Management policies in educational institutions.

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## **Chapter 5**

### **MOTIVATION IN EDUCATIONAL INSTITUTION**

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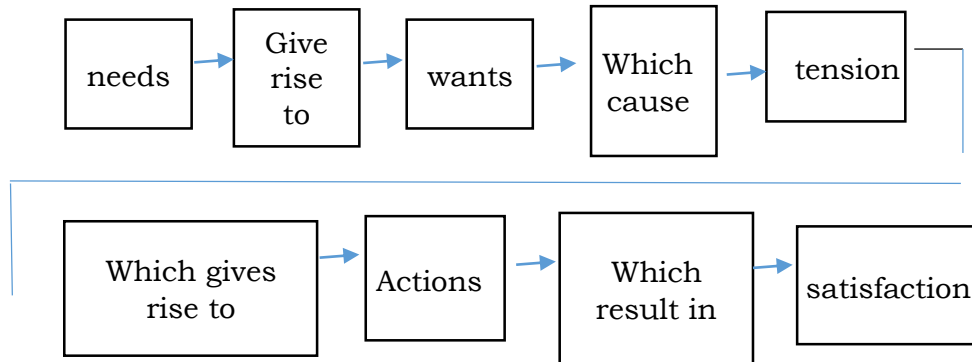
#### **Introduction**

Motivation is a general term applying to the entire class of drives, desires, needs, wishes, and similar forces. To say that school head, managers motivate their subordinate. This is to say that they do those things which they hope will satisfy those drives and desires and produce the subordinates to act in a desired manner. Motivators are things that induce an individual to perform. While motivators reflect wants, motivators are the identified rewards or incentives, that sharpen the drive to satisfy these wants.

#### **Process of motivation**

The process of motivation starts with a perceived need which creates tension in the individual, such individual will move in a certain direction in order to achieve the desired objective which reduces the tension. Put it another way, the process starts with a perceived need, then a tension is created which starts the motivating behavior; there is then a move towards the realization of the need-a goal oriented behavior. As soon as the need is satisfied, the tension relaxes. To motivate an employee, management must create real or imagined need for the employee to aspire to; it could be a desire to achieve through promotion, increase in wages or employment of increased organizational favours. Imagined need of a staff could be an aspiration to further his/her study to

upgrade his/her curriculum vitae (CV). Since every employee has needs, he/she is capable of being motivated. The task of management is to determine what are the valued needs that will make him react according to institutional desires increased productivity.



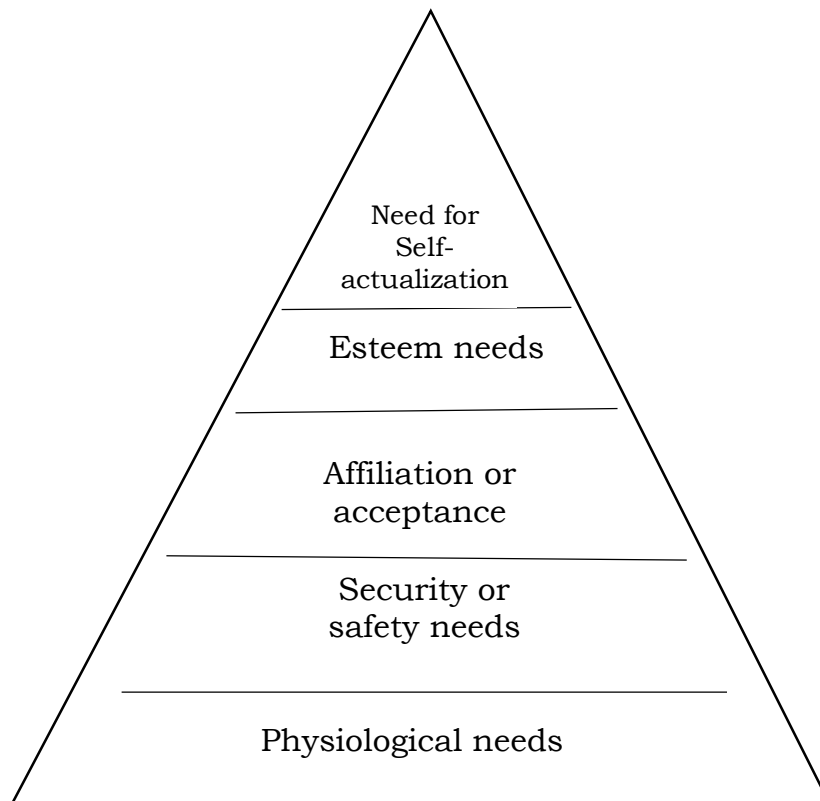
**Need- Want- Satisfaction Chain**

### Theories of Motivation

There are various motivation theories, some of which are considered as follows;

#### **Maslow's theory:**

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow saw human need in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied this kind of need ceases to be a motivator. The need hierarchy: placed by Maslow in an ascending order of importance as below:



**Maslow Theory of Needs**

1. **Psychological needs**- these are the basic needs for sustaining human life itself, Such as food, water, warmth, shelter, and sleep. Maslow took the needs that until these needs are satisfied to the degree necessary to maintain life other needs will not motivate people.
2. **Security or safety**- these are the needs to be of physical damages and of the fear of losing a job, property, food or shelter.

3. **Application or acceptance needs**, since people are social beings, they need to belong to be accepted by others.
4. **Esteem needs**- according to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and others. This kind of need produces satisfaction such as power, prestige, status and self-confidence.
5. **Need for self-actualization**- Maslow regards this as the highest need in his hierarchy. It is the desire to become what one is capable of becoming to maximize one's potential and to accomplish something.

### THE EXPECTANCY THEORY OF MOTIVATION

Another approach, one that many believe goes far in explaining how people are motivated is the expectancy theory. The psychologist Victor H. Vroom, holds that people will be motivated to do things, reach a goal if they believe in the worth of that goal and if they can see that what they do will help them in achieving it. In a sense, this is a modern expression of what Martin Luther observed centuries ago when he said "everything that is done in the world is done in hope". Vroom makes the point that motivation is a product of the anticipated worth that an individual places on a goal and chances he or she sees of achieving that goal in his own terms.

*Force = valence x expectancy*

Where force is the strength of a person's individual's preference for an outcome. And expectancy is the probability that a particular action will lead to desired outcome.

### THE VROOM'S THEORY AND PRACTICE

One of the attractions of the Vroom theory is that it recognizes the importance of various individual needs and motivations. It thus avoids some of the simplistic features of the Maslow and Herzberg approaches. It does seem more realistic. It fits the concept of harmony of objectives. Individuals have personal goals different from organizational goals but these can be harmonized. Furthermore, Vroom's theory is completely consistent with the system of managing by objectives.

The strength of vroom's theory is also its weakness. His assumptions that perceptions of value vary among individuals at different times and in various lanes appears to fit real life more accurately. It is consistent also with the idea that a manager's job is to design an environment for performance, necessarily taking into account the differences in various situation on the other hand, vroom's theory is difficult to apply in practice. Despite its difficulty in application, the logical accuracy of vroom's theory indicates that motivation is much more complex than the approaches of Maslow and Hierzberg seem to imply.

### **MOTIVATION AND MONEY**

Money can never be overlooked as a motivator. Whether in the form of wages. Piecework (getting paid for unites produced at a certain quality level) or any other incentive pay, bonuses, stock options, company paid insurance, or any of the other things that may be given to people for performance, money is important. Money her is often more than monetary value. It can also mean status or power. Economist and most managers like school managers have tended to place money high on the scale of motivators while behavioural scientists tend to place it low. Probably, neither view is right, but if money is likely to be more important to people who are raising a family for example, than to people who have arrived in the sense that their money needs are not so urgent. Money is an urgent means of achieving a minimum standard of living although this minimum has a way of getting higher as people become more affluent and et it is impossible to generalize in even these terms. For some people money will always be of the utmost importance while for others. It may never be.

Money as a motivator tends to be dulled somewhat by the practice of making sure that salaries of various managers in a company are reasonably similar. In other words, organizations often take great care of to ensure that people on comparable levels are given the same, or nearly the same compensation. This is understandable, since people usually evaluate their compensation in light of what their equals are receiving.

Again, if money is to be an effective motivator, people in various positions, even though at a similar level, must be given salaries and bonuses that reflect their individual performance. Even if an organization is committed to practice of comparable wages and salaries,

a well-managed firm or institution need ever be bound to the same practice with respect to bonuses. In fact, it appears that unless bonuses for managers are based to a major extent on individual performance, an enterprise is not buying much motivation with them. The way to ensure that money has meaning, as a reward for accomplishment and as a means of giving people pleasure from accomplishment, is to base compensation no much as possible on performance.

It is almost certainly the that money can motivate only when the prospective payment is large relative to a person's income.

### **Job Performance**

Performance is the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation. In this case, teachers' performance means the teachers' role of teaching students in class and outside the classroom (Acha M., 2010).

Job performance refers to putting knowledge and skills in practice so that work could be done effectively and efficiently (Hussin, 2011). Oxford school dictionary defines the term "performance" to mean an act of carrying out a task. In this study, performance means achievement of set of organizational objectives. Organizations exist for the sole purpose of producing goods or services. Performance therefore, becomes prerequisite for survival of organizations. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils/students, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling. This implies therefore that teachers' ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matters to students.

### **Motivational strategies**

To develop devoted employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign job and create flexible workplace.

Some motivational strategies are:

1. Set clear goals, including daily, weekly semester, and long term goals/
  2. Help yourself focus
  3. Pace yourself
  4. Location, location, location
  5. Get enough sleep
  6. Build a routine and healthy habits
  7. Eat and drink healthy
- **Set Clear Goals-** include daily, weekly semester, and long-term goals, write them down some where easily visible. Use SMART goals to specific and create a plan. Specific, Measurable, Achievable, Realistic, Time-Bound.
  - **Help yourself focus-** eliminate or limit things that are distracting and cause you procrastinate. Take distracting apps off your phone turn off the TV, study outside of your dorm room, keep your phone/laptop away during class or lecture or study times, create a designated study space in your bedroom or home, clear out the junk food and so on.
  - **Pace Yourself-** chunk your study, work and reading times into small sections (30-60minutes) with breaks in between. Breaks are important for your focus, health, and motivation.
  - **Prioritize-** study early in the day and do the most challenging or unpleasant tasks first. Research shows that tackling difficult tasks first thing in the day can make you feel better throughout the rest of the day and more productive.
  - **Location, Location, Location-** think about where you work best and where you will be most motivated to get to work and stay working. However, one of the simplest, yet most effective ways to motivate employees is to recognize them for their work and provide positive feedback. Recognizing employees for their efforts will communicate that these employees are valued and appreciated, and their work doesn't go unnoticed. Some other ways could be prompt payment of the employees' salaries/ allowances, giving them enabling environment to work, ask them for their feedback, give them the freedom to choice, provide resources for continued professional growth and

learning, give praise in public, critique in private, set smaller goals and so on.

### Summary

Motivation is not a simple concept, instead, motivation pertains to various drives, desires, needs, wishes and other forces. Managers motivate by providing an environment that induces organization or institution members to contribute.

Vroom's expectancy theory of motivation suggests that people are motivated to reach a goal if they think that the goal is worthwhile and can see that their activities will help them achieve the goal. Effort is influenced by the value of rewards and the perceived reward probability. Performance accomplishment in truth, is related to rewards and satisfaction.

Special motivational techniques include using money encouraging participation or performance and so on. Thus, the complexity of motivation, requires a contingency approach that takes into account the environment factors, including, the institutional climate.

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## **Chapter 6**

### **JOB AND ROLE DESIGN IN SCHOOLS**

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#### **Introduction**

The roles and engagements carried out in schools are generally enamors and brain tasking globally. In the midst of these herculean tasks, an administrator of school that lacks the basic competence of designing the school's roles and responsibilities would be overwhelmed by series of haphazard schedules of unaccomplished activities. Show me an astute school administrator and I will tell you how organized and systematic such fellow is in his/her leadership (Hananiya, 2019). Job and role design in schools entails outlining and organizing tasks, duties and responsibilities into single unit of work for the absolute achievement of the school's objectives and educational goals at large. Most countries establish schools at different levels of formal education, which could be compulsory. In these systems, students' transit through a series of schools, at different level of education. Simply, school is a structure designed to enable learners acquire knowledge and skills to contribute to national growth and development. For such noble

objective to be realized, the school administrators must outline methods and relationships that are essential for the success of the pedagogical responsibilities and other relevant duties. Therefore, the purpose of school is to identify, provide and manage resources for teaching and learning to prepare learners for societal and individual transformation. The management of employees in school is referred to as human resource management (HRM). It emphasizes that employee's role on the job is critical to achieve sustainable competitive advantage, hence the need to integrate human resource practices with school strategy to ensure that school's mission and vision is attained and sustained in compliance with national goals (Grant, 2008).

Job design essentially involves incorporating job specification and job responsibilities or content and certain qualifications that are needed to perform optimally. To success, school administrators need to design the schools' job and responsibilities in such a way that would attract the right caliber of employees for the job. In the same vein, to attain and sustain transformation, growth and development in any nation, the job description of employees must be clearly stated, and the roles of employees designed in accordance to stated goals. Many countries are underdeveloped because the school, hub of manpower development and training have failed to ensure that jobs and roles of employees in the school are in line with everyday reality.

### **Job analysis in Schools**

Anatomical dissection of activities executed in schools in order to give a comprehensive description of its varying elements and composition can be regarded as job analysis (Holst and Pancoast, 1921). It is an in-depth and systematic study and presentation of information such as modus operandi, teaching competence, prowess, abilities, and responsibilities relating to the teaching and learning. It is this information that differentiates one job from another and determines the success of a worker or otherwise in performing their assigned roles and responsibilities (Practical and Professional Management Signatures, PPMS, 2018).

An in-depth job analysis has the following components:

- 1). The job-oriented activities, which is the description of the exact activities to be performed such as teaching, training,

facilitating, mentoring, and so on. Such descriptions can also indicate how, why, and when a worker performs an activity.

- 2). Vertical and horizontal relationship between teachers and management. Which entails who a worker is to report to as well as the relationship of a worker with others which include superiors, colleagues, and subordinates.
- 3). Exhibition of professional behaviours during the work such as monitoring students' progress, writing on the board, explaining to students, checking students' notebooks and decision-making.
- 4.) Equipment and materials to be used in performing the work such as interactive board, laptop, projector and maker.
- 5). Job context like the physical working conditions, work schedule, organisational context, social context, incentives (financial and non-financial).
- 6). Personal data related to the job such as technical skills, special training and work experience.
- 7). Personal attributes like aptitudes, physical characteristics, personality, interests, passion and values (McCormick, 1970).

Proper analysis of a job can be achieved when one applies appropriate techniques and methods in gathering information about such job. Such techniques and methods include personal observation, personal interview, data collection through questionnaire, and review of records.

- ✓ Personal observation: Here, a school administrator or human resource manager observes the teachers when they are performing their teaching and learning activities. The observation is not limited to man only but also materials and equipment used, while taking into consideration working conditions and probable hazards, and above all creating a conducive climate for teachers to thrive professionally.
- ✓ Personal interviews: This implies that, the school administrator employ the use of interview to collect bulk of information about teachers and students' personnel. The information gathered could be analyse with the sole aim of improving the school overall operation. Interview method, though time-consuming and relatively costly, could be used in place of

observation. It can also be used to complement personal observation in the case where observation does not provide the human resource.

### **Steps in Role Design in Schools**

1. **Job identification:** This includes the job title, its code number, alternative title, department, division, and location. The job title identifies and designates the job properly. Example, in secondary schools, the principal spear head all the functions within the school and deputized by vice principals, senior master and head of departments. The department, division, etc. indicates the name of the department and where it is situated. Example, administrative department, account section, health unit, maintenance department, mechanical shop etc. The location gives the name of the place. Example, Yola, Taraba, Gombe, Borno, etc
2. **Job Summary:** A concise statement of the major functions and activities of the job, which serves as additional identification information when a job title is not adequate (Emechebe, 2009).
3. **Job responsibilities:** these may include responsibility for classroom supervision, physical facilities routine check and, responsibility for the safety of others; responsibility for generating confidence and trust; responsibility for preventing monetary loss. In a typical school system, this will include, for example, the subject to be taught by the teacher, the duration, the class or level to be coordinated, etc. (Okunade, 2015). It also specifies how a Job is performed, example, speaking, writing, lifting, handling, cleaning, washing, feeding, and other healthy school habits. Materials and Equipment to be used are also indicated. Example, magnetic board, laptop, speakers, microphone, plastics, machines, punch presses, microscope, and so on. Therefore, this is regarded as the heart of a job because it specifies what a typical worker does; how (s)he performs it; the exact activity, tasks and operations that constitute an assignment; their relative timing and importance; their simplicity; routine or complexity; the responsibility or safety of others for property, funds, confidence, and trust.

4. Relation to other jobs: This is where a human resource manager clearly specifies the relationship of a worker with his/her superiors, colleagues, and subordinates. A proper description of relationship helps the organization in the creation of organizational chart, which shows the hierarchy, or chain of authority within the organization. This helps us to locate the job in the organisation by indicating the job immediately below or above it in the job hierarchy. It also gives us an idea of the vertical relationships of workflow and procedures (Emechebe, 2009)
5. Supervision: The supervisor of an employee, his/her title, the extent of supervision involved general, intermediate or close supervision are clearly stated.
6. Working conditions/environment: The terms of engagement of a worker are put forth here. Example of these include opening and closing hours, benefit for over time, off days, pay/grade level, allowances (housing, transportation, health, wardrobe, etc), conditions for leave, opportunities for advancement, patterns of promotions, essential co-operation, direction, or leadership from and for a job, and so on. The working environment specifies the weather condition (cold, heat, dust, wetness, moisture,), the level of pollution, temperature, etc.

A proper job description helps an organization to overcome the problem of confusion/overlapping of functions. Also, it constitutes the foundation for a successful interview exercise as it allows for the construction of appropriate interview questions as well as application form especially if the application form is to serve as the first screening tool. In addition, job description allows for job grading and classification; transfers and promotions; adjustments of grievances; defining and outlining promotional steps; establishing a common understanding of a job between employers and employees; investigating accidents; indicating faulty work procedures or duplication of papers; maintaining, operating and adjusting machinery; time and motion studies; defining the limits of authority; indicating case of personal merit; facilitating job placement; studies of health and fatigue; scientific guidance; determining jobs suitable for occupational therapy;

providing hiring specifications; providing performance indicators; etc. (PPMS, 2018).

### **Job design in Schools**

Job design is the process that determine the contents of a job in terms of its employees' duties and responsibilities; techniques, systems, procedures, and methods adopted for the job; and the relationships between the jobholder and superiors, subordinates and colleagues (PPMS, 2018). Davis (1966, as cited in Okunade, 2015) opined that job design is the specification of the contents, methods, and relationships of jobs to satisfy the school requirement as well as the social and personal requirement of the employees. Furthermore, it is a deliberate and systematic attempt to structure the technical and social aspects of work so as to improve technical efficiency and job satisfaction.

Deducing from above, the underlining premise in job design is that the effective performance and genuine satisfaction in work follow mainly and fundamentally from the intrinsic content of the job. Despite the economic benefit from work, which serves as extrinsic reward and allow for the satisfaction of higher-order needs, the motivation from the work remains fundamental to job design. The intrinsic factors that make a job motivating are numerous and vary from one job to the other. However, there are certain factors that most jobs share in common. According to Barrick, Mount and Li (2013), when workers get feedback (either through self-evaluation or through external evaluation) about their performance, they feel motivated. Also, employees get motivated when they feel that the effective performance of the job is due to the best use of their abilities. Furthermore, the awareness of having the liberty to set own goals and pursue them brings satisfaction to employees. In synopsis, feedback, utilization of abilities, and liberty or self-control are common factors that offers intrinsic motivation in jobs.

### **Key Elements of Job Design in Schools**

**Job Rotation** - This is the process in which teachers are assigned one responsibility for a certain period and shifted to another; this technique aims to make teachers multi-skilled, hence able to perform various roles and duties in the school. Job rotation involves shifting a person from one assigned duty post to another, hence enabling the teachers to

understand and learn what each duty post involves (Nahrgang, Morgeson, & Hofmann, 2011). Job rotation is conducted to decide the final posting for a teacher or other auxiliary staff in the school after assignment to different department to learn all jobs to be performed. Job rotation gives an idea about the jobs to be performed at every level. Teacher's understanding of job rotation provides better understanding of the working of school.

#### **Advantages of Job Rotation**

According to de Wind, Geuskens, Ybema, Bongers, and van der Beek, (2015), the advantages of job rotation are:

- (a) Avoid monopoly: Job rotation helps to avoid monopoly of job and enable the employee to learn new things and therefore enjoy the job.
- (b) Provides an opportunity to broaden one's knowledge: Due to job rotation the employee is able to learn different job skills at their level in the organization, this broadens employee's knowledge.
- (c) Avoiding fraudulent practice: In some organizations jobs rotation is undertaken to prevent employees from fraudulent practices. An employee handling a particular job for a long time will be able to find loopholes in the system and use them for personal benefit and indulge in fraudulent practices job rotation avoids this.

#### **Disadvantages of job rotation**

- a. Frequent interruption: Job rotation results in frequent interruption of work. An employee engaged in a particular job and gets comfortable, suddenly is shifted to another job or department. This interrupt work in both the departments.
- b. Reduces uniformity in quality: Quality of work done by a trained worker is different from that of a new worker. When a new worker shifted or rotated in the department, it takes time to learn the new job, makes mistakes, in the process and affects the quality of the job.
- c. Misunderstanding with union member: Sometimes job rotation may lead to misunderstanding with member of the union. The

union might think that employees are being harassed and more work is being taken from them. In reality the case is employees acquire more skills from Job rotation.

**2) Job Enlargement** - Is when more duties and tasks are added to the job role horizontally, thus though the variety of duties and tasks have increased the employees will be at the same hierarchical level. This technique is put in place to increase employees' engagement in their current roles, become more multiskilled and avoid boredom. Job enlargement involves combining various activities at the same level in the organization and adding them to the existing job. It increases the scope of the job (De Cooman, Stynen, Van den Broeck, A., Sels, & De Witte, 2013).

Huang, Xu, Hua, Zhu, Liu and Hu (2015), opined that job enlargement as a horizontal expansion of job activities should be added to the same hierarchy level in the school. By job enlargement greater variety of activities is provided to the employee so the employer is in position to increase the interest of the job and make maximum use of employee's skill. Job enlargement is also essential when policies like Voluntary Retirement Scheme are implemented in the company.

**Advantages of job enlargement**

- a. Variety of Skills: Job enlargement helps the employee improve and increase job skills due to exposure to a variety of task in the same hierarchy.
- b. Improve Earning Capacity: Skills acquired on the job the employee provides a high bargaining power when applying for jobs to other schools.
- c. Wide Range of Activities: Job enlargement provides wide range of activities for employees, thus since a single employee handles multiple activities the school can reduce the number of employees. This reduces the salary bill for the school.

**Disadvantages of job enlargement**

- (a) Increases Work Burden: Job enlargement increases the work load of the employee, this increase may not necessarily reflect in remuneration, incentives and salary for the extra work.

Therefore, the efforts of the individual may remain unrecognized.

- (b) Increasing Frustration of the Employee: In many cases employees end up being frustrated because increased activities result in increased in time for execution of activities.
- (c) Problem with Union Members: Many union members may misunderstand job enlargement as exploitation of worker and may take objection to it.

### **Principles of Job Design**

According to Huang, Xu, Hua, Zhu, Liu and Hu (2015), the principles of job design are:

#### **Variety**

Greater variety in a job can improve the interest, challenge and commitment of the employee to the task. The same repetitive tasks may offer little challenge and can lead to employee losing interest and/or becoming dissatisfied. Variety means more than simply adding an extra but similar duty. Employee engagement in similar activities would not make the work more meaningful as there may be no extra challenge. Some other type of relevant activity may, therefore, be worthwhile incorporated into the job. Alternatively, too much variety can also be frustrating and a source of conflict and dissatisfaction. The optimum amount of variety will differ from person to person and will depend on the level of the position, and the needs of the job.

#### **Responsibility**

Individuals need to feel responsible for the work they are doing, either individually or as part of a team. Employee's work should be clearly identified to capture employee's responsible for the outcomes (successes and failures) that occur as a result of their own actions. If the responsibilities are clear, then the employee (role holder) and their supervisor will be better able to know if the accountabilities of the position are being delivered. The employee should be able to understand the significance of the work they undertake and where it fits into the purpose of the organisation.

### **Autonomy**

Autonomy is the ability of the employees to make decisions about employees' work within the parameters set for the job. The employee participates and contribute in decision-making, within the overall framework of their job.

### **Task identity**

Employees often receive more satisfaction from executing a 'whole' piece of work. This is more likely to occur when a task or job has a distinct beginning and end which is clearly defined to the employees. It is highly desirable that people see the end results of the work they have produced, either on their own or as a part of a team.

### **Feedback**

Information of employees' performance on the job, motivates and contributes to development in role holding. The line manager provides feedback to employees through regular meetings to discuss work objectives. Thus, the rationale for staff review and development appraisal procedure, which provides mechanism for line manager to communicate and give feedback to employees. In most cases a role provide the employee with an opportunity for interaction with other employees, who in turn are important sources of feedback at many levels. Colleagues and customers should be encouraged to give appropriate feedback, recognition and support to members of staff.

### **Participation in decision making**

Most employees want to be part of decision making on matters that directly affect their work, thus participation in decision making of job design enhances employee's effectiveness, since the job is discussed and clearly formulated through employee involvement which in itself can be motivational. Interchange of ideas is better still and unless employees can participate in the discussion of matters that affect their work, they may not be satisfied in their job, or contribute fully. Participation and contribution to wider-ranging issues can be encouraged through institutional meetings, focus group discussions and specialist subject discussions.

**Recognition and support**

According to Maslow (1943), people usually aspire to have jobs that contribute to self-respect, particularly through acceptance and recognition by fellow employees and their supervisors. Jobs need to encourage sound working relationships between individuals, provide clearly defined areas of responsibility and where possible, support team working. This can reduce an individual's feeling of isolation, which may lead to negative feelings about work and the workplace.

**Importance of Job Design**

1. Job design provides guidance for employees when performing their role.
2. Designed job communicates all the duties involved in the role clearly to employees so that they understand their responsibilities and expectations.
3. A well-designed job is structured following key elements that involve task, motivation, resource allocation and rewards.
4. Job design incorporate techniques such as job rotation, job simplification, job enrichment, and job enlargement. The structure and techniques incorporated in the job design increase employees' motivation, skills and maximise their performance and;

A well-designed job impact positively on organisational goals and objectives. Motivated and skilled employees are likely to achieve set targets. Alternatively, poorly designed jobs can bring negative results to the company (Van Veldhoven, Prins, Van der Laken & Dijkstra, 2016).

**Job Enrichment**

Job enrichment is a term given by Fredrick Herzberg. According to Fredrick (1959), a few motivators are added to a job to make it more rewarding, challenging and interesting. Therefore, job enrichment provides freedom to employee, increases worker's power and responsibility to satisfy the needs of employees. When certain amount of power is allotted to employees it makes the job more challenging, hence job enrichment is a method of employee empowerment. Job enrichment increases employee's autonomy for planning and execution of work, with the same motivational advantages of job enlargement;

however, it has the added benefit of granting workers autonomy. Frederick Herzberg viewed job enrichment as 'vertical job loading' since it includes tasks formerly performed by someone at a higher level where planning and control are involved, according to Herzberg, the motivating factors to an existing job makes it more interesting.

**The motivating factors are:**

- (a) Encourage participation.
- (b) Give employees the freedom to select the method of working.
- (c) Allow employees to select place of work.
- (d) Allow employees to select tools require on the job.
- (e) Allow employees to decide layout of work.

**Advantages of job enrichment**

- a) Interesting and Challenging Job: When certain amount of power is given to the employees it makes the job more challenging, hence job enrichment is a method of employee empowerment.
- b) Improves Decision-Making: Job enrichment improves employee's ability to decide on method and style of work.
- c) Identifies Future Managerial Calibre: Providing decision-making opportunities to employees to assist employer identify which employee is better in decision-making and mark employees for further promotion.
- d) Identifies Higher Order Needs of Employees: This model identifies hierarchy of needs of employee. Abraham Maslow's theory of motivation speaks of these higher order needs, which are achieved through job enrichment and;
- e) Reduces Work Load of Superiors: Job enrichment reduces the work load of senior staff by allowing junior employees participate in decisions making (Oldham & Hackman, 2010).

**Disadvantages of Job Enrichment:**

- a) Job enrichment is based on the assumption that workers have complete knowledge and the right attitude to take decisions. In reality this might not be the case, as workers need to learn on the job with the right attitude to take decisions.

- b) Job enrichment has negative implications on work performance, as additional work is given to employees and not many may be comfortable with this.
- c) Superiors may feel that power is being taken away from them and given to the junior's. This might lead to ego problems.
- d) Some jobs already give a lot of freedom and responsibility; job enrichment method will not work for such jobs.
- e) Some people are internally dissatisfied with the organization. For such people no amount of job enrichment can solve the problem (Oldham & Hackman, 2010).

### **Self-managing teams**

A self-managed team, also called (autonomous work groups): These are self-regulating teams who work largely without direct supervision. It is a group of employees within an organization who share the responsibility of planning and executing their work, without the supervision of a manager. Under this model, team members take ownership of their workflow processes. Team members make commitment to each other, and those commitments, rather than hierarchy, drive the work. Even without hierarchy, leadership and accountability still exist in self-managed teams. It seems ironic at first, but this TINYpulse blog post by Rosie Powers explains it in clear terms: "In self-managed teams, a given group of employees are collectively responsible for the projects they work on, and specific employees — who are not necessarily managers — take leadership over tasks and initiatives based on their expertise, rather than hierarchy or title."

It's common for the term 'self-managing team' to be used interchangeably with 'self-directed' or 'self-governing' team. "Self-directed teams usually consist of around 25 members at most, but the prime self-directed teams are said to have somewhere between five and nine members," Brian Tait, Professional Certified Coach, wrote in Forbes.

### **What are the benefits of self-managed teams?**

Transitioning into self-management is not an overnight process. But with some patience, refinement, and lots of communication, you'll find that self-management has many advantages.

1. Employees may feel more engaged and valued.

The lack of conventional management in self-managing teams doesn't necessarily turn them into free-for-alls. Self-managed teams often achieve the structure other management styles offer through hierarchy through roles instead.

"Rather than roles being dependent on power, the self-management team structure focuses on what a role has decision-making rights over," Rosie Powers wrote for TINYpulse. "This not only helps create a feeling of ownership over the role, but also makes the employee feel valued from day one." Self-management isn't so much about empowerment, but about realizing that employees already have the inherent power to drive their own work.

2. Self-management can enhance productivity.

Self-management eliminates some of the red tape we usually encounter with conventional management styles. This can speed things up considerably. The potential for increased productivity is what drew Zappos's leadership to consider a type of self-managing organizational structure — called Holacracy — in 2013.

As Jenny Thai wrote for Wavelength (Asana's publication for teams), "Instead of a traditional management hierarchy authorizing every decision, teams closest to the work make the call, and are able to move much faster to tackle new **opportunities** and challenges." (To get the most out of Asana + Clockwise, try our integration!)

3. Self-management can spark innovation.

As each member steps into their role with a greater sense of ownership and engagement, you naturally bring in more perspectives, voices, and ideas. Because self-management facilitates greater agility, it's much easier to implement creative new ideas, instead of stifling them beneath approval requests. This is why self-management can beget more creative problem solving, diversity in perspectives, and greater responsiveness.

4. Employees may find more opportunities for personal and professional growth.

Because self-managed teams often rotate their roles — in the Buurzorg method, each member has a primary static role, but there are six other

roles that rotate within the team — team members get the chance to grow their skillsets. “Self-managed teams are a great way to expand employees’ experience and allow them to try out and master new capabilities through rotating roles and learning from other teammates,” wrote Shonna Waters, PhD, for BetterUp.

5. Self-management can reduce your number of burned-out managers. Fewer traditional managers means cost savings, since you’re not hiring for that position. This is especially helpful since, as it turns out, fewer people want to become managers these days. A 2019 Boston Consulting Group study found that “81% of managers say the job is harder in recent years,” and only “9% of managed employees aspire to become a manager in the next 5-10 years.”

### **Role development**

Role development is the continuous process through which roles are defined or modified as work proceeds and evolves. Job design as described above takes place when a new job is created or an existing job is substantially changed, often following a reorganization. But the part people play in carrying out their roles can evolve over time as people grow into them and grow with them, and as incremental changes take place in the scope of the work and the degree to which individuals have freedom to act (their autonomy). Roles will be developed as people develop in them responding to opportunities and changing demands, acquiring new skills and developing competencies. Role development is a continuous process that takes place in the context of day-to-day work and is therefore a matter between managers and the members of their teams. It involves agreeing definitions of accountabilities, objectives and competency requirements as they evolve. When these change – as they probably will in all except the most routine jobs – it is desirable to achieve mutual understanding of new expectations. The process of understanding how roles are developing and agreeing the implications can take place within the framework of performance management, where the performance agreement, which is updated regularly, spells out the outcomes (key result areas) and the competency requirements. It is necessary to ensure that managers, team leaders and employees generally acquire the skills necessary to define roles within the

performance management framework, taking into account the principles of job design set out earlier in this chapter.

### Summary

Job and role design in schools is a potent instrument that educational managers require in order to ensure seamless operations in schools. A careful job analysis will explore areas that require rapid responses by the school administrators in order to promote a conducive school climate. Job analysis is as good as the job design and job description, which vehemently reduces duplication of functions in schools and lack of clarity of command and functions.

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## **Chapter 7**

### **HUMAN RESOURCE PLANNING IN EDUCATION**

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#### **Introduction**

Human resources refer to specialized skills, knowledge and competencies possessed by people that can be applied to achieve set goals and objectives. These resources vary from one person to another. They are very necessary in every organisation because they are the determinants of the general performance and quality productivity of the organisation. Carneiro and Heckman (2021) averred that, every organisation aims at performing to its optimum in the fantastic competitive world. For this reason, their policies always have defined missions, visions, and philosophies, all aimed at achieving their goals and objectives.

Education, like every other sector or any organisation, needs these resources to achieve its goals and objectives. It is known to be a multifaceted sector with voluminous contents that must be properly managed to produce resources for other industries as it has been its function from the cradles. In addition to the above, it is the bedrock of all civilisations and development of all nations. Consequently, planning education is a very essential and crucial task that must be done diligently for posterity.

#### **The Concept of Planning**

Planning is a generic term which cuts across all discipline. It is the ability to decide in advance what will be done, how it will be done, by who and when. Khan (2005) defined it as the process of coping with uncertainties by formulating future courses of action to achieve specific results, Eburajolo (2005) said that planning is the process of

determining the policies and programmes that will develop, utilise and distribute manpower with a view to achieving a nation's broad aims of socio-economic and political development. Planning cuts across all fields of endeavor and among all people of the world at different degrees and capacities. Consequently, education which is the life wire of every nation needs continuous planning in order to keep abreast with time.

Different institutions and socio-political structures determine the specific activities that need planning at one time or the other. For example, planning for an architect may slightly be different from that of the medical doctor, the engineer and the educationist. Similarly, planning in the former USSR or any other socialist nation differs significantly from that of the capitalist economies like USA and Britain.

Despite the varied application of planning, the concept has the same import to the planner. No matter where and when, the term planning generally connotes a process which essentially involves the efforts of deciding in advance the specific future and course of action to be adopted with a view to optimising the use of limited organisational resources towards desirable and specified goal attainment. Newman, in Tabotndip (2010), said that planning is the process of determining in advance what is to be done including classification of goals, establishment of policies, mapping out of programmes and campaigns, and determining methods or procedures and fixing the day to day schedules.

### **Origin of Planning**

Planning originates from the mind. A sound mind produces a sound plan, and vice versa. Little wonder Rene Descartes (1596 – 1650) in Tabotndip (2010) said, "Cogito ergo sum (Latin), "I think, therefore, I exist" for any plan to be laudable it has to go through some thought processes like imagination, meditation, concentration, visualization, verbalisation and documentation.

1. Imagination is the power of the mind to produce mental images. It therefore means that the planner has to conceive an image or his desired plan which he intends to reproduce later in its exact specifications. If a new school has to be established, the planner should develop in mind the kind of structures and

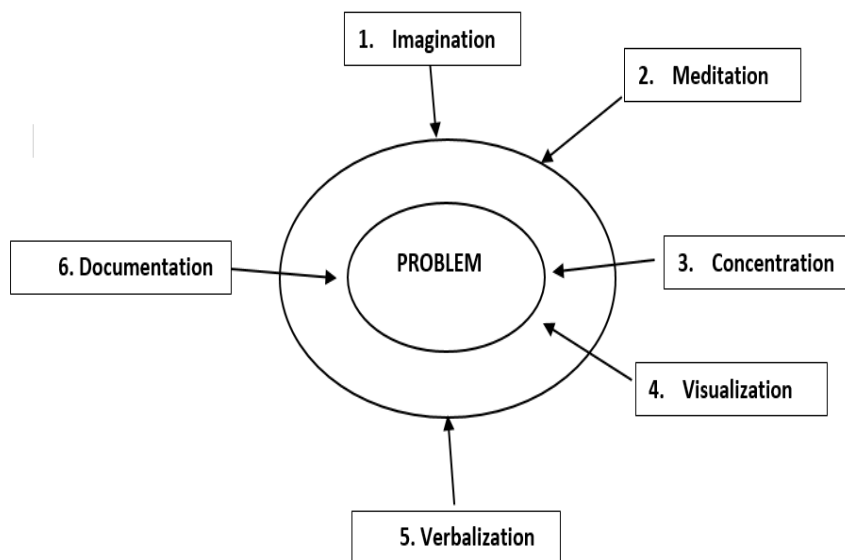
general outlay of such a school compound as he/she will want it in real life situation.

2. Meditation refers to the process of transformation of consciousness. The exercise of meditation changes the state of receptivity because one has to attune with a higher wave length to refine result. Simply put, meditation is deep thinking about the means and ways by which one will materialise one's plan in its physical nature. This deep thought could be closely followed by a short prayer for those who believe in Divine Intervention.
3. Concentration means bringing something to a centre or a particular point desired. Generally, it means gathering all of one's attention and directing it towards observing and defining one condition, object or principle. It also demands that one holds a specific thought over what he has conceived for quite some time in order to manifest it. The time duration here could just be a few seconds up to a minute. This is done in a while until the objective is achieved.
4. Visualization means to paint on screen of consciousness an image no matter how simple or complex. It demands that, all that is being desired is seen in the mind's eye as a reality. This process needs some time, just like in concentration, for its possible manifestation.
5. Verbalization means voicing out the hunches that come to mind so that they could be traceable later in the objective consciousness. This process is concluded by voicing out with the lips, the influx of information into the mind.
6. Documentation means writing down the information on paper which acts as a source of reference later on. This information constitutes a plan, a draft, blueprints or later actions.

The guiding principle for arriving at the desired plans and achieving their stated objectives through the mind approach is prudence. This means that the desired project in view should be an achievable one as regards the available resources, capacity, finances, materials and equipment as well as the time frame in hand. This method of planning can be very helpful in tackling short and long term projects. It affords

the planner, the convenience of tackling the projects successfully to a logical end.

Good planning is an essential as well as indispensable administrative function of the Chief Executive because it aids good decision making and provides variables easy to arrive at valuable decisions. A hypothetical diagram towards realising effective plan formats or blueprints is illustrated in figure 1 below.



Examples of blueprints in Nigeria are the National Policy on Education, Vision 2020, Seven Point Agenda, National Poverty Eradication Programme (NAPEP), Due Process, State and Federal Budgets, Strategic Plans of Tertiary Institutions, etc. The above framework for arriving at an effective plan or blueprints cannot be absolute because many other processes may exist. However, ideal situation is that the components stated here have very slim chances of failing. This plan could provoke other effective format derivatives for use in order to achieve realistic results.

I wish you try out this approach in your individual and official life. If you do, you will have very rewarding results. As discussed earlier, planning is the art of harnessing all that is necessary to achieve the

objectives of a particular project well ahead of time. Planning is an ever-present feature in modern life. Virtually every one should be a planner, at least in the informal sense. Personal or informal plans give purpose to our lives.

### **Significance of Human Capital**

Human capital denotes a pool of competencies, knowledge, skills and personality attributes embodied in the ability to perform task towards high level productivity. Human capital is acquired through teaching and learning. Lee, Pak, Rim and Li (2019) opined that human capital stock is gained by working through education and experience. It has a formation process that renews itself and keeps it abreast with time. This process updates and adds to the stock capital overtime through the creation of skills, trained, and efficient labour by providing better education, healthcare facilities, etc.

Capital is very essential for every organisation that intends to grow and achieve its purpose. In education, the ultimate goals are to change the perception of the learner, moderate the character towards a positive direction in life. Consequently, human capital is very significant to education for its relevance and value achievement.

Human capital is a source of workforce to education and the bedrock of all societal developments worldwide. The significance of human capital includes the following.

1. The investment and management of resources rest on human capital expertise which determines the standard of education in every society.
2. Human capital determines the direct economic returns to scale in terms of balance, the opportunity costs of resources and the expected future benefits. Indirect economic returns of external benefits which affects other members of the society is a determinant of a good capital resources factor.
3. Human capital can be likened to the concept of renewable energy as currently applied to organisations in the present dispensation of the 21<sup>st</sup> century technology era. It is highly replaceable or renewable in every organisation through the process of retirement and recruitment, training and retraining, dismissal, and employment exercises. Hassain, Khan and Hasan (2022) concluded that retirement and recruitment or hiring and firing approaches to

keep the standard or productivity of organisations can be related to the concept of renewable energy flow in modern times.

This capital is more readily available in advanced economies that trained them through their educational institutions for posterity. Even in the face of hazards, wars and accidents, such nations still have the opportunity to fall back to the available pools of capital stocks. Kraay (2019) attested to this as posited that nations like Israel and Japan withstood the ill-conditions of their time without much regrets.

4. Productivity is the major expectation from performance which only the human capital can do, using all other available resources to achieve the fit. Every organisation is set up to produce according to its aims and objectives. It is for this reason that educational institutions go in for expertise of different disciplines or in order to meet their demand. This demand is what projects the value of the institution towards public consumption.
5. Efficiency is another aspect that calls for recruitment and selection of specific types of human capital for work. Human capital resource determines the efficiency and effectiveness with which the organisation performs its duties leading to quantity and quality of the organisation to the public. The choice of institutions by parents for their wards to attend and the choice of employable hands from different institutions by employers depend on efficient and effective productivity of the institutions. Li and Li (2021) opined that efficiency in production speaks for itself and dictates the rate of demands for the organisation's product.
6. Creativity and technology have added value to every organisation in the world. Many organisations today can produce more quality of products than before the 21st century era. The computer technology has increased performance, efficiency, and effectiveness with its precision to a maxim. The beauty of all is that the human resource capital is in control of the situation for good (Rana, 2012).
7. Some kind of symbiosis exists between the employers and employees, which make for stability and peace in the workplace while the employees work to make sure the organisation survives all its odds by putting in their best their monthly emoluments, and rewards are paid on time.

**Human Capital Theory**

Human capital refers to enhancing the capabilities of the human being for productivity and efficiency with great emphasis on education and training. The conceptual views of some scholars for proper packaging of human capital led to human capital theories. These theorists include renowned economists like Gary Becker (1960), Theodore Schultz, Hanushek and Woessmann.

**Measuring Human Resource capital**

It is not an easy task to measure the human capital of any nation because many parameters are involved. However, some broad approaches proposed by Gibson and Oxley (2005), Jones and Fender (2011) and UNECE (2016), all summarised in Abraham and Mallat (2022), are the indicator approach, cost approach and the income approach. The indicator approach attempts to capture a country's investment in human capital using measurement such as school enrolment, average years of schooling or adult literacy. The cost approach values investment in education spending. The income approach values these investments by looking forward to the increment to expected future earnings attributable to current school enrolments and calculating the present value of those added earnings.

The indicator approach is the most direct approach in measuring human capital in any economy. It is easy to apply it to single measures such as average years of schooling or indexes of multiple measures like education, leadership, on the job training and creativity, mental health, physical health, people skills, etc.

Specifically, measuring human resource capital in education can be a complex process as it involves assessing the knowledge, skills, and competencies of the teachers and other educational professionals who contribute to the learning and development of students. One commonly used method for measuring human resource capital in education is through teacher assessments. These assessments can include evaluations of teachers' subject matter, knowledge, teaching strategies, and classroom management skills. Other factors that can be considered include the teachers' experience level, education level and professional development activities.

Another approach to measuring human resource capital in education is through analyzing student outcomes, such as test scores

and graduation rates. This approach can be used to assess the effectiveness of educational programmes and the impact of teacher quality on student achievement.

In addition to these methods, surveys and interviews can be conducted with teachers and other educational professionals to gather their perspectives on their own knowledge and skills, as well as their perceptions of the educational system as a whole. This information can provide valuable insights into the strength and weaknesses of the education system and can inform strategies for improving the quality of education.

Overall, measuring human resource capital in education requires a comprehensive approach that considers a range of factors and perspectives. By doing so, educators and policy makers can better understand the strengths and weaknesses of the education system and develop strategies to improve the quality of education for all students.

### **Resourcing Strategy**

Resourcing strategy is a medium to long term planning document which outlines how to obtain the right number of skilled employees to meet the organisations objectives. This is the attraction and recruitment of individuals into the right roles at the right time and cost. It includes the usage of relevant workforce, tools to tap into diverse candidate pools. In doing this, four types of resources in strategic management— financial, organisational, physical and technological strategies— must be considered as relevant. These are the core aspects of every organisation that create value, when properly harnessed and employed by management. UNEC (2016) observed that, resources and capabilities are the building blocks that lead to value achievements of organizational goals. The exercise will enable organisations to get the right people with the right skills into the right roles at the right time. It provides a basis for recruitment, retention, training and retraining as well as promotions.

### **Scenario Planning**

Scenario planning is a strategic planning method that organisations use to assist them make effective long term plans. It is the consideration of all that may happen in the future and how it could affect the business. Scenario planning is actually conducted for uncertainties. The results

obtained from the analysis helps them for alternative outcomes. These are assumptions of future changes with the intention of creating a plan for how to handle them. This method can help an organisation think creatively and allows for a new set of ideas when planning for the future. Some other benefits of scenario planning include:

- Optimising the allocation of resources
- Decreasing costs for production
- Improving product quality
- Increasing company profits
- Identifying and avoiding issues early before they occur.
- Evaluating the consequences of decision and actions
- Helping to think critically about future trends

### **Types of Scenario Planning**

The following are some types of scenario planning:

- **Quantitative Scenarios:** These scenarios look at the best and worst cases of financial model by altering variables assuming that key variables identified have fixed relationships.
- **Operational Scenarios:** Operational or event-driven scenarios look at the short term effects a circumstance may have on an organisation.
- **Normative Scenario:** This is goal-oriented type of scenario planning often used to help organisation reach the desired operation.
- **Strategic Management:** This focuses on the environment where consumers buy their products.
- **Probability-Based:** This looks at the trends to determine the likelihood an event may occur.
- **Interactive Scenario:** It describes the interaction with selected variables or products in a competitive gaming atmosphere.

### **Human resource planning**

Human resource planning is the process of forecasting the future of resource needs of an organization and developing strategies to meet those needs. This is very crucial in education because it depends heavily on the quality and availability of qualified staff for its successful operation. World Bank (2020) pointed out that, for any educational institution to be accessed of quality standards among others, the staff

of such an institution must be of quality itself. United Nations Economic Commission (2020) said that qualified staff is the function of school considered as of high standard. It is very essential therefore for educational institutions to attract, develop and retain the talents necessary to provide high quality education to their students.

### Summary

Human resource planning in education involves forecasting the staffing needs of educational institutions such as schools and universities, and developing strategies to recruit, hire, train and retain qualified personnel. This process takes into account factors such as student enrollment, budget constraints, and changes in educational policies and programs. The goal is to ensure that educational institutions have the right people in the right positions at the right time to effectively deliver quality education to students.

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## **Chapter 8**

### **SELECTION INTERVIEW IN SCHOOLS**

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#### **Introduction**

A formal organisation's structure is assumed to be the foundation on which individual positions in the organisation are rationalized. In every organisation, the manager uses a process by which the structure and allocation of jobs are determined and people are put in those job positions. This process is known as staffing. Staffing therefore is a process used in determining what type of people an organisation should hire, or recruit. How to select such people, how to set performance standards for them, and how to evaluate such performances, train and develop the employees is important. The acquisition of human resources in work organisations has gained much prominence in recent years because of the need to furnish work establishments with competent personnel that maximizes productivity.

This chapter has been designed to identify and discuss some basic procedures which may be adopted by organisations to select the right caliber of persons to form its work force. The following procedures has been listed for discussion.

- a. Interview planning
- b. Interview structure
- c. Approaches to interview
- d. Techniques of interview selection
- e. Skills required in interview
- f. Advantages/Disadvantages of interview

### **1. Interview planning**

In the context of this write-up, interview planning may be defined as the process in which organisations ensure that the right types of employees, with the right qualifications and attitudes, are hired to do the right jobs at the right time to fulfill the purpose for which the organisation is set to achieved. An interview plan refers to how the hiring team or panel conduct interviews for specific job. In other words, it refers to the steps an organization follows to hire candidates such as application reviews, skills assessment, face-to-face interactions.

### **Advantages of Interview**

Staff interview selection has many uses

1. Interview is an opportunity for both the employer and applicants to gain enough information to make them agree/want to work together. In other words, on the basis of the information the organization may decide to engage either applicant X or Y while applicant X or Y equally decide whether he/she should accept the contract of employment or not.
2. Through face-to-face interaction with the applicant, the interview panel can confirm the fact stated in the candidate's letter of application.
3. With the interview, the applicant is enlightened about the activities of the organization so as to enable him make his decision.
4. Interview help the panel compares the knowledge of the job requirements with their impressions of the applicant.

### **Disadvantages of Interview.**

1. Interview may not be a true test instrument as it may not reveal the actual abilities of the applicant.
2. Man-to-man syndrome may introduce bias therefore the right candidate for the job may end up not getting the job.
3. Candidate with stage fright can be deprived of job opportunity since they may not be able to face the panel, squarely.

### **Interview Structure**

There are three types of job interviews. Structured, unstructured and semi-structured interviews. It comes in all shapes, face-to-face, phone calls or video interview and sizes, one-on-one, panel or group interview but no matter the format, every job interview can be structured in three different ways:

1. A structured interview is a type of interview in which the interviewer asks a particular set of predetermined questions. The questions are planned and created well in advance which means that all the candidates are asked the same question in the same order. In other words, structured interviews are also known as: standardised interviews, patterned interviews, planned interviews, and formal interviews.

### **Advantages of structured interview.**

The following are the advantages of structured interview

- I. All the job seekers/applicants are asked the same questions. Therefore, it is easy to compare their answers and hire the right candidates.
- II. Candidates can be evaluated in the most objective and fair way, which also makes structured interview more legally defensible.

### **Disadvantages of structured interview**

The following are the disadvantages of structured interview

- I. Structured interviews are harder and more complicated to develop. You have to write and test them to make sure the interviewers stick to them.
- II. The interview questions may leak out, which means future candidates can come prepared.

- III. It is impersonalized, making it harder to provide an excellent candidate experience.

#### **Steps in Conducting structured interview**

The following are the step in conducting structured interview

- I. Develop and write down all the interview questions to ask candidates.
- II. Develop and write down the scale that will be used to grade candidates answers.
- III. Print out the questions and bring them with you to the interview panel.
- IV. Take detailed notes of each candidate's answers.
- V. Grade your candidates answers according to previously determined scale.

#### **2. Unstructured interview**

This is the type of interview in which the interviewer asked questions do not provide answers to the respondents well in advance. In an unstructured-interview questions arise spontaneously in a free-flow conversation, which means that different candidates are asked the same question but in different way. Unstructured interviews are also known as: informal interviews, casual interviews and free-flowing interviews.

#### **Advantages of unstructured interview**

- I. The main advantage of an unstructured interview is their personalized approach. This is especially useful when for a free flowing conversation, they seem much more casual and help candidates relax and feel more comfortable during the interview.

#### **Disadvantages of unstructured interview**

- i. Since in an unstructured interviews different candidates are asked different questions, it is harder to compare their answers and evaluate candidates equally and objectively.

### **How to prepare unstructured interview**

Although unstructured interview do not use questions prepared in advance, that does not implies that questions asked in unstructured interviews are totally randomized. The following are the guidelines for preparing unstructured interviews.

- i. Keep in mind the interview purpose and the general experiences and qualities you are looking for, to assess in candidates your goal is to gather and record important information about candidates.
- ii. Make sure you have a form, but be flexible.

### **3. Semi-Structured interview**

A semi-structured interview is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned in advance. Some questions are predetermined and asked all candidates while others arise spontaneously in a free-flowing conversation. Semi-structured interview also known as: moderately structured interview, hybrid interviews and combined interview.

Since semi-structured interview combine both the structure and unstructured interview styles, they can offer the best from both worlds. They can secure an objective comparison of candidates, but at the same time provide a more personalize and spontaneous approach that allows exploration of interesting points in a specific candidate's resume.

### **How to prepare semi-structured interview-guidelines**

1. Write down all the questions you want to ask all the candidates
2. Develop a few conversation starters to explore specific interesting point from your candidates resume.
3. Depending on your candidates answers, ask follow-up questions to gain a more in-depth understanding of their qualifications and motivation.
4. Follow the natural flow of conversation and feel free to explore any new job-related topic arising spontaneously.

### Approaches to interview selection

Among the criteria or approaches for selection are:

1. Mental ability of the applicant.
2. Physical characteristics of the applicant, especially their health and mental adjustment.
3. Professional qualification including academic attainment.
4. Work experience including cognitive experience .
5. Demographic data.

#### 1. Mental ability of the applicant

Mental ability has different definitions including the power to learn or retain knowledge, the ability to understand the fact and significance of behaviour, passion of the qualities required to something done. No organisation may be willing to employ the services of an unsound persons into its work force.

2. Physical characteristics of the applicant especially their health and mental adjustment.

Words that describe physical characteristics or physical appearance of candidates are shown in the table below:

**Table 1: Characteristics of candidates**

Variables	Description
Height	Short, average height, tall. (He/She is ..... I am)
Age	Around 16, ..., in his/her 40s. (He/she is ..... You are?)
Hair	Short, long, straight, wavy, curly, a pony tail, white, grey, black, dark, light, brown, etc.
Hair	Bald, (He is bald), beard, moustache (He has got .... )
Face	Square, round, wide, got ....., plain, (He/she has ), I/you/we ...They have got...)
Completion	Light, dark,(He/she has got .... I/you/we/they have got....)
Eyes	Green, blue, brown, big
Other	Beautiful, pretty, handsome, old, cute, good looking, young, old, overweight (He/she is .....)
Clothes & Accessories	He/she is wearing ..... (a blue T-shirt and black jeans), glasses.

Why are all these words important to the employer? These words describes vividly the physical characteristics of individual. It is pertinent the organisational managers arm themselves with them before setting up for interview.

The International Reading Association/National Council for Teacher Education (IRA/NCTE) (2005), listed 54 physical characteristics of the applicant seeking for job. They include the following:

Funny	outgoing
Gentle	peaceful
Generous	pleasant
Good	polite
Graceful	popular
Grateful	powerful
Groovy	quick
Happy	quiet
Helpful	quickly
Honest	rational
Honourable	reliable
Hopeful	responsible
Humorous	serious
Intelligent	skillful
Interesting	smart
Jolly	thankful
Joyful	thoughtful
Joyous	trustworthy
Kind	understanding
Lively	useful
Loving	victorious
Loyal	virtuous
Mature	warm
Mysterious	wordy
Nice	youthful
Noble	
Nurturing	
Obedient	
Original	

Although, all these physical characteristics are expected of employees, no organisation should expect them in a single individual one and the same time.

3. Professional qualification

Modern organisations are seeking for people who are expert in various skills and knowledge to enable them achieve their strategic management goals and objectives. Professionalism is an advanced vocational credentials that provides one with specialized training in a specific profession. Employers of labour demand candidates' credentials at the point of entry into the labour market.

4 Work Experience

This is another approach adopted by organisation to ascertain whether the applicant has some level of information about the job he/she is coming to perform. Work experience is a short-term experience of employment, typically arranged for senior staff by schools or organisations.

5. Demographic data

Most establishment solicit for applicants detailed bio-data. Demography is the scientific study of human population and location with respect to the size, their structure and development. It involves the quantitative study of human population and changes in them that result from birth, death, and migration (Okorn, 2016). Organisation require statistical data of the applicant for an informed decision-making. Such as date of birth, socio-economic information, including gender, age, etc.

**Techniques of interview selection**

Selection process as postulated by Ikpe (2002), is the process which involves sifting applications to get the best candidate with suitable skills and experience. Recruitment come first and is followed by selection. Recruitment is to locate possible applicants and attract them to the organisation. Selection is the cream of the most appropriate applicants and persuade them to join the organisation.

Apart from the recruitment advertisement, which is a selection device or technique, these are basic components in conventional selection procedures.

1. Application forms/letters of application, references, medical check-ups, interview and tests. One mechanism which is paramount at the beginning of the selection procedure is an application letter/form of the job seeker. This is helpful in providing some vital information about the applicants to enable the human resource department to assess who is worth interviewing or testing. An assessment of candidates commences with the letter of application on receipt of such letter, the human resource department select and weed out the applicants who are never likely to meet the job specifications.
2. Selection interview. This interview as buttressed by Ikpe(2002), is far and away, the most common technique used for selection purposes. The purpose of selection interview is to enable the selector to find out the "best first" for his job specifications and in turn allow the job seeker to know more of the organisation he/she is seeking employment.

Most establishment conduct selection test to obtain information about human conduct. The most common test include: Intelligent tests, aptitude tests, interest inventories, personality inventory, occupational test and personality tests.

i. Intelligent tests

Every organisation wants intelligent work force which it valued most. Intelligence is a primary requirement for any form of work to be done. Intelligence is not a physical object according to Abang (2007). It is an innate quality which everybody possesses and that which manifests itself in staff behaviour. Being a non-physical thing, it is subject to variety of interpretation. Intelligent enable the employee to handle any area of knowledge as it pertains to task performance. Intelligent tests are of basic abilities, also known as innate or inborn abilities. Those who score very highly on these tests are belief to be smart enough to see intricate and abstract relationships between variables and can apply old knowledge to resolving complex and new problems.

Employees who are intelligent can remember effectively, create useful objects or things and can initiate smart and saleable ideas. Such employees can promote organisational growth and national development.

ii. Aptitude tests

This is aimed at measuring skills and abilities which are innate. These are test of special ability or specific latent which, if developed or trained, will prove very useful in the future. Aptitude tests facilitates predictions of what employees are capable of after some level of training.

iii. Interest inventories

Interests are likes dislikes or aversions. It is assumed that whenever people are interested in what they are doing, they will be willing to invest more of their energies and time in those activities and do the work with more equanimity. To this end, when interest and abilities merge, then, performance will increased. On the other hand, if people exhibit little or no interest, in what they are doing, their productivity will drastically reduce and the organisational interest is sabotaged. It is on account of this that organisation should appraise interests before prospective employees are finally selected.

iv. Personality inventory

This attempt to measure an individual personal traits or characteristics, selection test should be strictly related to the job and should not be too difficult. Personality can briefly be defined as those character traits which distinguished one individual from the other, i.e., which make him unique. A person's personality may not be permanent as a person's emotional configuration may change with circumstances that are happy or sad. The importance of personality appraisal is to ensure that employees are assigned to the jobs that suit their personality. Sociable and good pleasant looking and jovial individuals who can easily set customers at ease can be selected into the Public Relations (PR) department. Those who hardly smile easily but are excellent in working with figures can be posted to the computer (ICT) rooms, accounts and data programming sections where talking to people are minimized.

v. Occupational tests

Occupational tests could be inform of; filing, English (spelling and grammar), typing, letter writing and number work.

**Summary**

Selection interview is a common technique used for appointing qualified staff into organisation. An effective interview properly planned can produce lively information between the interviewer and the interviewee. The essence of selection interview is to enable the selector find out the 'best first' for his job specification and in turn allow the job seeker to know more of the organisation he/she is seeking employment. Most institutions conduct selection test to obtain relatively objective measures of various dimensions of human behaviours.

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## *Chapter 9*

### **RECRUITMENT AND SELECTION**

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#### **Introduction**

The most significant resources of any educational organisations are their human resource. In other words, the people who provide the educational organisations with their work, creativity, talent, drive among others. Thus, among the most critical duties of those at the helm of affairs of educational institutions are the recruitment and selection, training, and development of personnel who will best help the institutions meet its set goals. Without competent personnel at the high level and indeed at all levels educational organisations will find it difficult to pursue appropriate goals as well as find it difficult to achieve appropriate goals once they have been set. Human resource management is an aspect of management function that deals with the recruitment, selection, placement, training, and development of members educational organisation. In this chapter we shall examine education and training establishment; sifting applications; selection methods; improving the effectiveness of recruitment and selection; references; qualifications and offers final stages and summary.

#### **Educational and Training Establishments**

In Human Resource Management, educational training and establishment are non- negotiable inputs in the educational organisations, targeted at improving and enhancing their outputs in terms both quantitative and qualitative dimensions. This is achieved through systematic training and development. In so doing, the education personnel are equipped with appropriate knowledge, skills, abilities and attitudes relevant to the effective performance on- the- job. Training and establishment are integral part of the total framework for effective management in the system. In our context, establishment is synonymous with development. The overarching purpose of both training

and development is similar. The main difference between the two is in respect to the levels of personnel for whom they are meant, and the contents and techniques employed. Training tends to be a short-term process, utilising a systematic and organised procedure, by which personnel (mostly at the lower level) acquire essential technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, such as acquiring knowledge and skills of using a novel technology. It is often for a short period, and for a specific job-related purpose. Development/establishment on the other hand is a long-term educational process, which utilises a systematic and organised procedure, by which personnel (mainly at the managerial level) acquire conceptual and theoretical knowledge skills. This involves technical knowledge and skills in operation, as well as philosophical and theoretical educational concepts. Development involves broader education and its purpose is long-term establishment. Training and development are indispensable for educational organisations, particularly in the present day fast changing technology, changing values and environment. Training and development can be seen of as a form of investment of human capital. A notable management author, Drucker (1954) said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers.

### **The Need for Training and Development**

Training is necessary for the individual development and progress of the personnel, because it motivates him/her to work diligently apart from monetary rewards. Two major factors that contribute to the increased need to training in any organisations are change and development. Educational organisations can make meaningful progress by keep improving in their continuous training and development programmes for their personnel. The importance of training and development among others are:

- Maximal use of human resources
- Development of skills
- Increased productivity
- Encouragement zeal for employee
- Improvement in organisational culture
- Enhancement in quality and safety

- Improvement in the morale and corporate image of the organisation

The training and development of personnel is capital intensive as it requires a lot quality inputs from the training providers as well as personnel. Here are a number of reasons why any educational organisation can embark on training and development programmes:

- When the management thinks that there is a need to improve performances of the personnel.
- Setting up minimum standard of expectation in performance improvement effort
- Training about some specific job responsibilities
- Testing the novel methodologies for increasing productivity.

### **Advantages of Training and Development**

Training and development is capital intensive. This notwithstanding, it is beneficial for education organisations in the long term if they ensure that personnel are trained regularly.

Some advantages among others are:

- Helps the personnel develop new skills and increase their knowledge
- Improves efficiency and productivity of individuals as well as that of the teams
- Removes bottle-necks in technical operations
- Improves job positions that can be created to make the organisations better
- Keeps the personnel motivated and refreshes their goals, ambition and contribution levels to the organisations

### **Training and Development Process**

Training and development are continuous process as the skills, knowledge and quality of work needs constant improvement. Since knowledge and skills are changing rapidly, it is critical that organisations focus on training their personnel after constantly monitoring them and developing their overall personality.

Steps for training and development are:

- Determine the training need analysis for individuals in the organisation

- Establish specific objectives and goals which need to be achieved.
- Select the methods of training.
- Conduct and implement the programmes for the personnel.
- Evaluate the output and performance post the training and development.
- Keep monitoring and evaluating the performances and find out if more training is required.

Training and development process are organisational activities targeted at improving the performance of the individuals and group of personnel in the organisational settings. It is an organised activity for increasing the knowledge and skills of the employees. It involves systematic procedures for transferring technical and managerial skills to the personnel. Training process is an important component both for the organisation as well as the personnel. Skills acquired by the personnel through training are assets for the organisations. The enhancement of the skills also provides job security as well as the opportunities for career advancement. Through training personnel are taught specific skills while through development the personnel's personality and management skills are enhanced.

Training is a continuous process and it should not stop at any stage. The management should ensure that a training programme should attempt to bring about positive changes in knowledge, skills and attitudes of the personnel.

#### **Objectives of training and development programmes**

The overall objectives of training and development among others are as follows:

- Prevention of obsolescence in the organisations
- Improvement of personnel's knowledge for doing specific jobs
- Impartation of skills to the personnel systematically so that they learn the same quickly.
- Impartation of multi skills in the personnel so that they become capable of handling different types of jobs.
- Bringing about the change in attitude of the personnel towards organisation and the fellow staff.

- Improvement in the overall performance of the organisation by inculcating discipline in the personnel.
- Training the personnel in efficient handling of materials, plant and equipment.
- Education of the personnel towards conservation of resources, pollution prevention and avoidance of wastages.
- Provision of safety as well as occupational health training to the personnel for manning the equipment health and safety.
- Development of managerial skills in the personnel so that they are prepared to take up higher responsibility.

### **Types of Training Needs**

In educational organisations, training needs can arise due to job changes, person changes and performance deficiency. Job change occurs when a staff is given a new job within the organisation. Person change happens when a staff leaves the organisation and a new person takes over his /her position. Training need due to performance deficiency exists when there is a gap between the present skills and knowledge they require for effective performance.

There are mainly three categories of training needs. The first category of the organisation training need is that covers each and every personnel of the organisation. The second category of training need relates to specific group of people within the organisation. The third category relates to the training needs of individual personnel who have been identified to take up the new positions within the organisation.

Training needs can be identified through appraisal sheets, self-assessments, peers review supervisor's assessment, structured assessments, and by systematic investigations. The need of training can be one-time requirement, recurring requirement or continuous requirement. The need of training can also be changing with passage of time. Again, the scope of training can be limited or substantial. It can be a long-time training course or short-term education. It can be acquisition of a skill by training through practical in a workshop or can be enhanced qualification through studying in an institution. It can on-the-job or in a classroom training. It can be technical training or training in management practices. It can be training for implementing standard in the organisation or can be implementation of procedures with the

required discipline. The training can be orientation or induction training to enhance skills for the employee's promotion.

### **Principles of Training and Development**

The following principles are essential for the development of training programme:

- ❖ The individual to be trained must have motivation to learn.
- ❖ The training material must be meaningful and should relate to the purpose of the training programme.
- ❖ Training should provide variety to prevent boredom and fatigue.
- ❖ Since training human beings tends to forget what they learn within few days it is advisable for the personnel to start practicing the new things which they learn in the training programme.
- ❖ Training material is to be well organised and should not only be properly presented but should also be available to the beneficiaries of the training.
- ❖ For a beneficiaries of the training to absorb the new learning effectively, it is advisable that training programme is divided into short sessions spread over a long time instead of long sessions held in short time.

Getting a feedback on training from the beneficiaries of the training helps in the improvement of the training programme.

### **Sifting Application**

Sifting the application, the first point of call is the advertisement for the exiting vacancies to be filled. The first point of contact with potential candidates – aim to attract the right candidates and put off irrelevant applicants. We may wish to target the disadvantaged groups or the catchment areas. or give details of family friendly policies etc. In sifting the applications the following criteria are instructive: Include all the essential criteria if possible.

- ❖ Consider the wording used – does it encourage applications from all groups
- ❖ Men and tribe , disabled and able bodied, young and old?

- ❖ Include standard wording in the if a Criminal Records Check is required.
- ❖ Human Resources inputs
- ❖ Talk to Human Resources about how and where the job description
- ❖ Point out any specific advertising requests we need the potential candidates to possess., i.e. certain journals.

In shortlisting the applicants the following must also apply: - To filter a manageable group of people who are strong candidates. Use the person specification – it sets out the selection criteria for the post.

- Agree a scoring system with the panel: what will get full marks, half marks, very few marks for each of the selection criteria.
- Shortlist individually, then discuss and agree with the panel.
- Check for essential criteria first as an initial sifting exercise, for instance full driving license.
- Interview all applicants with a disability who meet the essential criteria for the post.
- Keep records, be consistent. Do not introduce irrelevant criteria.
- Be prepared to offer appropriate and honest feedback when asked.
- Reach a panel consensus on who will be invited to interview – inform Human Resource Department so that they can send you these people's contact details.

Send out letters inviting people to interviews using the standard letter

### **Selection Methods**

The task of selecting the required personnel is a difficult one because of the complexity of the the personnel's job. Because the personnel are required to utilise a wide variety of skills and abilities, their selection depends on accurate assessment of candidates' proven or potential skills and abilities As noted earlier, in practical terms , selection is not that easy. How you go about it will depends on a number of factors. According to (OOUK 2000), the first of these, is the theoretical approach that one takes in the process of organisational

entry. Personnel who take a person-job fit view of the process will use tests designed to expose key psychological traits thought to be related to the intended job. Such a test might take a variety of forms but the purpose is to measure a person's fitness to the job. In its perspective, selectors who prefer the person-organisation fit approach will seek to the extent to which the person's knowledge, skills and attitude (KSA) complement those of the organisation. Several different selection instruments can help to discriminate between candidate, these are application form and curriculum vitae, interviews; Reference Checks. Ability/aptitude tests; assessment centers medical test among others

### ***Steps in the Selection Process***

Generally, the mode of employment sequence follows some steps and procedure. In practice, the actual selection process will vary with organisations and between levels in the same organisation. For instance, the selection interview for lower-level personnel may be quite perfunctory; heavy emphasis may be placed instead on the initial screening interview or on tests. However, although written tests designed to define a candidate's interests, aptitudes, and intelligence have long been a staple of employment screening and their use has declined over the years: Many tests have proven to be discriminatory in their design and results, and it has been difficult to establish their job relatedness when they have been subjected to judicial review. In selecting middle – or upper-level managerial personnel, on the other hand, the interviewing may be extensive – sometimes lasting eight hours or more – and there may be little or no formal testing. Instead of initially filling out an application, the candidate may submit a curriculum vitae.. Completion of the formal application may be delayed until after the job offer has been accepted. Some organisations omit the physical examination.

### **Interviewing.**

Positions, particularly at the managerial level, the in-depth interview is an important factor in the organisation's decision to make a job offer and in the individual's decision to accept or decline the offer. The most effective interviews – that is, those that are best able to predict the eventual performance of applicants are usually planned carefully and the same questions are usually asked of all candidates for the same

position. In many cases, interviews, however, tend to be far less structured and deliberate. Inadequate interviews can lead to poor employment decisions. Novit (1979) identified three common defects in interviewing that may produce inaccurate information about job applicants. The first defect according to him is the imbalance of power in the interview situation. The interview is likely to be experienced and at ease. The interviewee, on the other hand, who is probably inexperienced in the interview situation and to whom the job may represent a livelihood, a career, and an important part of his or her self-image, is likely to feel ill at ease. The interviewee may therefore behave in an uncharacteristically tense manner.

The second defect of interviews is that they may cause the job candidate to adopt "phony" behaviour. The applicant feels compelled to project an image that he or she thinks will be acceptable to the interviewer. Sometimes the "act" put on by a qualified applicant is obviously false or projects an image that is contrary to the organization's style. In such cases, a less qualified candidate who projects a realistic image may be offered the position.

A third defect is the tendency of interviewers to ask questions that have no useful answers, such as "tell me about yourself" or "what would you say is your greatest weakness"? Applicants are likely to sense the lack of skill and preparation of the interviewer who asks such open-ended questions. They may feel uneasy and give superficial answers, or they may try to second-guess the interviewer and go off on a lengthy tangent. Novit asserts that interviews that focus on the requirements of the job and the actual skills and abilities of candidates will provide interviewers with more useful information and be better predictors of performance.

The interview process may also prove unreliable because of the differing objectives of the interviewer and interviewee. The prospective employer wants to sell the organization as a good place to work and may exaggerate the organization's strengths; the prospective employee wants to be hired and may exaggerate his or her qualities. Some organisations have attempted to reduce this problem through the realistic job preview in which candidates are.

## **Improving the Effectiveness of Recruitment and Selection**

### **Recruitment**

The main need for recruitment is to provide a pool of candidates large enough for the educational organisation to select the qualified personnel it needs. General recruiting, which is most appropriate for operational personnel, takes place when the organisation needs a pool of staff of a certain kind of job. For instance mathematics teachers, language teachers among others. It follows comparatively simple, standardized procedures. Specialized recruiting, which is used mainly for high level personnel or specialists, occurs when the organisation desires a particular type of individual. In specialised recruiting, candidates receive personalised attention over an extended period. The recruiting of graduate teachers falls somewhere between these two extremes. It resembles general recruiting in the sense that many candidates are screened for a given group of openings and many may be hired with only a vague idea about their initial jobs – especially if the first ‘job’ is in a managerial trainee programme.

### **Job and Position Descriptions**

It is essential that before personnel can be recruited, it is important for the management to have some clear ideas regarding a new personnel’s positions and responsibilities. Therefore, job analysis must be developed as an early step in the recruitment process. Once a specific job has been analysed, a written statement of the content and location of each job is incorporated into the organogram of the organisation.

At the operational level, this is what is regarded as job description; at the managerial level, the statement is called a position description. The organisational organogram will be linked to a description that lists the title, duties, and responsibilities for that position. For instance, a brief position description might read as follows: The Principal of Senior Secondary School Duties include student admission supervising teachers and non-teaching staff and administration of the school generally and report to the permanent secretary Ministry of Education. Once the position description has been determined, an accompanying job specification is developed. The employment specification defines the background, experience, and skills that an individual must have in order to perform effectively in the position. The employment specification for College Principal might

read: 'Position requires Minimum of first degree in education; ten years' post qualification experience in managerial position and two years' supervisory experience as a Vice Principal; energetic, motivated individual with well-developed interpersonal skills.

### **Sources for Recruitment**

Recruitment takes place within a labour market that is, people available with the skills needed to fill open positions. The labour market changes over time in response to environmental factors.

The sources to which personnel or human resource departments turn to meet their recruitment needs depend on the availability of the right kinds of people in the labour pool, as well as on the nature of the positions to be filled. Educational organisation's ability to recruit the required personnel often depends as much on the organisation's pedigree and the attractiveness of its location as on the attractiveness of the specific job offer. If the people with the appropriate skills are not available in the organisation itself or in the catchment labour pool, they may resort to recruiting from competing organisations and other distance places..

### **Recruitment from Within.**

Some educational organisations may have a policy of recruiting or promoting from within the organisation except in very exceptional circumstances. This policy has three advantages, firstly, individuals recruited from within will already be familiar with the terrain of the organisation; they are therefore most likely to succeed because of their knowledge of the organisation and its workings. Secondly, a promotion-from-within policy helps to foster loyalty and inspire greater effort among organisation member and thirdly, it is usually less expensive to recruit or promote from within than to employ from outside the organisation. The major limitations of this policy are the restriction that it imposes on available talent, it also reduces the chance for a fresh viewpoint to enter the organisation, and this may encourage complacency because staff may assume that seniority will guarantee their promotion.

In the recruitment process, the personnel/human resource department normally has primary responsibility for assuring compliance with equal employment opportunity and affirmative action provisions.

Ultimately, all managerial staff are affected by the policy of recruitment within because this provision determines the pool of applicants for available positions and influence the procedures that must be used in managing and developing the individuals who are recruited. Personnel/ human resources department must invariably educate other members of the organisation the implications of compliance for their respective departments. Job titles can be exist and reflect de facto discrimination. Resources

### **External Recruitment**

When qualified candidate cannot be found within the orgaaisatiion, the external labour market will be resorted into.. The external source includes college graduates, the unemployed with a wide range of skills and abilities, and some retired experienced persons. Like internal recruitment, there are merits and demerits of external recruits. It provides a wider labour market. It also brings new blood into the organisation. However, the organisation has to make longer investment in its recruitment selection, socialisation, training and integration of staff into its (organisation's) fold. An effective external search process involves analysing the market, to define appropriate catchment areas, so as to design most appropriate communication strategies for reaching out to the prospective candidates.

### **Selection**

The selection involves mutual decision making. The organization decides whether or not to make a job offer and how attractive the offer should be. The job candidate decides whether the organisation and the job offer will fit his or her needs and goals. However, when the job market is extremely tight, the selection will in practice be more one-sided. Several candidates will be applying for each position, and the organisation will, on the basis of a series of screening devices, hire the candidate that it feels most suitable. The selection may also be one-sided when the candidate is a highly qualified executive or professional who is being courted by several organisations.

There are two factors that must exist for effective recruitment and selection to happen. The first of these factors is that the organisation must have candidates, who is willing to employ the second factor is that the candidate must be willing to accept.

Recruitment is the process of finding and attracting candidates who meet both of these factors. The process begins when the organisation through job analysis, determines its qualitative need for personnel. Also, job analysis leads to a description of the duties and responsibilities of the job. Recruitment starts when the organisation knows the type of person it is seeking and it lays a good base for effective selection process. We will therefore look at the ways of improving the effectiveness of recruitment and selection by looking at the check list for recruitment and selection and person specification. We must first consider the following check list for recruitment and selection.

**Check list for recruitment and selection:**

- Approval must be given before a vacancy can be filled.
- Identify all interview panel members and work together with the panel.
- Agree a timetable and modalities for the recruitment process.
- Identify a chairperson of the selection panel and discuss the expectations from panel members.

The next logical assignment is to come up with job description

**Job Description**

- Review the post – has the job description been amended?
- Speak to the person who currently does the job, other colleagues and contacts.
- If it is a new post, draw up a comprehensive job description, using the standard job description format.
- Make sure all job descriptions are in the correct format and include a relevant equality & diversity and safety statements.
- Include all duties; rank in order of importance.
- Be exact: separate duties and avoid unnecessary terms.
- If it is a new job or there are major changes the job description needs to be evaluated by the Job Evaluation panel.

After the job description we also need to state the personality peculiarities suitable for the job, what we can call Person Specification.

### **Person Specification**

This defines the attributes a person needs to put the job description into action. The person specification sets standards and forms the selection criteria for the job.

- Update the person specification if necessary.
- Identify the qualifications (if appropriate), experience, knowledge, skills and abilities (including physical or mental abilities), a person needs to carry out the tasks in the job description –these should match.
- Rank the criteria in order of importance, with most essential criteria at the top.
- List the essential criteria – without which the job cannot be done. Include equities/diversity.
- List the desirable criteria – attributes that would be an advantage. Desirable criteria should be kept to a minimum
- Agree how the selection criteria will be assessed (application form, test, certificates, interview, presentation, etc)
- Be precise and specific and identify the level of skill required.
- Be objective – where possible, use criteria that can be measured.

Agree person specification and job description with selection panel. Do not add extra criteria later.

### **References, Qualifications and Offers**

#### **References**

Once the interview and medical examination of the candidate over, the the human resource/ personnel department will engage in checking references. Candidates are expected to give 2 or 3 names for references in their application forms. These references may be from the individuals who are familiar with the candidate's academic achievements or from the applicant's previous employer, who is well versed with the applicant's job performance and sometimes from the co-workers. In case the reference check is from the previous employer, information in the areas such as job title, job description, period of employment, pay and allowances, gross emoluments, benefits provided, rate of absence, candidate's regularity at work, character, progress, etc can also be obtained. Furthermore, soon after the interviews and after we have made a conditional offer to the successful

person the Human Resource Department will then write to their referees. Referees should be sent a copy of the job description and person specification. They should be asked to comment on the applicant's ability to do the job in relation to the selection criteria. Copies of the standard reference form and the covering letter are enclosed as for information. Written references should be obtained for all appointments, including internal appointments. References are requested after a conditional job offer. They should be used to confirm (or otherwise) an initial decision, rather than being part of the decision itself.

#### **Disclosure from the Disclosure and Barring Service**

Once a conditional job offer is made, if applicable Human Resource Department will ask the applicant to complete a disclosure application form.

The Disclosure Baring Service will send a copy of the Disclosure information to the applicant who must then show this to Human Resource Department. If the disclosure reveals spent or unspent convictions this will not automatically rule out an applicant – the type of offence, the amount of time since the conviction and the type of job they are applying for all need to be carefully considered before an appointment decision is made.

#### **Qualifications**

Qualifications (academic and professional) one of the main criteria, We should take in to cognisance that qualifications completed overseas are usually as valuable as those gained in the in Nigeria therefore there should be a proviso or its equivalent. If any essential criteria relate to qualification/certificates/licenses etc then these should provide as part of the interview process

#### **Job Offer.**

Once the decision is made a provisional job offer can be given. The management should make this in writing to the applicant and let them know that the offer is subject to a number of pre-employment checks which will be completed by the personnel/human resource department.. Some of the pre-employment documents include the following:

1. Medical clearance .

2. References
3. (Disclosure and Barining Service(DBS) (if relevant to the job).
4. Evidence of legal right to work ( foreigners)
5. Reasonable adjustments –to check if the employee requires any reasonableadjustments as the result of a disability.

### **Final Stages**

The final stages will be the offer appointment to the duly qualified candidates by the personnel/ human resource department. Arrangement is then put in place for the newly recruited staff for orientation and subsequent integration into the organisatiion

### **Summary**

We found tat two factors must exist for effective recruitment and selection to happen. Firstly, the organisation must have a candidates , who it is willing to be employed secondly the candidate must be willing to accept the offer. Recruitment is the process of finding and attracting candidates who meet both of these conditions. The process begins, as we have shown, when the education organisation through job analysis, determines its qualitative need for personnel. Also, job analysis leads to a description of the duties and responsibilities of the job. Recruitment starts when the organisation knowsthe type of persons it is seeking and it lays a good base for effective selection process.By now, it should be obvious to you that the basic goal in selection should be all round assessment of candidates, using a number of different sourcesof information, rather than a decision based on just one criteria..Training is necessary for the individual development and progress of the personnel, because it motivates him/her to work diligently apart from monetary rewards. Two major factors that contributes to the increased need to training in any organisations are change and development. Education organisations can make meaningful progress by keep improving in their continuous training and development programmes for their personnel

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## ***Chapter 10***

### **HUMAN RESOURCE MANAGEMENT IN EDUCATION IN THE TWENTY-FIRST CENTURY: SELECTION AND INDUCTION**

**Ephraim E. Oluchukwu PhD, MNAE**

#### **Introduction**

Induction and training are important in setting the newly recruited/select personnel on the right paths within the organizational setting. Induction is the process of receiving and welcoming of the new staff, after they have been selected and providing them the required training needed to settle down adequately for their duties and responsibilities. Induction will establish a positive attitude of the organization within the mind-sets of the new staff, so that they are likely to enhance staff retention as well as to obtain effective output from new staff in short duration of time frame. Training is making use of methods and strategies to enhance the awareness, knowledge, skills and attitudes among the staff. Various training methods include role plays, vestibule training, field visits, and lectures. It is essential to take all the new staff go through on-the-job and off-the-job training in order to be well informed regarding history, personnel, goals and performance of job duties so as to balance the needs and requirements of the organizations and human resources. It is a thorough examination of recruitment, selection and induction policies and procedures within education organization with a view to achieving the organizational goals.

Every organization with a reasonable number of staff has pockets of challenges with staff turn-over and complaints galore might be suggestive of inappropriateness in the recruitment, selection and induction process of the establishment. In this chapter, our discussion revolves round Psychological Tests; Characteristics of a Good Test; Types of Tests; Interpreting Test Results; Choosing Tests; Taking Care

about Induction; Assumption of Duty; Documentation; Induction and Formal Induction Programmes.

### **PSYCHOLOGICAL TESTS**

According to Bacon (2017), psychological testing methods can be traced way back to 2200 B.C. in China when an emperor tested his officials to know whether they were suitable for his office. From his perspective, since this discovery, many Chinese dynasties have seen such tests unfold into more formal ones with various levels. These tests created an impression in the world and soon every country started following them. Fast forward to the time when the whole world was struck with the First World War, this era served as a critical crunch in the psychological world. Many types of psychological tests were designed to evaluate soldiers for the army and to filter soldiers who were suffering from some kind of sicknesses that were related. Such intense screenings might come off as archaic in today's dynamic world, but it was a landmark in psychology because it gave rise to the World's first Personality Test. Ever since then there have been remarkable giant stride in psychological testing.

Psychological test measures an individual's different abilities, such as their aptitude in a particular area, cognitive functions like memory and spatial recognition, or even traits like introvert or extrovert. These tests are predicated on scientifically tested psychological theories. The test can take form of pencil and paper tasks, computer-based task among others. They may also include activities such as puzzle-solving, drawing, logic problem solving, and memory games. Furthermore, some tests also use techniques—known as projective techniques—which aim to access the unconscious. In these instances, the subject's responses are analyzed through psychological interpretation and more complex algorithms than the non-projective techniques mentioned above. Psychological tests may also involve observing someone's interactions and behavior. Based on the result of the test, an inference will be drawn about the individual's inherent abilities and potential. Psychological Assessments or Psychological Tests are verbal or written tests formed to evaluate a person's behavior. Many types of Psychological tests help people understand various dynamics of the human being. It helps us understand why someone is good at something, while the other is good at another. However,

humans are complex beings that cannot be defined and classified under certain branches. The subjective nature of humans and individual differences has quite often raised criticism in psychological testing. These criticisms are founded because sometimes tests are conducted in such a way that they are unreliable in some circumstances. Depending on the test, candidates may lie, resulting in an entirely different outcome.

As the society improves and becomes more productive, a particular test may become obsolete, forcing the replacement of a more advanced testing. This can be unproductive and prevent the person giving the test from getting a better result for the candidate. Now that you are familiar with the psychological tests, we can consider characteristics of a good test.

### **CHARACTERISTICS OF A GOOD TEST**

From the educator's point of view, a good test is an evaluation through which teachers measure learners' abilities and points of weaknesses and strengths. It also gauges their knowledge in the field of study and provides both sides with real feedback. A good test ensures that learners are ready to move to the next step whether this step is a primary school, secondary school, or even tertiary institution. The qualities of good assessment is a process through which learners share their educational experiences. In order for a test to be a good tool for measuring learners' knowledge and skills, it should have the following characteristics of examination that are essential for the success of any test.

#### ● **Reliability or Consistency**

Reliability or consistency of a test means that learners should perform the same or get the same result if they are exposed to different questions in different times and places. A test is considered reliable when the same result is achieved over different tests. According to Carlson (2019) in his research, reliability of test scores is the extent to which they are consistent across different occasions of testing, different editions of the test, or different raters scoring the test taker's responses. He also mentions some statistics to describe how a test can be reliable, namely;

- ❖ **Score Distribution:** The percentage of test takers at each score level.
- ❖ **Mean Score:** The average score, computed by summing the scores of all test takers and dividing by the number of test takers.
- ❖ **Standard Deviation:** A measure of the amount of variation in a set of scores. It can be interpreted as the average distance of scores from the mean.
- ❖ **Correlation:** A measure of the strength and direction of the relationship between the scores of the same people on two tests.

Reliability is the ratio of the true score and the observed score variance. To measure a test's reliability, we may administer a test to the same group more than once. However, errors may occur as students may forget or have some physical problems. Thus, it is crucial to administer the same test in identical conditions to ensure that we will get the same results.

#### ● **Validity**

Validity is very important to gauge the quality of a given test as questions must be in line with the selected criteria and measures. A validity of a test can be achieved when the test measures what it is really intended to measure. Therefore, a certain criteria must be selected. The following are some of the top different types of validity:

- **Content Validity:** A test should fairly represent the content of the course or the field of study.
- **Criterion Validity:** It is used to predict the performance of a job applicant or a student.
- **Convergent Validity:** This is mostly used in the field of sociology or psychology.
- **Discriminant Validity:** Discriminant validity means that a test of a concept is not highly correlated with other tests that are set to measure theoretically different concepts.

#### **TYPES OF TESTS**

Human beings have certain abilities and specialties. A person who has a creative ability may not necessarily have a calculative ability. Such differences in abilities and interests are tested using aptitude tests. It is used to predict the future scope of a person or test whether a person

possesses a certain skill set. However, speaking of human complexities again, human beings are incomprehensive and unpredictable in their ways which always leaves some room for ambiguity. Various aptitude tests are given to students and employees. Many capability tests also come under aptitude tests. For instance assessment of someone who wants to become a police officer. Such person will require to be alert, courageous, risk-taking among other traits. That person must possess certain skills and abilities for being selected if he must be selected. We may now consider various types of test as follows:

- **Speed and Power Tests**

This is a test where the performance is measured based primarily on the speed with which one works. This kind of tests can be used for clerical ability. The other variance can be where the test is difficult and the applicant or the person is given as much time as he wants. This type of test where the person's score is based exclusively upon their ability to answer the question correctly irrespective of the time he has taken is known as a power test.

- **Emotional Intelligence Test**

An emotional intelligence test taps various emotions through situations presented to the person been tested. This kind of test requires a person's honesty to accurately evaluate a person's emotional quotient and suggest ways to improve it. It is often observed that people who have higher emotional quotient are much more content and successful than people otherwise. The emotional intelligence of a person tends to fluctuate, therefore, it requires constant consciousness of our actions and evaluation of their consequences.

- **Neuropsychological Tests**

These kinds of tests are designed to measure the cognitive workings of a person. Neuropsychological tests are the most essential form among the many types of psychological tests used for assessing diseases like Alzheimer's, Brain Injury, and Emotional disorders such as depression or anxiety. Neuro-psychological tests analyze how an individual's brain works, in order to identify any problems in its functioning. For instance, a person with a head injury may have to undergo neuropsychological tests to check their brain's ability to retain information.

- **Individual and Group Tests**

There are certain tests which are meant to be performed individually. Such tests are called individual tests and these tests are preferred for vocational guidance and counseling and clinical and diagnostic work with emotionally disturbed persons. As individual tests are more expensive, therefore they are rarely used in the most organizations. Group tests are mostly used. Group tests are designed for a purpose that they can be administered to a large number of people in an organization. Examples of group tests are the Vocational Achievement Test, Adaptability Test, and Personnel Test.

- **Mental Health Assessment Tests**

Mental health assessment includes information about a person's medical history, their family history, and the current status of their mental health. The assessment helps identify if there are any mental health issues present, and determine a diagnosis and treatment accordingly.

- **Adaptive Behavior Assessments Tests**

This measures the social and practical skills of a person, to determine their ability to function on a daily basis at home, school or at work; and are usually conducted along with cognitive tests.

- **Aptitude Tests**

An aptitude test measures a person's ability to perform different kinds of tasks. This is done to determine the areas in which their skills are the strongest. Some people may be better with quantitative tasks that require mathematics and logical reasoning skills, some at language, and some at creative thinking. These tests are used by vocational therapists to measure ability, and figure out the kind of professions or job roles a person may be suited for. They may also be used by career counselors to guide people towards higher education in fields where they demonstrate high ability.

- **Cognitive Tests**

A cognitive test measures a person's cognitive abilities— problem solving, reasoning, vocabulary, comprehension, and memory. They are more commonly known as intelligence or intelligence quotient (IQ)

tests, and are used in the field of education to identify a person's strengths and potential. For example, a child may be given a cognitive test to measure their ability in different subjects; allowing educators to help the child work on the subjects they are having trouble with.

- **Educational/Achievement Testing**

Educational testing is conducted to test how much an individual has progressed in learning a specific subject—like mathematics, reading comprehension—to identify any difficulties they may have had in it. Achievement tests are the examinations that students take in schools and colleges.

- **Forensic Psychological Testing**

Forensic testing is used in the legal field, to determine whether a suspect is capable of committing the crime they have been accused of. It comprises cognitive, personality.

- **Essay and Objectives Tests**

The essay tests are one of the oldest methods of psychological tests that are created to check the candidate's ability to organize and articulate his or her thoughts clearly and of course logically. On the other hand, the objective test has one correct answer and does not require or ask for any sort of long extensive explanation from the candidates. These tests are generally used to check the mental ability or mental power of the candidate, the reasoning and clarity of the concepts above all.

### **INTERPRETING TEST RESULTS**

Psychological tests are interpreted in the context of the persons being tested in relation to their environment, socio-economic status, and physical health among others. For instance, if a doctor is looking at the blood test result of someone, it is necessary for the doctor to read the result in relation to the symptoms and general physical health to arrive at an accurate diagnosis. Furthermore, it is important to note that even though many of the psychological tests we mentioned in the previous section are easily available on the internet, taking them without consulting professionals may not lead to getting an actual analysis of our test results, be it personality test or aptitude test or behavioral test.

Consequently, it in turn, may mean not getting the help one needs. Apart from a simple pass or fail of interpreting result, detailed interpretation of test results take many forms, including, logs, reports, and even extracts from other systems that were affected by the test. These can be interpreted in many ways, and test results and selected details may be sent to synchronized project or quality control management systems. Test results and data are often difficult to interpret and troubleshoot and sometimes even difficult to find. Furthermore, output can vary depending on the language layers or levels of abstraction. For instance, server logs may display low-level and detailed information that is helpful for debugging, but may be cumbersome for users to read through, especially if they have limited computer and technical skills. On the other hand, reporting interfaces that show high-level information such as executed steps, their outcomes and error messages are much more accessible to all user types. Test results can be interpreted from many different sources, especially from logs and reports. While logs contain a lot of raw data that can be difficult to read, they are nevertheless critical sources of information for debugging and finding the root cause of failures.

### **CHOOSING TESTS**

There are numerous methods for evaluating a candidate's suitability prior to making a final employment decision. The candidate's resumes and covering letters are the most prevalent tools used for this purpose, despite their unreliability in capturing an individual's aptitude for a job. Apparently, there is positive correlation between past work experience and future job performance, however we must be cautious in relying solely on an applicant's accomplishments and previous work history to predict their performance in a new role. This caution is what necessitates management to have pre-employment tests in addition to resumes. Pre-employment tests reveal the part about human beings that cannot be revealed through a resume or a motivation letter, but that do have a significant impact on their job fit and future job performance. Incorporating assessments into the screening process helps assessors to gain a deeper understanding of a candidate's skills, competencies, and potential. It allows us to make more informed decisions based on their current abilities rather than solely relying on their past achievements. The factors to take into consideration while

choosing pre-employment tests are: type of assessment and what's being measured, the position of the assessments in the hiring funnel, candidate's experience, hiring bias and contribution, diversity equity and inclusion (DE&I), scientific validation/foundation, and possibility to assess the current team (Team Analysis).

### **TYPE OF TEST AND WHAT'S BEING TESTED**

There are several types of pre-employment tests. However, the following three are the most frequently used types of tests to assess candidates: job knowledge tests, personality tests and behavioral tests, cognitive ability tests.

#### **Job knowledge tests**

Job knowledge tests measures candidates on specific job-related knowledge and elements. An example of such a test could be teaching methodology on a person applying for the principal's position in a secondary school.

#### **Personality and Behavioral Tests**

These types of tests offer insight into whether a candidate's personality can translate into job success, example of such test are, the DISC assessment which is behavioral tool that measures individual's personality and behavior. DISC assessment are commonly used in pre-employment screening to understand how candidates will behave within an organization; Myers & Briggs' 16 personality types indicator which is report inventory designed to identify a person's personality types, strengths and preferences; or the Big Five Personality test, which is test that shows how an individual accurately on openness, conscientiousness, extroversion, agreeableness and neuroticism

#### **Cognitive Ability Tests**

Cognitive ability test focus on measuring someone's general mental capacity which is the most important trait determinant of job performance. For instance it can be a Figure Series test.

N organization's choice of a pre-employment assessment highly depends on its hiring needs. For instance, if an organization is looking to employ someone with specific, job-related knowledge then its Human Resource managers should go for a job knowledge test.

However, if the need is someone who is more capable of independent problem-solving, then a cognitive ability test would be a better option to choose. That's why before choosing a pre-employment assessment tool, we ask ourselves the following: what is it that you want to measure when assessing and evaluating candidates, and why is it important for the specific job role?

By introducing assessments after a first screening (whether it be a phone call or a first interview), we will end up attempting to validate the assumptions that we unconsciously made during this screening. This way leads to a biased, subjective evaluation of a candidate which can either result in you making the biggest misfire of our life or simply missing out on candidates that would have been amazing for the job. However, by introducing pre-employment assessments, we can create a solid impression of the candidate without getting distracted by insights such as demographic details or your very own unconscious bias, which are in no way predictive for hiring success. This way, you are able to identify high potential candidates that might have a less impressive resume. Before choosing a pre-employment assessment tool, we ask ourselves whether we care about creating the right first impression of a candidate from onset which certainly be in affirmative. Finally, a good decision is an informed decision, especially when we are thinking about investing in tooling that is meant to help you choose the best candidates and make the best hiring decisions.

### **INDUCTION**

Induction (orientation or socialization) may be seen as a systematic organizational arrangement to minimize problems confronting new personnel so that they can contribute meaningfully to the work of the organization while realizing personal and position satisfaction. An education organization can recruit and select personnel, but until these individuals become fully adjusted to the work to be performed, the environment in which it is performed, and the colleagues with whom it is performed, they cannot be expected to give their best effort to attainment of the goals of the organization. Initiation of an effective induction process is one way that the organization can contribute to personnel assimilation, as well as to the personal development, security, and need satisfaction of each member of the organization. Induction or orientation is the process through which a

new staff is introduced to the job and the organization.

From the perspective of Armstrong (1992), induction is the process of receiving and welcoming an employee when he first joins an organization and giving him/her the basic information, he needs to settle down quickly and start work. Good induction training ensures that beginners are retained, and then settled quickly and happily into a productive role. New staff also need to understand the organization's mission, goals, values and philosophy; personnel practices, health and safety rules, and of course the job they are required to do, with clear methods, timescales and expectations. New personnel are introduced to the job and organization through induction process. Induction helps to remove fears from new comers to the organization, helps in creation of sense of pride to the new employee. Induction plays a vital role to communicate specific job requirements to the employees, put them at ease and make them feel confident about their abilities.

#### **Assumption of Duty**

Assumption to Duty is a document certifying as to the date the appointee has assumed the duties and responsibilities of the position appointed to, in connection with the issuance of the latter's appointment. Taking on a role is also a method for dealing with uncertainty about how to behave in the given environment. Information required in the assumption of duty are names in full and surname last; address; designation; salary grade and step; department or unit; Staff ID (if available) and actual date of assumption of duty.

#### **Documentation**

Documentation is process of recording, describing, and contextualizing information to make it understandable and usable. It involves creating a comprehensive record that outlines the information's origin, structure, relationships and intended use. Documentation serves several crucial purposes in the context of information management, data analysis, and decision-making. Generally, it serves as a roadmap for information analysts, scientists, and other stakeholders to navigate the intricacies of the information at hand. The following are some key reasons why documenting data on new employees is necessary:

**Enhanced Understanding:** Documentation provides a clear and detailed understanding of the data, fostering transparency and reducing errors. This is particularly crucial in large organizations where data is often shared across departments.

**Facilitating Collaboration:** When multiple teams or individuals interact with the same data sets, well-documented data ensures a shared understanding. This promotes collaboration and prevents misunderstandings that may arise due to differing interpretations of the information.

**Compliance and Governance:** In relation to increasing information regulations, documentation is a key component of compliance and governance. It ensures that organizations can trace the origin and usage of information regarding staff.

**Time and Cost Efficiency:** Well-documented information reduces the time and effort required to understand and analyze information on staff.

**Mitigating Risks:** Documentation helps mitigate the risks associated with using inaccurate or outdated information by providing clarity on information sources and transformations.

Documentation can be logical and efficient if it is guided by the following basic principles:

- **Consistency:** Consistency is key in documentation.
- **Accuracy:** Documentation must accurately reflect the characteristics and properties of the data.
- **Relevance:** Not all details are equally important. Focus on capturing information that is relevant to the intended users and use cases. This ensures that documentation remains concise and user-friendly.
- **Versioning:** Maintaining version control is crucial in dynamic environments where data is frequently updated. Versioning helps track changes to the data over time, allowing users to understand when and how the information has evolved.
- **Accessibility:** Make documentation easily accessible to all stakeholders. This could involve using data cataloging tools,

embedding data directly within data sets, or creating user-friendly documentation repositories. Accessibility promotes widespread adoption and usage of the documentation.

- **Collaboration:** Encourage collaboration in the documentation process. Input from various stakeholders, including data creators, analysts, and end-users, ensures that documentation captures diverse perspectives and remains comprehensive.

Building a solid foundation for documentation is crucial for ensuring that information on staff is well-understood, easily accessible, and can be effectively utilized by individuals within an organization.

### **Formal Induction Programs**

Induction involves more than just making the new staff feel at home in a strange or unfamiliar terrain. The induction program has be designed in such a way that it enables the staff to achieve job satisfaction and also to make use of his abilities to achieve the goals of the organization. Induction of staff is one of the major tasks human resource department should be concerned with. After staff have been recruited and assigned to the unit where they will work, it is still essential that those in leadership positions formally introduce them to the system so that adjustment problems confronting the new staff can be solved. The new staff for instance will be anxious to know how the organization operates. If he is quite unfamiliar with the whole atmosphere, he becomes insecure and apprehensive of many things. Unless he is adequately informed of the ways things are done in the new system he would mostly fumble and stumble.

### **Scope of the Induction Program**

On arrival at the organization, the new staff should be received by the management or those assigned with the responsibility. Designated personnel should provide the new staff with specific detailed information about the organization. Firstly, a new member of staff needs to know the terms and conditions of service. Secondly, they should be given information about the community in which the organization is situated. Also, the new staff must be educated about the organization that he has come into. Furthermore, the new staff member needs to know their colleagues in relation to their professional

interests, their social and recreational activities, and their responsibilities. If it is in school environment, the new staff if he is a teacher should be introduced to students and the non-teaching staff such as the school accountant, the clerks and the kitchen staff. It would reduce the sense of uncertainty and frustration normally experienced by new staff in their new places of work.

### **Purpose of the Induction**

The following are the purpose of induction:

#### ❖ ***Need Satisfaction***

Induction should result in a feeling on the part of the new appointee that he is an integral part of the school and the environment it serves. Induction should facilitate identification of the individual with the organization. The needs of new personnel for belonging, for security and for recognition

#### ❖ ***Information***

It enables every newly appointed staff member to be fully informed about the environment, duties, relationships and responsibilities of the position, about characteristics of the organization; and about the unit to which the inductee will be assigned. One of the major expectations of induction is that newly appointed personnel will be furnished with whatever information that is necessary to facilitate their adjustment.

#### ❖ ***Assistance***

The induction should provide technical assistance to new personnel. Whether to help in understanding goals or in developing attitudes and skills, there should be plans to eliminate the possibility of individual failure or maladjustment because of the absence of supervision during the adjustment period.

#### ❖ ***Assistance***

The induction process should be able to utilize fully all system resources, both human and material, in helping the inductee to reach a satisfactory level of performance.

#### ❖ ***Position Compatibility***

Effective performance of individuals is a long term consequence of

induction. Consequently, throughout the probationary period in order to determine the extent to which the new employee and the position are compatible, and to determine whether the organization should accept the individual as a permanent member of staff.

❖ **Development**

The induction should contribute to position satisfaction and to increasing the ability of the inductee to perform at a level of efficiency which lessens the need for supervision.

❖ **Acceptance**

The organizational receptivity to new personnel is another end toward which efforts of induction should be directed. Giving information about the inductee to his colleagues (his assignment, status, and title, for example) is one means of allaying the fear, suspicion, aversion, and insecurity members may have about new personnel.

❖ **Adjustment**

Individual adjustment to the working environment is a condition every system should expect to realize for its personnel. The sooner the new employee can adapt his habits, attitudes, feelings and knowledge to the work which he is employed, the sooner he and the school system will benefit.

❖ **Assimilation**

The acceptance of the organization by the inductee should also result from the induction process. A positive attitude toward the system, its purposes, policies, procedures, and personnel is a condition which the organization seeks to nurture during the induction period

❖ **Retention**

The interests of the system regarding the newcomer extend beyond the immediate activities involved in the induction process. Every newly employed individual, a positive attitude toward the system should be developed, one that will endure throughout a career period. This is an ultimate purpose of the system.

**❖ Continuity**

An important aim in the induction is to provide information that was not fully covered during the recruitment and selection processes. This is done by creating for the new personnel conditions and processes conducive to their voluntary co-operation in the organization's quest to secure better opportunities for its clients.

**Security**

Security, belonging, esteem and information problems of new personnel can be minimized during the induction period.

**SUMMARY**

Selection is the process of choosing appropriate candidate from the obtained application to match the requirements of the job. The purpose of selection is to pick up the most suitable applicant who meet the requirements of the job in an organization in the best possible way. The main purpose of selection is to employ people having competence and commitment. The stages involved in the selection process include: reception, screening interview, application blank, selection test, selection interview, medical test, reference checks, and finally the employment decision. Employed candidates are introduced to the job in an organization through induction process. Induction training ensures that the new employees are retained, and then settled quickly and happily into a productive role. Induction helps to remove fears from new comer in the organization, helps in creation of sense of pride to the new employee. Induction plays vital role in specific job requirements to the employees, make them to be them at ease and make them feel confident about their abilities.

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## ***Chapter 11***

### **THE BASIS FOR PERFORMANCE MANAGEMENT IN EDUCATION**

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#### **Introduction**

The importance of performance management in today's competitive world where productivity is increasing in all areas where only organizations that use their resources to the best of their ability and have the most productivity can survive. Performance management, which increases the productivity of human resources, is very important. Today, in new and progressive organizations like education, the most important factor determining the success of organizations is human resources and productivity.

By applying performance management in education and benefiting from the results obtained, educational institutions can organize their future activities in a systematic way as follows: document employees' behaviours and job responsibilities; determining and defining the desired performance expectations of education and explaining them to employees; establish an appropriate framework for communication between supervisors and staff; aligning the expectations of the organization with the goals and demands of employees; creating a good opportunity for continuous evaluation of employees, guiding and encouraging them to achieve the goals of the educational institutions by supervisors; establishing a participatory system at all levels of the education so that the goals and aspirations of the industry are easily conveyed to employees; on the other hand, the expectations of employees can be easily obeyed by the employers and

management of the educational industry; establishing a system of rewards and compensation that is appropriate and commensurate with the performance of employees; improving the level of employee satisfaction. These cannot be achieved without job evaluation.

Performance management in evaluating performance, consider the needs and goals of the organization and accordingly determine the performance evaluation criteria. The use of appropriate quantitative and qualitative methods in measuring the performance of any organization is one of the main features of job evaluation.

### **Definition of Performance management**

The management of performance is a major determinant to the success of any organization. Performance management can be considered as a set of measures and information that is done in order to increase the level of optimal use of facilities and resources in order to achieve the goals in economic ways with efficiency and effectiveness (Rostam, 2020). Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements (Rameshbabu, 2017).

Performance management in organizations is also viewed as the total system of gathering relevant information, providing specific feedback to individuals and work groups, and applying such information for the improvement of organizational effectiveness (Bernardin, Hagan, Kane, & Villanova as cited in Eul-Kyoo, 2006). For Mohammadi, Bohloli, Beykzad and Rahimi (2022), performance management is a way to achieve many of these goals. Performance management is a process based on a series of activities and is designed to lead the organization to improve the strategic focus and effectiveness of the organization through continuous improvement of the performance of individuals and groups. In general, performance management can be considered as a process through which a common understanding and common language can be created about what the organization should achieve and how to achieve it.

The overall aim of performance management is to establish a high performance culture in which individuals and teams take

responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership.

### **Ethical consideration of principles of performance management**

The ethical sphere in which the performance management takes place is crucial to its success. The ethical sphere of the performance management process consists of issues related to the rater, the ratee, and the relationship between them, as well as to global factors that indirectly affect the performance management process such as the organizational culture, legal climate, human resource strategies, and organizational goals (Levy & Williams, 2004). This is known as ethical consideration or justice.

Justice appears to be an essential mechanism through which appraisals affect employees' reactions; thus, this has received considerable attention in the performance management literature. So how can appraisals be conducted in a fair manner? To answer this question, we need to examine two types of justice described in the literature of justice and fairness that are involved in the performance management process: distributive justice and procedural justice. Distributive justice relates to the fairness of the evaluation relative to the exerted effort. Procedural justice relates to the fairness of the procedures that were used to determine the appraisal ratings (Erdogan; Greenberg as cited in Van-Dijk & Schodl, 2015).

Levels of perceived procedural justice are positively related to important organizational outcomes such as organizational citizenship behavior, trust in leadership, organizational commitment, job satisfaction, and performance (Whiting, Posdakoff & Pierce, 2008). Folger, Konovsky and Cropanzano as cited in Van-Dijk and Schodl (2015) have offered a comprehensive model that presents the key variables for designing a procedurally just performance management system – the due process model. This model consists of three elements: adequate notice, fair hearing, and judgment based on evidence. Accordingly, the standards for evaluation should be evidence-based, employees should receive early notice about the evaluation standards, and consistent periodical feedback should be given to employees regarding their performance. In addition, employees should be given an

opportunity to influence the process during evaluation meetings and to present their opinions (voice).

Several studies have found support for the due process model. Specifically, Taylor, Masterson, Renard, Tracy, as cited in Van-Dijk and Schodl (2015) examined employee–manager pairs that were randomly assigned to two types of evaluations: the customary existing appraisal process versus the due process appraisal. Employees involved in the due process appraisals displayed more positive reactions (e.g., perceived fairness, evaluation of the manager, intention to remain in the organization) than employees in the customary appraisals, even though the evaluations in the due process procedure were actually lower. Further support for the due process model has been found in other studies (Erdogan, Kraimer & Linden, 2001; Poon, 2004). Erdogan and colleagues found that characteristics of the due process appraisal (evidence-based criteria and fair hearing) were associated with perceived procedural justice. In addition, Poon (2004) found that when employees perceived the performance management process as manipulative and skewed by the political interests of the raters (as opposed to the due process), they demonstrated less satisfaction and higher intention to quit their jobs.

Though the due process guidelines are clear, building a performance management system accordingly is a significant challenge, as the performances of different workers are not always comparable and cannot be tested in a similar manner. Unlike student evaluations in which all students receive one standard test at the same time under the same conditions, managers attempting to evaluate their workers face a completely different situation. They do not always have the opportunity to observe all their workers for the same amount of time, and workers are not always performing comparable tasks in terms of difficulty and complexity. Moreover, with today's globalization, managers often supervise their workers from a distance without sufficient opportunity to observe their work, which makes this process even more challenging. Moreover, biases and impression management tactics seem to impact the ratings. Specifically, managers who exhibit high levels of conscientiousness and agreeableness, in combination with low levels of neuroticism (Mayer, Nishii, Schneider & Goldstein, 2007), and believe that workers are capable of change (Heslin & VandeWalle, 2011) are perceived as more procedurally just. Therefore,

job evaluation is a tool that can be used to influence distributive justice in organisations.

According to Deutch as cited in Nasser (2006), there are four distributive principles that can be used as a basis for distributing benefits and penalties in the organization: marketability principle, equality principle, need principle, equity/merit principle. Job evaluation aims at providing frame work through which equity principle can be applied in the organization. In particular with designing pay structure in the organization, it determines the relative value of the job and does not do away with merit rating. Merit rating considers such items as the quality and quantity of the work turned out of the individual. The dependability of the worker, the extent to which worker cooperates and his or her versatility. Merit system has been worked out so that better and more valuable workers are rated correspondingly higher and that may create the commitment of the worker to his or her work and to the organization hence increased performance.

#### **The process of performance management: Job evaluation**

Of recent, it has been noted that human resources are the most valuable resources **in** the organization as they predict the position of the firm amidst competitors. This is due to the unique qualities, skills and expertise that vary from individual to individual. After the long process of hiring, one has to then think of maintaining and keeping the employees in the organization. Then the question as to how to get the relative worth of what they are being paid for, arises. How are they to be stimulated so as to get them to put in maximum efforts for the organizational success? The question as to how to unlock their maximum potential may be answered by job evaluation.

Job evaluation plays a central role in managing human resources in organizations. The term job evaluation (or performance appraisal) refers to the methods and processes used by organizations to assess the level of performance of their employees. This process usually includes measuring employees' performance and providing them with feedback regarding the level and quality of their performance (DeNisi & Pritchard as cited in Van-Dijk & Schodl, 2015). Job evaluation is a systematic process for defining the relative worth or size of jobs within an organization in order to establish internal relativities (Suwarsono, Aisha & Nugraha 2019).

Job evaluation is a systematic process of defining the relative worth of a job or roles within an organization (Office of the Auditor-General, 2022; Armstrong and Baron as cited in Nasser (2006). It provides a framework for decision making, making judgment, analyzing and working within a structure so as to make consistent and reasonable judgment. It develops plans for comparing jobs in terms of those things the organization considers important determinants of job worth .It is also a system for comparing jobs to determine appropriate compensation levels for individual job or job elements. Job evaluation can be done to ensure competencies. This is devised and implemented to attach rewards to things that really matter in delivering performance in organization, (Richard as cited in Nasser, 2006) can be used to influence distributive justice in organization.

Abraham (2016) further stated that job evaluation is considered effective if it is ongoing: periodic observations, monitoring, coaching, counseling, feedback and record keeping by rater are crucial. Hence in this way performance problems are caught early and corrected before they lead to tardiness and inefficiency. The results of job evaluation should be given frequently to an employee if they are to bring about a change in an employee's performance or maintain a high standard of excellence.

#### **Aims of job evaluation**

The main objective of job evaluation is to ensure equitable remuneration for relative worth of a job. The objectives of job evaluation, to put in a more systematic manner are to:

1. Establish a standard procedure for determining the relative worth of each job in an organization;
2. Ensure equitable wage for a job and reasonable wage differentials between different jobs in a hierarchical organization;
3. Determine the rate of pay for each job which is fair and equitable with relation to other jobs in the plant, community or industry;
4. Eliminate wage inequalities;
5. Use as a basis for fixing incentives and different bonus plans;
6. Promote a fair and accurate consideration of all employees for advancement and transfer;

7. Provide information for work organization, employees' selection, placement, training and other similar purposes;
8. Provide a benchmark for making career planning for the employees in the organization and;
9. Ensure that like wages are paid to all qualified employees for like work.

**Principles of job evaluation**

The job evaluation has certain principles. These principles are supposed to be kept in the mind of the job evaluators. These principles are not only directives of proper job evaluation but also provide clarity in the process of evaluation. These principles are:

1. Rate the job and the jobber. Each element should be rated on the basis of what the job itself requires;
2. The elements selected for rating purposes should be easily explainable in terms and a few in numbers as will cover the necessary requisites for every job without any overlapping;
3. The elements should be clearly defined and properly selected;
4. Any job rating plan must be sold to foremen and employees.
5. The success in selling it will depend on a clear-cut explanation and illustration of the plan;
6. Foreman should participate in the rating of jobs in their own departments;
7. Maximum co-operation can be obtained from employees when they themselves have an opportunity to discuss job ratings and;
8. Too many occupational wages should not be established. It would be unwise to adopt an occupational wage for each total of point values.

**Types of job evaluation**

Managers may choose from among a number of appraisal methods. The type of performance appraisal system used depends on its purpose. If the major emphasis is on selecting people for promotion, training, and merit pay increases, a traditional method, such as rating scales, may be appropriate. Collaborative methods, including input from the employees themselves, may prove to be more suitable for

developing employees. The following are some of the job evaluation methods:

### **1. 360-degree feedback evaluation method**

The 360-degree feedback evaluation method is a popular performance appraisal method that involves evaluation input from multiple levels within the organization as well as external sources. The 360-degree method is unlike traditional performance reviews, which provide employees with feedback only from supervisors (Gallagher, 2008). In this method, people all around the rated employee may provide ratings, including senior managers, the employee himself or herself, supervisors, subordinates, peers, team members, and internal or external customers. Many establishments use results from 360-degree programmes not only for conventional applications but also for succession planning, training, and professional development.

Unlike traditional approaches, 360-degree feedback focuses on skills needed across organizational boundaries. Also, by shifting the responsibility for evaluation to more than one person, many of the common appraisal errors can be reduced or eliminated. Software is available to permit managers to give the ratings quickly and conveniently. The 360-degree feedback method may provide a more objective measure of a person's performance. Including the perspective of multiple sources results in a broader view of the employee's performance and may minimize biases that result from limited views of behaviour. Having multiple raters also makes the process more legally defensible. However, it is important for all parties to know the evaluation criteria, the methods for gathering and summarizing the feedback, and the use to which the feedback will be put. An appraisal system involving numerous evaluators will naturally take more time and, therefore, be more costly.

### **2. Rating scales method**

The rating scales method is a performance appraisal method that rates employees according to defined factors. Using this approach, evaluators record their judgments about performance on a scale. The scale includes several categories, normally 5–7 in number, defined by adjectives such as outstanding, meets expectations, or needs improvement. Although systems often provide an overall rating, the

method generally allows for the use of more than one performance criterion. One reason for the popularity of the rating scales method is its simplicity, which permits quick evaluations of many employees. When you quantify the ratings, the method facilitates comparison of employees' performances. The factors chosen for evaluation are typically of two types: job related and personal characteristics. Job-related factors include quality and quantity of work, whereas personal factors include such behaviors as interpersonal skills and traits, like adaptability.

The rater (evaluator) completes the form by indicating the degree of each factor that is most descriptive of the employee and his or her performance. In this illustration, evaluators total and then average the points in each part. They then multiply this average by a factor representing the weight given to each section. The final score (total points) for the employee is the total of each section's points. Some establishments provide space for the rater to comment on the evaluation given for each factor. Practice may be especially encouraged, or even required, when the rater gives an extreme rating, either the highest or lowest. For instance, if an employee is rated needs improvement on teamwork, the rater provides written justification for this low evaluation. The purpose of this requirement is to focus on correcting deficiencies and to discourage arbitrary and hastily made judgments.

The more precise the definition of factors and degrees, the more accurately the rater can evaluate worker performance. For instance, in order to receive an outstanding rating for a factor such as quality of work, a person must consistently go beyond the prescribed work requirements. When the various performance levels are described merely as above expectations or below expectations without further elaboration, what has the employee really learned? These generalities do not provide the guidance needed for improving performance. It is important that each rater interpret the factors and degrees in the same way. Raters acquire this ability through performance appraisal training. Many rating scale forms also provide for consideration of future behavior.

### **3. Critical incident method**

The critical incident method is a performance appraisal method that requires keeping written records of highly favourable and unfavourable employee work actions. When such an action, a “critical incident,” affects the department’s effectiveness significantly, either positively or negatively, the manager writes it down. At the end of the appraisal period, the rater uses these records along with other data to evaluate employee performance. With this method, the appraisal is more likely to cover the entire evaluation period and not focus on the past few weeks or months.

### **4. Essay method**

The essay method is a performance appraisal method in which the rater writes a brief narrative describing the employee’s performance. This method tends to focus on extreme behaviour in the employee’s work rather than on routine day-to-day performance. Ratings of this type depend heavily on the evaluator’s writing ability. Supervisors with excellent writing skills, if so inclined, can make a marginal worker sound like a top performer. Comparing essay evaluations might be difficult because no common criteria exist. However, some managers believe that the essay method is not only the most simple but also an acceptable approach to employee evaluation.

### **5. Work standards method**

The work standards method is a performance appraisal method that compares each employee’s performance to a predetermined standard or expected level of output. Standards reflect the normal output of an average worker operating at a normal pace. Organizations may apply work standards to virtually all types of jobs, but production jobs generally receive the most attention. An obvious advantage of using standards as appraisal criteria is objectivity. However, in order for employees to perceive that the standards are objective, they should understand clearly how the standards were set. Management must also explain the rationale for any changes to the standards.

### **6. Ranking method**

The ranking method is a performance appraisal method in which the rater ranks all employees from a group in order of overall performance.

For example, the best employee in the group is ranked highest, and the poorest is ranked lowest. You follow this procedure until you rank all employees. A difficulty occurs when all individuals have performed at comparable levels (as perceived by the evaluator). Paired comparison is a variation of the ranking method in which the performance of each employee is compared with that of every other employee in the group. A single criterion, such as overall performance, is often the basis for this comparison. The employee who receives the greatest number of favorable comparisons receives the highest ranking. Some professionals in the field argue for using a comparative approach, such as ranking, whenever management must make human resource decisions. They believe that employees are promoted or receive the highest pay increases not because they achieve their objectives, but they achieve them better than others in their work group.

#### **7. Forced distribution method**

The forced distribution method of performance appraisal requires the rater to assign individuals in a work group to a limited number of categories, similar to a normal frequency distribution. The purpose of forced distribution is to keep managers from being excessively lenient and having a disproportionate number of employees in the “superior” category. Forced rankings require managers to be honest with workers about how they are doing. The forced distribution systems tend to be based on three levels: the best performers are placed in the top 20 percent, the next group in the middle 70 percent, and the poorest performing group winds up in the bottom 10 percent. The underperformers are, after being given a time to improve their performance, generally let go. If any of the underperformers are able to improve their performance, you might wonder if any in the 70 percent group would get nervous! Although used by some prestigious firms, the forced distribution system appears to be unpopular with many managers. Critics of forced distribution contend that they compel managers to penalize a good, although not a great, employee who is part of a superstar team. One reason employees are opposed to forced ranking is that they suspect that the rankings are a way for companies to rationalize firings more easily.

### **8. Behaviorally anchored rating scale method**

The behaviorally anchored rating scale (BARS) method is a performance appraisal method that combines elements of the traditional rating scales and critical incident methods, such that various performance levels are shown along a scale with each described in terms of an employee's specific job behaviour. Suppose the factor chosen for evaluation is Ability to Present Positive Organizational Reputation. On the very positive end of this factor would be "Makes excellent impression on college recruits. Carefully explains positive aspects of the establishment. Listens to applicant and answers questions in a very positive manner." On the very negative end of this factor would be "Even with repeated instructions continues to make a poor impression. This interviewer could be expected to turn off college applicants from wanting to join the firm." As may be noted, there are several levels in between the very negative and the very positive. The rater is able to determine more objectively how frequently the employee performs in each defined level.

A behaviorally anchored rating scale system differs from rating scales because, instead of using terms such as high, medium, and low at each scale point, it uses behavioral anchors related to the criterion being measured. This modification clarifies the meaning of each point on the scale and reduces rater bias and error by anchoring the rating with specific behavioural examples based on job analysis information. Instead of providing a space for entering a rating figure for a category such as Above Expectations, the method provides examples of such behaviour. This approach facilitates discussion of the rating because it addresses specific behaviours, thus overcoming weaknesses in other evaluation methods. Regardless of apparent advantages of the BARS method, reports on its effectiveness are mixed. A specific deficiency is that the behaviours used are activity oriented rather than results oriented. Also, the method may not be economically feasible since each job category requires its own BARS. Yet, among the various appraisal techniques, the BARS method is perhaps the most highly defensible in court because it is based on actual observable job behaviours.

### **9. Results-based system**

The manager and subordinate jointly agree on objectives for the next appraisal period in a results-based system. In such a system, one

objective might be, for example, to cut waste by 10 percent. At the end of the appraisal period, an evaluation focuses on how well the employee achieved this objective.

### **Job evaluation design**

There are four basic steps in job evaluation design:

Step 1. Job analysis: This is logically the first step because if we don't know what a job consists of, how can we possibly evaluate an employee's performance? We should realize that the job must be based on the organizational mission and objectives, the department, and the job itself.

Step 2. Develop standards and measurement methods: If we don't have standards of acceptable behaviour and methods to measure performance, how can we assess performance? How do we use appraisal methods and forms?

Step 3. Informal performance appraisal—coaching and disciplining: Performance appraisal should not be simply a once- or twice-yearly formal interview. As its definition states, performance appraisal is an ongoing process. While a formal evaluation may only take place once or twice a year, people need regular feedback on their performance to know how they are doing.

Step 4. Prepare for and conduct the formal performance appraisal: The common practice is to have a formal performance review with the boss once or sometimes twice a year using one or more of the measurement forms

### **Characteristics of effective job evaluation system**

The basic purpose of a performance appraisal system is to improve performance of individuals, teams, and the entire organization. The system may also serve to assist in making administrative decisions concerning pay increases, promotions, transfers, or terminations. In addition, the appraisal system must be legally defensible. Although a perfect system does not exist, every system should possess certain characteristics. Organizations should seek an accurate assessment of

performance that permits the development of a plan to improve individual and group performance. The system must honestly inform people of how they stand with the organization. The following factors assist in accomplishing these purposes.

### **1. Job-related criteria**

Job-relatedness is perhaps the most basic criterion needed in employee performance appraisals. The uniform guidelines on employee selection procedures is quite clear on this point. More specifically, evaluation criteria should be determined through job analysis. Subjective factors, such as initiative, enthusiasm, loyalty, and cooperation may be important; however, unless clearly shown to be job-related, they should not be used.

### **2. Performance expectations**

Managers and subordinates must agree on performance expectations in advance of the evaluation period (Sensenig, 2009). How can employees function effectively if they do not know what they are being measured against? On the other hand, if employees clearly understand the expectations, they can evaluate their own performance and make timely adjustments as they perform their jobs, without having to wait for the formal evaluation review. The establishment of highly objective work standards is relatively simple in many areas, such as manufacturing, assembly, and sales. For numerous other types of jobs such as education, however, this task is more difficult. Still, evaluation must take place based on clearly understood performance expectations.

### **3. Standardization**

Organizations should use the same evaluation instrument for all employees in the same job category who work for the same supervisor. Supervisors should also conduct appraisals covering similar periods for these employees. Regularly scheduled feedback sessions and appraisal interviews for all employees are essential. Formal documentation of appraisal data serves several purposes, including protection against possible legal action. Employees should sign their evaluations. If the employee refuses to sign, the manager should document this behavior. Records should also include a description of employee responsibilities,

expected performance results, and the role these data play in making appraisal decisions.

#### **4. Trained Appraisers**

A common deficiency in appraisal systems is that the evaluators seldom receive training on how to conduct effective evaluations. Unless everyone evaluating performance receives training in the art of giving and receiving feedback, the process can lead to uncertainty and conflict. The training should be an ongoing process in order to ensure accuracy and consistency. The training should cover how to rate employees and how to conduct appraisal interviews. Instructions should be rather detailed and the importance of making objective and unbiased ratings should be emphasized. An e-learning training module may serve to provide information for managers as needed.

#### **5. Continuous open communication**

Most employees have a strong need to know how well they are performing. A good appraisal system provides highly desired feedback on a continuing basis. There should be few surprises in the performance review. Managers should handle daily performance problems as they occur and not allow them to pile up for six months or a year and then address them during the performance appraisal interview. Continuous feedback is vitally important to help direct, coach, and teach employees to grow and improve performance (Forte, 2009). When something new surfaces during the appraisal interview, the manager probably did not do a good enough job communicating with the employee throughout the appraisal period. Even though the interview presents an excellent opportunity for both parties to exchange ideas, it should never serve as a substitute for the day-to-day communication and coaching required by performance management.

#### **6. Conduct performance reviews**

In addition to the need for continuous communication between managers and their employees, a special time should be set for a formal discussion of an employee's performance. Since improved performance is a common goal of appraisal systems, withholding appraisal results is absurd. Employees are severely handicapped in their developmental efforts if denied access to this information. A

performance review allows them to detect any errors or omissions in the appraisal, or an employee may disagree with the evaluation and want to challenge it. Constant employee performance documentation is vitally important for accurate performance appraisals. Although the task can be tedious and boring for managers, maintaining a continuous record of observed and reported incidents is essential in building a useful appraisal.

### **7. Due process**

Ensuring due process is vital. If the company does not have a formal grievance procedure, it should develop one to provide employees an opportunity to appeal appraisal results that they consider inaccurate or unfair. They must have a procedure for pursuing their grievances and having them addressed objectively.

### **Problems of job evaluation**

Performance appraisal is constantly under a barrage of criticism. The rating scales method seems to be the most vulnerable target. Yet, in all fairness, many of the problems commonly mentioned are not inherent in this method but, rather, reflect improper implementation. For example, educational institutions may fail to provide adequate rater training or they may use appraisal criteria that are too subjective and lack job-relatedness. The following section highlights some of the more common problem areas.

#### **1. Appraiser discomfort**

Conducting performance appraisals is often a frustrating human resource management task. One management guru, Edward Lawler, noted the considerable documentation showing that performance appraisal systems neither motivate individuals nor effectively guide their development. Instead, he maintains, they create conflict between supervisors and subordinates and lead to dysfunctional behaviors. This caveat is important. If a performance appraisal system has a faulty design, or improper administration, employees will dread receiving appraisals and the managers will despise giving them. In fact, some managers have always loathed the time, paperwork, difficult choices, and discomfort that often accompanies the appraisal process. Going through the procedure cuts into a manager's high-priority workload

and the experience can be especially unpleasant when the employee in question has not performed well.

## **2. Lack of objectivity**

A potential weakness of traditional performance appraisal methods is that they lack objectivity. In the rating scales method, for example, commonly used factors such as attitude, appearance, and personality are difficult to measure. In addition, these factors may have little to do with an employee's job performance. Although subjectivity will always exist in appraisal methods, employee appraisal based primarily on personal characteristics may place the evaluator and the establishment in untenable positions with the employee and equal employment opportunity guidelines. The firm may be hard-pressed to show that these factors are job-related.

## **3. Halo/horn**

A halo error occurs when a manager generalizes one positive performance feature or incident to all aspects of employee performance, resulting in a higher rating. For example, Dr. Bassey, education evaluator, placed a high value on neatness, a factor used in the institution's performance appraisal system. As Dr. Bassey was evaluating the performance of his staff, Okon, he noted that Okon was a very neat individual and gave him a high ranking on this factor. Also, consciously or unconsciously, Dr. Bassey permitted the high ranking on neatness to carry over to other factors, giving Okon undeserved high ratings on all factors. Of course, if Okon had not been neat, the opposite could have occurred. This phenomenon is known as the horn error, an evaluation error that occurs when a manager generalizes one negative performance feature or incident to all aspects of employee performance, resulting in a lower rating.

## **4. Leniency/strictness**

Some managers are too generous with praise or too hard on a person. Giving undeserved high ratings to an employee is referred to as leniency. This behavior is often motivated by a desire to avoid controversy over the appraisal. It is most prevalent when highly subjective (and difficult to defend) performance criteria are used, and the rater is required to discuss evaluation results with employees.

When managers know they are evaluating employees for administrative purposes, such as pay increases, they are likely to be more lenient than when evaluating performance to achieve employee development. Leniency, however, may result in failure to recognize correctable deficiencies. The practice may also deplete the merit budget and reduce the rewards available for superior employees. In addition, an organization will find it difficult to terminate poor-performing employees who continuously receive positive evaluations. Being unduly critical of an employee's work performance is referred to as strictness. Although leniency is usually more prevalent than strictness, some managers, on their own initiative, apply an evaluation more rigorously than the company standard. This behavior may be due to a lack of understanding of various evaluation factors. The worst situation is when a firm has both lenient and strict managers and does nothing to level the inequities. Here, the weak performers get relatively high pay increases and promotions from a lenient boss, whereas the strict manager shortchanges the stronger employees. This can have a demoralizing effect on the morale and motivation of the top-performing people.

#### **5. Central tendency**

Central tendency error is an evaluation error that occurs when employees are incorrectly rated near the average or middle of a scale. This practice may be encouraged by some rating scale systems that require the evaluator to justify in writing extremely high or extremely low ratings. With such a system, the rater may avoid possible controversy or criticism by giving only average ratings. However, since these ratings tend to cluster in the fully satisfactory range, employees do not often complain. Nevertheless, this error does exist and it influences the accuracy of evaluations. Typically, when pay raises are given, they will be based on an employee's performance. When a manager gives an underachiever or overachiever, an average rating, it undermines the compensation system (Krattenmaker, 2009).

#### **6. Recent behavior bias**

Anyone who has observed the behavior of intended interviewees several weeks before evaluation can readily identify with the problem of recent behavior bias. Suddenly, the wildest intended interviewees in

the establishment develop angelic personalities in anticipation of the rewards s/he hope to receive from firm. Individuals in the workforce are not children, but they are human. Virtually every employee knows precisely when a performance review is scheduled. Although his or her actions may not be conscious, an employee's behavior often improves and productivity tends to rise several days or weeks before the scheduled evaluation. It is only natural for a rater to remember recent behavior more clearly than actions from the more distant past. However, formal performance appraisals generally cover a specified time, and an individual's performance over the entire period should be considered. Maintaining records of performance throughout the appraisal period helps avoid this problem.

#### **7. Personal bias (Stereotyping)**

This pitfall occurs when managers allow individual differences to affect the ratings they give. If these are factors to avoid such as gender, race, or age, not only is this problem detrimental to employee morale, but it is blatantly illegal and can result in costly litigation. The effects of cultural bias, or stereotyping, can definitely influence appraisals (Pfeffer, 2009). Managers establish mental pictures of what are considered ideal typical workers, and employees who do not match this picture may be unfairly judged. Discrimination in appraisal can be based on other factors as well. For example, mild mannered employees may be appraised more harshly because they do not seriously object to the results. This type of behavior is in sharp contrast to the more outspoken employee, who often confirms the adage: the squeaky wheel gets the grease.

#### **8. Manipulating the evaluation**

In some instances, managers control virtually every aspect of the appraisal process and are therefore in a position to manipulate the system. For example, a supervisor may want to give a pay raise to a certain employee or the supervisor may just "favour" one worker more than another. In order to justify this action, the supervisor may give the employee an undeserved high performance evaluation and perhaps a less favoured, but productive, employee a lower rating. Or, the supervisor may want to get rid of an employee and so may give the individual an undeserved low rating. In either instance, the system is

distorted and the goals of performance appraisal cannot be achieved. In addition, in the latter example, if the employee is a member of a protected group, the firm may wind up in court. If the organization cannot adequately support the evaluation, it may suffer significant financial loss.

### **9. Employee anxiety**

The evaluation process may also create anxiety for the appraised employee. This may take the form of discontent, apathy, and turnover. In a worst-case scenario, a lawsuit is filed based on real or perceived unfairness. Opportunities for promotion, better work assignments, and increased compensation may hinge on the results. This could cause not only apprehension, but also outright resistance. One opinion is that if you surveyed typical employees, they would tell you performance appraisal is management's way of highlighting all the bad things they did all year.

### **Implementing job evaluation**

In order to ensure effective job evaluation, the researcher advocated for SMART which means Specific, Measurable, Attainable, Relevant and Time based.

**Specific:** Clearly specify the job evaluation task to be done, when it must be completed, who is to accomplish it, and how much is to be accomplished.

**Measurable:** Use multiple measures if possible, for example, quantity, quality, time frame and cost. Ask questions such as: How much? How many? How will I know when it is accomplished?

**Attainable:** Ensure there is a reasonable path to achievement and an excellent chance that objectives of job evaluation will be accomplished.

**Relevant:** Goals should be aligned with the organization's overall mission or strategy. Goals measure outcomes, not activities.

Time based: Set a clear time frame for achieving job evaluation objectives/goals. In most cases, objectives must be completed by the end of the performance review period.

### **Managing job evaluation**

1. Reflect on the meeting's purpose by considering what you are trying to achieve: An appropriate response to this question would be: 'to increase the interviewee's motivation levels, to any extent, in the desired direction'. This is an especially important consideration in France, where it has been found that 'one very important goal in the Performance Management discussion is not to damage the personal relationship' (Barzantny and Festing, 2008).
2. Agree a mutually convenient time - and set aside lots of it: Leaving insufficient time for a proper discussion to take place is one of the most common problems associated with review meetings.
3. Encourage the interviewee to prepare for the meeting: It is now common for interviewees to document and submit a self-review or assessment form to their reviewer prior to the meeting.
4. Plan a provisional interview structure: This ensures that all relevant matters will be dealt with, whilst allowing appropriate deviations from the 'main road' as required.
5. Agree the venue: It may even be appropriate to locate the meeting in the reviewee's office (if they have one) or to avail of a neutral venue.
6. Having agreed the venue it is now time to prepare the setting or layout: The manner in which a room is laid out conveys messages to people about such matters as the power relationship between the parties.
7. Check the role profile or job analysis documentation, what the job entails in practice (including the required performance standards), form(s) from previous meeting(s), objective(s) agreed at the previous meeting(s), concrete examples to support the feedback, other appropriate and substantiated views, what job evaluation has, and/or can be provided and potential objectives for the next period (McMahon, 2013).

### **Maintaining job evaluation**

1. Establish rapport: This entails nothing more complex than 'breaking the ice', as the reviewer tries to relax the interviewee.
2. Outline the objective of the interview and the proposed agenda for the meeting.
3. Take notes: A vital part of the performance review process is recalling what the reviewee said after the meeting is over. Memories are notoriously unreliable, not only do most people forget quite quickly but they also tend to remember selectively.
4. Start the interview proper by giving the appropriate positive feedback: The value of positive reinforcement for the maintenance of desired behaviour is a long and widely accepted fact. A balance of 80 per cent positive feedback to 20 per cent negative is ideal.
5. Get the interviewee to self-review and prescribe for themselves – as much as possible. The effective application of this technique is the real key to success.
6. Listen as much as possible: A good reviewer can spend up to 85 per cent of the review meeting listening. By asking appropriate open (e.g. why? what? how?) and probing questions, inside the agreed agenda, the reviewer can still direct the discussion to the most relevant issues, whilst clarifying and reflecting are also useful techniques for getting the interviewee to elaborate as required.
8. Don't prejudge or argue over issues: By prejudging or making your mind up without looking for the other side of the story - you are in breach of the principles of natural justice. That is, the reviewee has every right to state their case or side of the story.
9. By maintaining eye contact and giving appropriate positive feedback (verbally and non-verbally): The reviewer displays an interest in the interviewee and encourages them to talk (and open up).
10. Take time and don't be afraid to use silence when appropriate.
11. Focus on facts relating to job performance, not personality.
12. Review past performance and S.M.A.R.T. (i.e. Specific, Measureable, Agreed, Realistic and Timed) objective(s), and set new S.M.A.R.T. objective(s) for the coming review period.

13. It is advisable to summarize the key (action) points at the end of the evaluation session. However it may prove enlightening to encourage the interviewee to summarize first - and then get them to focus on their crucial omission(s), if any.
14. If it hasn't been done during the meeting, complete the form, or make appropriate arrangements with the interviewee in respect of this task. One option is for the reviewer to complete the form after the meeting. This allows them to reflect on what was agreed and to find the appropriate wording to reflect it, before passing the form to the interviewee for their approval or signature.
15. The reviewer should look for feedback on him or herself.
16. Conclude on a positive note (McMahon, 2013).

### **Summary**

Performance management can be considered as a process through which a common understanding and common language can be created about what the organization should achieve and how to achieve it. Performance management can be enhanced through job evaluation. The basic purpose of such evaluation is to find out the relative importance of each job so that relative remunerations may be fixed for different jobs separately. A number of challenges are encountered in the course of job evaluation such as lack of objectivity, Halo/horn error, central tendency error etc. In order to guide against the challenges, some steps were designed for job evaluation such as job analysis, development of standards and measurement methods etc. Job evaluation can be maintained by establishing good rapport between the reviewer interviewee, outlining the objective of the interview and the proposed agenda for the meeting.

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## ***Chapter 12***

### **EMPLOYMENT PRACTICES AND HUMAN RESOURCE MANAGEMENT PROCEDURES IN SCHOOLS**

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#### **Introduction**

Every educational system at every level depends heavily on human resource for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. Human resource, therefore, is the most indispensable entity in the school. Human resource is the greatest aid to learning. Thus as far as possible, they should be thoroughly trained and supported in their work. 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-directed by staff in the performance of their duties. It is, therefore, an important function in the general context of all administrative responsibility of managing staff.

Employment practices in education is the function of managing staff personnel in an institution, including the development of staff skills through training and other forms of staff capacity development

programmes available for teaching and non-teaching staff working under the same institution. Employment practices are the policies and procedures an organization uses to manage its workforce. These practices include hiring and firing procedures, employee training and development programs, performance management and compensation and benefits. Thus, this chapter presents employment practices and human resource management procedures in schools. Employment practices and human resource management are closely related, as the latter is responsible for managing and overseeing the former. Effective human resource management practices are essential for developing and implementing effective employment practices that meet an organization's goals and objectives.

### **Internal Counseling Services**

Internal counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Gibson, 2008 cited in Lunenburg, 2010). Internal counseling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviours patterns in the interest of the group. Hendrikz (1986) cited in Salgong, Ngumi and Chege (2016) stresses that teachers and school administrators have the responsibility of ensuring that students mature steadily along his own personal line. Students are priceless assets and most essential elements in education and schools.

Therefore, the internal counseling services are similar to the purposes of education in general to assist the students in fulfilling her basic physiological needs, understanding himself/herself and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of internal counseling services provide emphasis and strength to the schools and their programmes. According to Gibson (2009), there are some specific aims of the school internal counseling programmes; which are

- a) To provide for the realization of student potentialities: To all students, the school offers a wide choice of courses and co-curricular activities. A major function of a school is to help

students identify and develop their potentialities. The counsellor's role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.

- b) To help students with developing problems: Students who have chosen an appropriate educational programme for themselves may have problems that require help. A teacher may need to spend some moment with a few students who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The school counselor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.
- c) To contribute to the development of the schools curriculum: Counsellors in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressure confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape course of study that more accurately reflect the needs of students. Many a times, counselors are not involved in curriculum development process.
- d) To provide teachers with technical assistance: pre-service teacher training institutions typically provide very limited experience with the more technical aspects of counseling work. Thus, a need exist in most schools for assistance with guidance and counseling functions essential to the educational programme. Most specifically, the guidance counselor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relatives to counseling techniques, which conducting professional development of teachers in guidance functions.
- e) To contribute to the mutual adjustments of students and the school: Internal counseling services has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant of students needs. Students also must make

adjustment to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of appropriate use of the schools resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvement, conducting research for educational improvements, contributions to students adjustment through counseling, and fostering whole same school-home attitudes.

### **The role of internal counseling services**

The major goals of counseling services are to promote personal growth and to prepare students to become motivated workers and responsible citizens. Educators recognize that in addition to intellectual challenges, students encounter personal/social, educational, and career challenges and to promote educational success.

The internal counseling services programme is an integral part of a schools total educational programme, it is developmental by design, focusing on needs, interests and issues related to various stages of student growth. The scope of the developmental guidance and counseling programme in today's school include the following components (Cooley, 2010 and Coy, 2004 cited in Lunenburg, 2010) Personal/social in addition to providing counseling services for all students, counselors are expected to do personal and crisis counseling. Problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and pregnancy must be addressed as started below.

- i. Educational counseling services: Students must develop skills that will assist them as they learn. The counselor, through classroom guidance activities and individual and group counseling, can assist students in applying effective study skills, setting goals, learning effectively and gaining test-taking skills. Counselors also may focus on note taking, time management, memory techniques, relaxation techniques, overcoming test anxiety and developing listening skills.
- ii. Career: Planning for the future, combating career stereotyping, and analyzing skills and interests are some of the goals students must develop in school. Career information must be available to students, and representatives from business and industry

must work closely with the school and the counselor in preparing students for the world of work.

- iii. Major internal counseling services: The primary objectives of internal counselling services of a school's guidance and counseling programme is to provide a broad spectrum of personnel services to the students. These services include student assessment, the information service, placement and follow-up, and counseling assistance (Erford, 2010; Erford, 2011; Neukrug, 2011).

### **Employee Assistance Programmes (EAPs)**

Taylor, Holosko, Wayne-Smith and Feit (1988) cited in Mogorosi (2009) define employee assistance programmes as employment – based services whose purpose is to assist individuals experiencing personal problems, by both assessing the nature of their difficulties and making referrals to appropriate helping resources. These programmes operate within the context of work environments and are subsequently influenced by their positions within the organizational structure. While Sonnenstuhl and Trice (1990) cited in Mogorosi (2009) see these programmes as job-based programme operating within organizations for the purpose of identifying troubled employees, motivating them to resolve their troubles, and providing access to counseling or treatment for those who need the services. Furthermore, the definition of EAP by the Employee Assistance Programme Association – South Africa (EAPA – SA) (2005), focuses on the issue that such programmes revolve around the identification and resolution of productivity problems associated with employees impaired by personal concerns. These services are for “troubled employee” as well as for employees who are experiencing personal problems leading to a deteriorating job performance.

Employee assistant programmes refers to support service set up with the aim of helping employees deal with individual or collective problems of a personal, familial or work nature. These programmes are work-based services funded and operated by an employing organization, employees, institutions, unions or both.

**Reasons for employee assistance programmes**

Employers establish programmes principally as a way to increase productivity and ensure a safer workplace. While unions, on the other hand, tend to view the EAP as a tool for helping workers keep their jobs. According to Akabas and Kurzman (1982) cited in Mogorosi (2009) initiated reasons for employees assistance programmes as shown below;

- 1) Contribute to efforts to humanize the workplace
- 2) Meeting the needs of changing work environment
- 3) Meeting the needs of changing workforce
- 4) Helping to improve employee work performance
- 5) Containing and reducing organizational costs, in relation to attending to employee challenges and problems, such as acclimatization, absenteeism, discrimination and substance abuse
- 6) Meeting employee health and general wellbeing needs.
- 7) Helping organization with evaluation and feedback about reactions of employees on variety of issues
- 8) Helping maintain and increasing employee work commitment and loyalty
- 9) Improving general management – employee relations
- 10) Meeting legal and social responsibilities of organizations

**Grievance Procedure**

Pobl (2017), said, a grievance is a concern, problem or complaint that an employee raises with the school in the light of the following issues;

- i) Terms and conditions of employment
- ii) Health and safety
- iii) Work relations
- iv) Bullying and harassment
- v) New working practices
- vi) Working environment
- vii) Organizational change; and
- viii) Discrimination

He further said, that a school staff wishing to raise a grievance against an individual employed directly by the local authority should do so using the local authority's grievance policy and procedure.

Grievance procedure have been developed to ensure that employees, managers and companions are clear about their individual roles and responsibilities for raising and resolving grievances in the workplace. Anyone working for the school may, at some time, have problems or concerns about their work, working conditions or relationships with colleagues that they wish to discuss. It is also clear that it is in the school's interest to resolve problems before they can develop into major difficulties for all concerned.

Grievance should be raised at the earliest opportunity after the incident or issue arises and every effort made by the employee and his/her line manager to work at resolving the concerns promptly and informally where possible and appropriate. This process has a lots of benefits as it enables early and effective resolution and minimizes disruption at work. This is to resolve concerns and improve working relationships and conditions at the earliest opportunity.

Grievance procedure directly applies to an individual and as such the existing terms and conditions of the aggrieved employee will be protected until the grievance procedure will be protected until the grievance procedure has been exhausted, this is not, meant to imply that a change is certain to take place except where this would constitute a hazard, or where statutory obligations apply. However, an employees head teachers and managers must be allowed a reasonable time in which to prepare for a grievance meeting, therefore, in some circumstances, the timescale referred to in the procedure can be extended by mutual agreement.

Occupational health support services may be offered to employees involved in grievance investigations and meetings.

### **Collective grievance**

Where a grievance is raised by more than one employees, the nature of the grievance and the desired resolution are the same, the grievance will be treated as a collective grievance unless discussions between human resources the Trade union result in agreement that is should be regarded as a collective dispute (model collective dispute policy for schools). A trade union representative can raise a collective grievance on behalf of employees. A spokesperson may be elected from within the group to speak collectively on their behalf.

**Raising a grievance – informal procedure**

Complaints should be resolved informally, quickly and sensitively whenever this is possible. Employees who believe they have been the subject to, have witnessed or are alleged to have behaved inappropriately should refer to the school's code of conducts and rules and regulations guiding the workplace. This code of conducts explains the school's view regarding the standards of behaviour that employees have a right to expect and are expected to show to others. It also shows how to handle unacceptable behaviour(s).

Informal resolution is likely to involve direct discussions between an aggrieved employee and the person or persons perceived to be either the source of the grievance or who are best placed to assist in its resolution.

It is often difficult for employees to engage in such a discussions between an aggrieved employee and the person or persons perceived to be either the source of the grievance or who are best placed to assist in its resolution.

It is often difficult for employees to engage in such a discussion without the support of a companion, a mediator or an intermediary. Every effort should be made by the employee and the line manager/head teacher to try and resolve the grievance informally.

The employee should therefore discuss the matter with the line manager/head of management in the first instance. Where an employee has a grievance against their line manager then the employee should raise the matter informally with the head of management (school), and if the grievance relates to the head of management then the employee should raise the matter informally with the board chairman of the school. At such informal meetings, either party may withdraw at any point.

**Raising a grievance – formal procedure:**

Every efforts should be made intentionally to resolve complaints and concerns at the informal stage as inevitably this process is better and more sustainable outcomes for all concerned. However, occasions or incidents may arise that a formal and written grievance to the head of management by completing the formal grievance becomes very necessary and must followed these procedures.

- a) The nature of the grievance

- b) A description of the informal action that has already been taken or if no action has been taken, the reason why;
- c) An indication of what outcome is sought and how this might be achieved
- d) The written grievance must be signed and dated

If an employee has a grievance against the head of management and the grievance has not been resolved satisfactorily at the informal stage. The employee should raise the matter formally with the board chairman. And if, the head of management has a grievance against the Board chairman, he should first of all endeavour to resolve the matter by directly approaching the Board Chairman.

The head of management/board chairman must acknowledge receipt of the formal grievance within ten (10) working days. The head of management/board chairman should invite the employee to at least one meeting at a reasonable time and place so the grievance can be discussed. This should take place as soon as possible and the employee should take all reasonable steps to attend.

#### **Disciplinary Procedure**

Disciplinary procedure is a standardized step-by-step comprehensive procedure that an institution, organization or a company commits to in situations where an employee has to be warned, reprimanded or dismissed.

Examples of misconduct that may warrant disciplinary actions

- Poor time keeping (that is, lateness and leaving early) and attendance standards
- Work not at the required standard
- Disruptive behaviour
- Minor breaches of rules and regulations
- Unreasonable and unauthorized absence from work place
- Breach of confidentiality
- Fraudulent practices
- Insubordination and gross negligence
- Being under the influence of excessive alcohol on the school premises, in working time or at a school events/activities
- Making any sexual or other inappropriate contact with any student whatever the age of the student

**Principles for disciplinary procedure**

The principles and practices that the school will generally follow in formal disciplinary cases to which this procedure applies are as follows;

- i) No disciplinary action will be taken against an employee until the case has been investigated.
- ii) At every stage in the procedure the nature of the complaint against an employee will be notified to them in writing
- iii) Employees will be given no less than two weeks, that is ten (10) working days notice of any disciplinary hearing, unless agreed by both parties.
- iv) Employees and the employer may call witnesses as part of any hearing under the formal stages of this procedure
- v) Employees will not in normal circumstances be dismissed for the first breach of discipline except in the case of gross misconduct when the sanction could be dismissal without notice.
- vi) Employees will have the right to appeal the outcome at each formal stage of the procedure
- vii) If the employees misconduct warrants such action, the procedure may be implemented at any stage

**Suspension as a measure of disciplinary procedure**

Suspension of an employee is a natural act and does not imply that any decision about the veracity of the allegations has been made. The decision to suspend may be made by the principal or the school management board, but as it will have a serious impact on the employees. However, professional advice should be sought out.

Consideration for short term suspension while investigation is on process:

- Working from home
  - Paid leave of absence
  - Working in a difference location
  - Working in a more closely supervised environment
- The above mentioned should not be used for more than one week to allow time for a preliminary assessment of the evidence that is readily available whereas an employee may be suspended on full pay in the following circumstances

- Where there is an allegation which if proven may be deemed gross misconduct
- For the protection of students, colleagues, property, or the employee
- Where it is believed that the continuing presence of the employee in the workplace could interfere with the conduct of the investigation, including the taking of statements.
- Relationships have broken down
- There were concerns regarding health and safety

Suspension is to be reviewed after four (4) weeks, that is one month by the disciplinary committee to consider whether the circumstances surrounding the suspension have changed. If the circumstances or the situation have changed, the disciplinary committee will make a recommendation to the school management board for the suspension to be lifted. And when it is not possible to review the suspension within the normal review period, where it falls during a period of school closure such as long holidays, the disciplinary committee in writing will communicate with the employee stating the situation warranting the extension.

#### **Capability Procedure**

Capability procedure sets out the formal capability procedure for schools in improving staff performance positively impacts on service delivery and equally sets out a fair and systematic approach to address shortfalls in an employees performance. It can be used to address performance concerns for both teachers and support staff.

#### **Some major aspects of capability procedure for schools**

- The human resource (HR) advisory team can support schools and managers to implement the capability procedure at a whole school and individual level.
- Unacceptable performance should be identified and dealt with as soon as possible
- Where the required improvement has not been achieved as part of the appraisal process, the employee's performance will be managed using the capability procedure

- It is important to manage performance in a fair and consistent way
- Its aim to enable the employee to make the required improvements in performance through constructive feedback and support.
- In the case of teachers (including the head teacher), the statutory appraisal process ceases when the capability procedure is invoked
- Formal warnings may be issued as part of this procedure. Employees have a right to appeal against any warnings.
- At any stage of the formal procedure, as an alternative to appealing against a formal warning, an employee may request to have a statement placed on their personal file, indicating their views and comments regarding the formal action taken.
- Performance related pay progression will not be considered when an employee's performance is being monitored under this procedure.
- The principal or headteachers may choose to delegate the monitoring of teaching staff under the capability procedure to another manager.

**Application of the capability procedure**

- a) Principals, head teachers are advised and encouraged to seek guidance from the human resources advisory team on the application of the capability procedure
- b) A member from the human resources advisory team can attend all meetings held under this procedure to support the principal or head teacher
- c) Any employee who is subject to formal performance monitoring under the capability procedure shall not be eligible for consideration for pay progression until a particular period of time is met.

**Formal capability meeting**

The employee will be given at least five working days notice of the formal capability meeting. The letter of notification will contain sufficient information regarding the concerns about performance and their possible consequences to enable the employee to prepare to

answer the case at a formal capability meeting; and will advise the employee of their right to be accompanied by the school(s) or a current workplace colleague, not acting in a professional capacity. However, the meeting allows the employee to respond to concerns about their performance and to make any relevant representations. The employees explanations must be considered and explored to determine precise reasons for unacceptable performance. This may provide new information or a different context to the information/ evidence already collected.

**Stand points on formal capability meeting**

- a) Identify professional shortcomings and the employees unacceptable performance clearly and openly for example, which of the standards expected of teachers are not being met.
- b) Give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures
- c) Set up criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement that would be made
- d) Identify any support that will be available to help the employee to improve their performance
- e) Set out the time table for improvement and explain how performance will be monitored and reviewed

**Concept of Redundancy**

Redundancy is defined under Section 20(3) of the Act as “...involuntary and permanent loss of employment caused by excess manpower”. However, there appears to be a lacuna in the provision of section 20 of the Act in the Redundancy is defined under Section 20(3) of the Act as “...involuntary and permanent loss of employment caused by excess manpower”. However, there appears to be a lacuna in the provision of section 20 of the Act in the definition of the concept of redundancy, in that; the Act failed to stipulate what can lead to excess manpower. Nonetheless, it is important to mention that factors such as technological advancement, acquisition of a company, or even restructuring have been considered by the court as valid grounds for declaring redundancy.

It is therefore not a voluntary retirement, nor is it a dismissal from service. It is also not a voluntary or forced resignation, nor is it a termination of appointment. Rather, it is a unique procedure whereby the employee is quietly and lawfully relieved of his appointment. As such, the conditions applicable to redundancy are quite distinct from those applicable to retirement or other modes of relieving an employee from active service, such as termination, compulsory resignation or dismissal.

Redundancy could be defined as a state of unemployment because there is no more available work due to involuntary job loss or permanent lay off.. Economically, politically, and socially, the world around Nigeria has been and is still changing very fast. Increases in global competition, technological advancement, liberalization of markets combined with shifts in consumer demands and greater efficiency are forcing organizations to cut out wasteful and unproductive activities and concentrate resources in their area of core competence so as to achieve a sustainable competitive advantage. In the bid to position themselves in the market against expected challenges, and to survive the unprecedented turmoil occasioned by the prevailing challenges most organizations have often chosen to revitalize, renew, reposition, restructure, downsize, re-engineer or adopt allied strategies (Ticke, 2016).

Suffice it to say that all of these survival strategies, employee' redundancies are usual. Some employee redundancies and dismissals may be unavoidable and necessary for the survival and growth of organizations but is not uncommon for the survivors to wonder or worry about the possibility of the future occurrence and continuity of such exercises. This could make them nervous, distressed and in turn, influence their work behavior, attitude and moral.

In the face of the prevalent hard time and uncertainties pressuring Nigerian organizations to push for change and continuously adapt survival strategies, employee redundancy is an important issue now and will increasingly be in the years to come. However, many authors have attempted to analyze the rates of redundancy in Nigeria organizations while some related these rates to their societal impact but only a few have attempted to show how the exercises should be carried out, possible survivor reactions, how to reduce or even eliminate negative survivor reactions and proffer alternatives to

redundancy. Redundancies are usually costly for employers and employees alike. Employers may lose some of their investments in the laid-off employees and depending upon the circumstances, they may also incur additional expenses in the form of increased unemployment compensation rate and such benefits are severance pay among other possible undesirable outcomes such as the effects exercises on surviving employees. Redundancy is viewed as a painful situation for both employers and employees and an ultimate sign of failure Collins, (1993). That is to say that the Human Resources Department of the organization has failed to respond to changing patterns in the organization's labour force, Nwachukwu (2015). When business downturns seem imminent, a moratorium can be declared on hiring White, (2016), but a strategic planning effort on manpower could very well prevent a case of over-hiring in organizations as the essence of manpower planning is to anticipate and provide for the manpower needs of the entire organization Nwachukwu, (2015).

### **Outplacement**

Outplacement is an employer-sponsored benefit typically provided as part of a severance package to help terminated and laid off workers move on to another job or career. Services focus on improving the skills needed for re-employment, such as writing resumes and cover letters, navigating job boards, interviewing, networking and negotiating salaries.

Outplacement can be defined as a professional care about dismissed employees, employees remaining in an organisation and managers responsible for dismissals. However, it primarily includes programmes aiming at making a forced leave easier for the affected employees and helping them gain success on the labour market. The main objective of outplacement is to reduce negative effects. With regard to the fact that dismissals are perceived as negative not only from the viewpoint of those dismissed but also from the viewpoint of remaining employees and the public, as they primarily evoke a negative state of a company, frequently even its winding up, there is a number of reasons for outplacement:

A positive signal to leaving employees (that we have done something more for them than e.g. an acknowledgement of their work for us); help to the most vulnerable group of dismissed employees

falling under the 50+ group Yesufu, (2020); an increased chance of possible employment renewal (in case of changed conditions in an organisation, resulting in enlarging the number of employees); customer retention (dismissed employees become clients, as they know the quality of products and services of their organisation); maintaining positive contacts in case an employee leaves to a different company. Motivation and stabilisation of remaining employees (dismissals significantly affect performance and work ethics, and it is therefore necessary to focus on stabilising the working atmosphere, as well as it is a form of a clear message of an organisation on how it views its employees. Organisation thus clearly declares that it appreciates its employees and does not only get rid of them); reduced concerns of managers about undealt dismissals (it is necessary in the outplacement process to prepare managers for a demanding task – how to handle notice deliveries). External, towards all stakeholders: Retention of customers and suppliers; part of organisation's public relations; part of the social pillar of socially responsible entrepreneurship. All the aforementioned reasons have something in common – positive future of an organisation. In order to focus on all outplacement requirements, it is necessary to focus on it comprehensively and perceive it as a process. The outplacement process has been defined by several authors, while they divide it into a various number of steps. They most frequently include four-step to eight-step processes, while most of outplacement processes are only focused on the leaving employees, which is not sufficient. We identify in the greatest extent with Chukwulozie (2003), who comprehended the outplacement process comprehensively and divided it into four steps:

Step 1: Creation of outplacement project (who manages; what form it will have; specification of quality, speed and price levels; retention plan; specification of selection criteria).

Step 2: Creation of outplacement communication plan (procedure and content of both internal and external communications, preparation of managers for a change, i.e. understanding, acceptance, adoption)

Step 3: Outplacement execution (programme for key employees, programmes for those dismissed).

Step 4: Evaluation of executed outplacement (outplacement costs and effectiveness, proposals, modifications and changes).

Within the first step, it is necessary to focus on the creation of outplacement project, which requires a clear definition of who will manage the project. Projects are typically not managed by one person. A group of persons participating in the process is usually selected for this purpose. For this purpose, organisations either engage their own employees or external sources. Both variants have their positive and negative features. We believe the most advantageous variant is a combination of sources, when the positive features of both possibilities are applied. It is advantageous if employees of an external agency train internal managers on how to conduct a dismissal interview, and the internal managers subsequently put it into practice, as they are the ones who know dismissed employees. In practice, organisations address external agencies for this purpose in most case.

Internal employees	External employees	Positive features	They know organisation and employees, lower costs
		Negative features	Expertness, experience, quality databases
			Demanding from the viewpoint of time and knowledge
			Higher costs (Enebe, 2010).

The first task of employees responsible for managing the outplacement process is to define what positions will be cancelled and replaced, and subsequently to define particular employees to be dismissed. Key positions in accordance with an organisational strategy are defined first, with subsequent definition of positions to be cancelled and activities and knowledge, which will be necessary to transfer to other positions. Subsequently, after it has been clearly specified which employees will be affected by changes, it is necessary to select criteria on the grounds of which employees are to be selected. Based on such criteria, organisations should be able to clearly define employees they are interested in and they want to include in a retention programme, as well as employees who have to leave. In case an organisation has employees whom it is unable to clearly place whether in a retention programme or a dismissal programme, it is possible to provide a temporary incentive scheme or knowledge delivery programme for such employees. It is appropriate in this relation to use a matrix comparing the level of motivation of employees and the level of their knowledge Felix (2003). It is also necessary within the first step of outplacement to specify its form, which typically directly depends on a

number of dismissed employees and their position and financial resources reserved for outplacement. A group form of outplacement is rather applied for managers at lower levels and for regular employees especially when an organisation is dismissing a greater number of employees and it would be financially unbearable for it to ensure individual outplacement for such employees. Individual outplacement is primarily intended for senior management. Based on the aforementioned findings, it is also necessary in the first step to determine a time interval of outplacement, i.e. to specify a time within which organisations will provide outplacement. Short-term outplacement, i.e. up to three months, is normally applied for junior positions. This interval is typically prolonged to maximum six months for middle positions, and long-term outplacement is primarily provided for nine and more months to top management and positions applicable with difficulties Joshua (2003). Last but not least, it is necessary within the first step of outplacement to define educational methods and their content. Educational methods most frequently applied for this purpose include personal assessment, lectures, role- playing and e-learning. Personal SWOT analysis is most frequently carried out and development plan is most frequently specified within personal assessment. The content of other aforementioned methods is typically focused on the possibilities how to find a new job, requalification possibilities, legal and social counselling and psychological help Olani (2003).

### **Dismissal**

According to Watson (2012) stated that One of the antecedents of subordinate labour relationship is the freedom of the employer to hire and fire at will. The employee is primarily regarded as one of the factors of production which has no feelings. However, this notion is changing in modern employment relationships. Labour is being recognized beyond a mere factor of production. The International Labour Organization (ILO) declarations are emphatic that "labour is not a commodity"; and the law is beginning to imply a duty of mutual trust, respect and cooperation between the employer and the employee. Labour has feelings and emotions. This therefore, requires that the employer must treat the employee with due respect and consideration, be mindful of his needs and problems and be sympathetic with his difficulties. There

must be that mutual trust and confidence in the employment relationship. Thus the obligation on both parties not to break the mutual trust and confidence on which the relationship rests.

The observance of this duty would require the employer to give the employee positive fair treatment and courtesy. The employee is also expected to render faithful service and to use his or her efforts to ensure the efficient running of the business. Both parties should treat each other with such degree of consideration and tolerance as would enable the contract to be carried out smoothly. Each party must avoid doing anything that would obstruct the other's performance of the contract. This duty is of practical importance in the sense that it would promote good industrial relations by providing those psychological conditions which are essential to the performance by an employee of his part of the contract of employment. The National Industrial Court of Nigeria (NICN) emphasized this duty of mutual respect in when it maintained that given the facts that the employees have served the employer for years, a duty is imposed on the employer to treat all the employees fairly with disparity and without discrimination.

Breaches of this duty will arise, by the employer falsely accusing an employee of certain misconduct, giving unjustified queries and warning to the employee with a view to demoralizing him, using abusive and foul language which may be intolerable by the employee, deliberately giving discriminate treatment to an employee, refusing to give an employee time off to attend to some domestic emergencies, making persistent and unwarranted amorous advances to an employee (sexual harassment) and harassment generally. These are all acts that could make an employee not to give the employer maximum cooperation in the employment relationship. To secure a balance in maintaining and sustaining the duty of mutual respect and cooperation in some practical ways the NICN has reacted positively to protect the employees from sexual harassment at work and against constructive dismissal or discharge by employers. It is within this context that this work examines the NICN decisions in some cases on constructive dismissal and the extent to which these decisions guarantees job security. The work posits that while the decisions have clearly reawakened the concept of constructive dismissal in the Nigerian labour law, protecting the dignity of the human person and enforcing the duty of mutual respect in employment relations, the issues of job

security and right to work have not been addressed. This is because the remedy of damages does not guarantee job security. The remedy of reinstatement or re-engagement ought to be considered in appropriate cases. This calls for the extension of the remedies beyond monetary compensation.

Apart from this introduction, before delving into this work, it would be apt to make some conceptual clarifications relating to constructive dismissal; the summary of the facts of the cases and the judgements under consideration; the innovations and the missing link. The emphasis is on the need for job security through consideration of the remedies of reinstatement or re-engagement as is usual in cases of unfair dismissal in some other jurisdictions.

### **What then is dismissal?**

Dismissal in employment relationship usually refers to a situation where an employer without notice terminates the contract of employment with an employee. This is usually where as a result of the conduct of the employee the employer opts to summarily terminate the contract of employment with the employee. This is anchored on the doctrine of termination-at-will.

However, with the developing concept of mutual trust and confidence in employment relations, situations may arise where also as a result of the conduct of the employer the employee may choose to terminate the contract of employment and claim constructive dismissal (unfair dismissal) or discharge. If it were otherwise, the employer could make life so difficult for the employee that the employee has to leave the service yet the employer would escape liability since it has not actually terminated the employee's contract of employment. Thus constructive dismissal or discharge refers to a situation in which an employee terminates a contract of employment without notice in such circumstances that he or she is entitled to terminate it without notice by reason of the employer's conduct. In such circumstances the employer's conduct constitutes a repudiation of the contract and the employee accepts that repudiation by resigning from the employment. The common law recognizes the concept of constructive dismissal and right of the employee to resign in reaction to the employer's behaviour but the employee's right to resign and claim to have been constructively dismissed has been given greater impetus by statutes

under the law of unfair dismissal in some jurisdictions. The English Employment Rights Act (ERA) in particular defines constructive dismissal as referring to situation where: the employee terminates the contract with or without notice in circumstances in which he is entitled to terminate it without notice by reason of the employer's conduct (ERA s.95(1)(c)). An employee is entitled to regard himself or herself as constructively dismissed or discharged if only the employer is guilty of a conduct which is a fundamental breach going to the root of the contract or which show unequivocally that the employer no longer intends to be bound by the fundamental terms of the contract of employment. This in effect means that the employer is in breach of the implied term of mutual trust and confidence upon which the employment relationship rests. This on the other hand may bring the employment relationship to an end, giving the employee the right to resign in terms of constructive dismissal and claim legal redress for wrongful termination against the employer.

However, the employee may continue to work and waive his or her right of action. Even where such a breach is waived, it could still form part of a series of acts which could amount to a breach of fundamental term of the contract to warrant an immediate resignation and a subsequent claim of constructive dismissal. It is all a question of facts. The employer's conduct must on the whole be looked at to determine its cumulative effect on the employment relationship and determine the extent to which it undermines the implied duty of mutual trust and confidence in the employment and is fundamentally such that the employee cannot be expected to tolerate. This was what the NICN did in the cases under consideration to declare that the employees were constructively dismissed by their employers.

### **Voluntary Leavers**

The contract of employment may be terminated by either party at any time, with or without any reason by either party giving the notification period provided in the contract. A contract of employment is terminated by the expiry of the period for which it was concluded, death of the worker before expiry of contract and by giving a notice for a period specified under the law. The required notice period for the termination of the employment contract depends on length of service. The notice period is one day for a period of three months or less; one

week for more than three months but less than two years of service; two weeks for two to five years of service and one month for five or more years. Notice period does not include the day on which it is issued. The notification of more than one-week period is always provided in written form. Notice period is the same for worker and employer Myer (2006).

According to Aina (2002) opined that For a worker employed for three or more months, the employer is not liable to make any payment for a period during which the worker is absent from work with the leave granted by the employer at the request of the worker. Payments owed to the worker must be paid on or before the expiry of notice period. Right to notice may be waived by either party and payment in lieu of notice is acceptable. It is calculated by taking basic salary into an account and excluding overtime and other allowances. A court decision of 1967 states that summary dismissal is warranted if an employee's conduct is of some grave and weighty character that it undermines the relationship of confidence which must exist between a master and a servant. The examples of such grave character include verbal or physical violence, assault on employer, intoxication during working hours, stealing, fraud, bribery, or corruption, etc. The employer cannot terminate the employment contract without prior notice except in cases specified by the law, otherwise it is treated as fundamental breach of contract.

In law, every employee has absolute right to resign at any time before termination of, or dismissal from an employment. An employer has no discretion on whether to accept or reject a resignation letter. Also, it is immaterial that the employer did not issue a formal reply or acceptance of the resignation letter. The Courts have held that all the employee needs to show is that the employer received the resignation letter and that a rejection letter or email from an employer is an evidence that the employer received the resignation letter. Whether the length of notice of resignation is adequate or inadequate, once an employee indicates an intention to leave an employment, any attempt by an employer to reject that move or hold the employee down would amount to forced labour and would be contrary to all known labour standard.

The only point that needs to be made separately, in addition to the above, for emphatic purpose, is that an employer cannot dismiss or

terminate the employment of an employee who has given a notice of resignation, notwithstanding the fact that he remains with the employer during the notice period. This is because a notice of resignation takes effect from the date it is received by the employer, not on the last working day as erroneously believed by some employers who still engage in post-resignation termination or dismissal.

In law, the implication of “Resignation with immediate effect” vary, depending on whether the reason for exiting a school is resignation or retirement. Resignation with immediate effect gives the employee the right to leave the employment immediately and automatically, without any benefit and subject to the employee paying his outstanding indebtedness (if any) to the employer. The fact that there is an outstanding indebtedness owed to the employer does not entitle the employer to insist that the employee must continue to work for the employer. It merely gives the employer the right to enforce its contractual right to recover the amount owed. Retirement, however, does not appear to confer on a retiring worker such a right to leave service immediately and automatically.

From the above, the lesson for employers is very crucial and, so, can be summarized as follows:

- the right of an employee to resign without hindrance is still a good labour law and best practice;
- No employer has discretion to reject resignation on account of any ongoing investigation against the employee or his outstanding indebtedness or inadequacy of the notice period given in the resignation letter;
- Also, any defect in a resignation letter cannot invalidate or impugn the right of an employee the employment though it may deprive him or her some benefits which would have been available if he or she resigns properly.

## **Retirement**

### **Concept of retirement**

Public servants retiring on the grounds of age should be treated as war veterans and not as dead woods to be burnt (Oniye, 2021). Retirement is the final bus stop in the ascension of the ladder of private or public service. During this period, a lot of factors come into play which involve counting of gains and losses, mistakes and exploits, witting and

unwitting actions and in addition during the period of service (Ticke, 2016). Whether one works for the government, a parastatal, a private concern, a non-organization the church as a priest or a pastor or whether one work for himself/herself, one day one will eventually withdraw from these activities for very many reasons to go and have a rest from the particular activities. This action or process is known as retirement. For Watson (2012) retirement means a voluntary or forced cessation of work in an occupation for which a person was paid on agreed wage or salary. This definition implies that a self-employed person cannot retire or is not included in the list of those who should retire.

Retirement is a significant milestone in life and as such needs for thought and planning. According to Price (2020), with the creation of social security a financial incentive or pension was made available in older workers to encourage younger workers take encourage younger workers take their place, thus stimulating economic growth and progress. Oniye (2021) it is an indication for of the concluding stage of the occupational cycle at which certain material, vocational and experimental achievements are expected of the retiree.

According to Akinade (2013), these include personality conflicts among colleagues or with a person's boss employer or with a person's spouse, frequent transfers by employers, feeling of being unwanted intense unhappiness and dissatisfaction in work place. Olani (2003), included technological obsolescence, cyclonical unemployment and relocation of major firms, as some other reasons for voluntary retirement of the part of some other people. Also, according to Enebe (2010) it is important to note from the on setthat among the various categories of workers in labour force in Nigeria, the workers approaching retirement and the restored retired should be our great concern. Again, Oniye (2021), Retirement generally implies the terminal cassation, relaxation or change in ones economic activity, social/legally prescribed for workers in later life. Akinlade (2011) retirement is a final stage of life when one leaves and occupation which one had been involved in for a considerable length of ones working life.

Oniye (2021) went further to assert that retirement in the opinion of experts is an inevitable stage of ageing where the individual gradually disengages from the main stream of active work/social life and is eventually replaced by a younger person in most cases. He went

further to affirm that if a complex process demanding serious planning. Atchley (2016) sees retirement as what affords the retiree the opportunity of making new friend and expanding his social cycle for those who are politically inclined, retirement is the time to take part in partisan politics. In agreement, Amadi (2015) agrees with the benefits of retirement. Retirement affords the retiree more time and leisure opportunity than usual. To many people, retirement marks the end of middle age and the beginning of old age, young people tend to see retirement as a time when one is forced to leave the workforce and is put out to leave the workforce.

Retirement is a transition. To many a government/employer, the worker is just like a used up or disused because (not parker ball pen) to be thrown off or broken anywhere and how, without any second thought. The Origin of Retirement in Nigeria. The practice of working to earn a wage as a means of existence is a relatively new phenomenon in most developing countries, particularly African countries like Nigeria. Before the colonization of the African continent, most Africans engaged in subsistence agriculture on it's available vast and virgin farm land. A few engaged in cattle rearing or some form of cottage industry like waving or blacksmithing. The African people were mostly self-employed.

The idea of working for another person, no matter his status in the society, and even for payment, was considered degrading because it was associated with slavery. With the colonization of the continent, things began to change. The colonial masters needed has labor to run their administration and to develop the infrastructure that would facilitate the exploitation of the natural and agricultural resources that would facilitate the exploitation of the natural and agricultural resources of the territorial as these were needed in the industries back home. The people were therefore forced against their will to work for payment for their colonial governments. For instance, Lord Frederick resorted to a policy of forced labour with pay in order to secure sufficient labour needed for railway/road construction in Nigerian in 1918. Though the forced labour policy was discontinued in the 1930s for a number of socio-economic reasons, the institution of wage employment had by then become established fostered by a number of social and economic factors operating at the time. The foundation for the present labour laws and practices in the continent was thus laid by

the colonial administrators. Thus, the practice whereby workers in the modern sector of the economy are granted annual or periodic leave away from their work as well as formal retirement from active work originated from the colonial period.

### **Summary**

This chapter extensively dwelt on employment practices and human resource management procedures in schools and how they work. The practices and responsibilities of the school administrator in making use of management procedures were also highlighted. It pointed out the different employment practices and discussed them in such a way that every reader will not find it difficult to understand. In the discussion employment practices school administrators can easily make use of them. It is therefore expected that goal oriented and committed school administrators may find this chapter important in their drive to leave a foot print in school administration.

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## ***Chapter 13***

### **HUMAN RESOURCE INFORMATION SYSTEMS IN EDUCATION**

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#### **Introduction**

Human resource is a relatively modern management term, coined in the 1960s. The origin of the function arose in organisations that introduced 'welfare management' practices which also adopted the principles of 'scientific management'. From these terms emerged a largely administrative management activity coordinating a range of worker related processes and becoming known, in time as the personnel function. Human resources progressively became the more usual name for this function, in the first instance in the United States as well as multinational corporations, reflecting the adoption of a more quantitative as well as strategic approach to workforce management, demanded by corporate management and the greater competitiveness for limited and highly skilled workers (Adekola, 2011).

Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. As a field, human resource management has undergone many changes over the last twenty years, giving it an even more important role in today's organisations. Human resources have a big role to play in the education sector. Education which is a process cannot be separated from the role of human resources because one of the important aspects is human resources themselves. In addition, humans always play an active role in every activity of the organisations because

humans sometimes become planners, actors, and determinants of the realization of organisational goals. Objectives are not possible without the active role of employees even though the tools of the company are sophisticated. This also applies in the world of education, because more specifically the learning process played by educators cannot be replaced by technology. To make human resources function more effectively and efficiently, good management is needed, starting from planning to the final stage in the management function. Discussing the existence of human resources (HR) in educational organisations is a natural thing because in the process of education human resources have a large role both in terms of administrative and operational.

According to Beardwell, Claydon & Holden (2014), education management is a system of management and structuring of educational resources, such as education personnel, students, communities, curriculum, funds (finance), educational facilities and infrastructure, governance and educational environment. Therefore in the study of learning management or education management is divided into two groups namely. (a) Administrative management that focuses on planning, organization, guidance, direction, coordination and supervision activities, and communication. (b) Operational management that focuses on administrative, staffing, financial, and school relations with the community.

Educational management is an arrangement in the field of educational work carried out through planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, controlling, controlling, evaluating and reporting activities systematically to achieve quality educational goals. In general, what is meant by human resources entails people who work in an organizational environment (often referred to as personnel, labor, employees or employees); human potential as the activator of an organization in realizing its existence; Human resources as potentials and assets that function as capital (non-material / non-financial) in the organization, which is realized as physical and non-physical potential in realizing the existence of the organization. Human resource development is an effort to develop the quality or ability of human resources through

the process of planning education, training and management of personnel or employees to achieve an optimal result (Baruch and Peiperl, 2000).

The functions of human resource management include planning, organizing, mobilizing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and terminating company needs in helping the realization of goals. From the various statements above, a conclusion can be drawn that education management is a system of management and utilization of all educational resources to carry out systematic and systemic cooperation processes so that effective education implementation can be realized and efficient in order to realize the national education goals that have been aspired. Relating with human resource, which is the process and effort to develop, motivate, and evaluate the overall human resources needed by the company in achieving its objectives, this implies that human resource management is an ongoing process, in line with the education process,

### **Human Resource Information Strategy**

Human resources (HR) has a significant role in every institution, and must be managed in accordance with the functions of such an institution (Armstrong, 2008). Human resource information strategies constitute an important aspect of organisational function, enhancing the attainment of the goals of each employee, organizations and institutions are achieved. It serves as a business's overall plan for managing its human capital to align it with its business activities. Also, this strategy sets the direction for all the key areas of human resource, including hiring, performance appraisal, development, and compensation. The Human resources strategy is thus a long-term plan that dictates Human resources practices throughout the institution.

A very useful Human resources strategy is the standard causal model of Human resources management. This model shows where Human resources strategy originates from and how it influences Human resources execution and institutional performance. The model shows that the Human resources strategy is a result of the broader (business) strategy. It shows that Human resources activities create value when they are aligned with what the institution tries to achieve.

When there is alignment Human resources will contribute to the performance of the organization. The overall strategy is formulated based on the past and the present. It is a result of what the institution has been doing in the past and its current internal capabilities. An often used tool to arrive at this strategy is the Strength, Weakness, Opportunities and Threat (SWOT) analysis. In the SWOT analysis, the organization's internal Strength and Weaknesses, and its external Threats and Opportunities are mapped. Strengths include the company's core know-how and know-what. These are its production capacity, existing brand, marketing channels, sales capabilities, R&D expertise, and other human capital factors.

The importance of education in society is indisputable (Cania, 2014). However, research on the strategic management and labor issues of the human resources of the sector (such as conflict management, which is relevant to this work) does not analyze specific groups of employees, such as teachers. In addition, the bibliography shows a lack of research on teachers, which is covered by generalizations of old governance models in the public sector. Education organizations are defined as open systems and emphasis on human and material resources. The systemic, holistic approach handles the education industry as a set of open systems that are influenced by their environment. Changes in open systems in the industry are related and influence the characteristics of teachers (Budapest & Brussels, 2012).

The systemic approach and the strategies influencing the performance of human resources management practices in the education sector basically includes exploring the appropriateness of the approaches, the existing trends in the bibliography of human resources and conflict management strategy, as well as the problems presented at a theoretical and practical level. It is argued that systemic theory, the overall analysis of the environment and complex systems (Meyer and Allen, 2019), can contribute to the understanding of contemporary themes. Theories that approach the analysis of a sector as a static environment are not sufficient for a broader analysis of systems and understanding of contemporary phenomena in the management of the education system and consequently in the management of issues related to the teaching staff and that is where the originality of current research. In particular, the holistic and systemic - strategic - human

resources management in education with a focus on conflict management is highlighted based on the principles of system theory.

### **The functions of a computerized Human Resource system rating**

To utilize and manage human resource as efficiently as possible, core functions of human resource management must be actualized (Dessler, 2001). A computerized human resource system provides a centralized repository of employee master data that the human resource management group needs for completing core human resource processes. It aids educational institutions to become more efficient through the use of technology by storing, processing and managing employee data, and other crucial information. Also, it provides human resource functions such as recruiting, applicant tracking, time and attendance management and performance appraisals.

Paauwe (2014) concludes that, amongst others, the functions of a computerized human resource system can be summarized thus:

- i. aids in facilitating the recruitment and Selection process
- ii. helps in creating better working environment and promote maximum and motivate them
- iii. optimum utilization of objectives and skills of educational workforce and,
- iv. Keeping balance between personnel words of staff and institution's needs.

### **Efficiency of Human resource system**

Attaining an effective human resources system will require the objectives of human resource planning which includes to determine the quality and quantity of employees who will fill all positions in the organization / institution, guaranteeing the availability of labor now and in the future, so that every job there is someone who does it, avoiding mismanagement and overlapping in the implementation of tasks, facilitating coordination, integration, and synchronization so that work productivity increases and avoiding an overburden on employees (Achilles, 2019).

**Problems of Human resource system and how to deal with them**

Higher education institutions have been both the agents & objects of globalization (Universal Basic Education, 2000). The role of Human resource management in education is very important with it would result in jeopardy. This is because education personnel's are the main instrument for achieving educational goals and consequently, national development. Every educational system at every level depends on the human resources for execution of its program. The function of human resource management in education includes staff relations, staff maintenance, staff development, recruitment of staff and job performance reward. The challenges of human resource management include poor working condition, problem of staffing, funding, incessant transfer of teacher among others. Education should be made attractive by creating a conducive atmosphere for teachers. A united salary structure should be made for all categories of teachers within the education sectors.

The innumerable challenges confronting the educational system are several and complex. But some have changed and developed with time, others are newly created by the strengthening of attention and blossoming of opportunities. Human resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. Their productivity is highly dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity.

**Use of Information and Communication Technology in Education**

As the 21st century world is undergoing rapid changes, there is urgency for the apparent usage of information and communication technology in education. Current call for ICT usage in education is worthy but, its implementation in the nation is in the toddling stage. As noted by Nwaka and Ofojebe (2010), ICT penetration and usage remains very low and so the need to train many teachers at all levels in ICT to equip them for re-engineering the society through the skills and also provides the most expensive means of rapid dissemination of information and imparting knowledge, decentralization of work, expansion of work

force and with ICT, the teacher becomes a facilitator, supervisor and a guide for classroom instruction.

### **Developing an Educational Management Information system**

An educational management information system can be defined as a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous and timely data and information to support them in completion of their responsibilities. (UNESCO, 2008). The development of an effective educational management information system is a complex and expensive undertaking under the best of circumstances. During emergencies, it is even more challenging because multiple organizations are generally involved in the provision of education, making it difficult to establish common data requirements and to coordinate data collection from the various organizations. In designing educational management information system, therefore, it is important to consider the needs of all the groups that will rely on the information, including central ministry planners, officials of other national ministries (for example, finance), regional and district education officials, donors, and NGOs. Ultimately, for educational management information system to be effective as a planning and management tool, national needs, not donor requirements, must be the primary force behind the development of the system (IIEP, 2010).

### **Benefits of an Educational Management Information system**

Research shows strong evidence that technology aids in increasing academic achievement (Patrick and Kumar, 2011). Technology has taken over educational institutions and employing it can create enthusiasm, better learning outcomes, and sustain interest in all subject areas in academics. Also, information systems are used in schools to enhance learning through very dynamic educational software developments ranging from games to virtual field trips.

Other benefits include:

- i. Allowing students to attend online tutorial sessions.
- ii. Online courses give students flexibility to work on assignments when their schedule permits them to at any hour of the day. This release a student from attending a class where a set day and time is scheduled.
- iii. Ability to do interactive teamwork between groups. Students have the opportunity to correspond with others from different backgrounds and to hear from a variety of speakers from around the world (Phifer, 2013)

The possibility of learning with information systems is endless. Students are able to use the internet for research with an endless amount of information. Multimedia presentations can be created in all subject areas. Students of all ages can use online activities that pertain to their subject matter.

The use of technology in teaching can actually help in curbing many of the challenges faced by teacher. Thus, it is important for teacher to take part in professional development in technology. Professional development will ensure that technology will be used effectively to create new opportunities for learning and to promote student achievement. Having information system capabilities in the classroom allows students to have reference materials at their fingertips (Phifer, 2013). The web is a source not only for communication but can also provide reference for an enormous number of topics.

#### **Workability of an Education Management Information System**

Offering an insight to how educational management system works in schools, especially higher institutions, Kizpatrick (2017) summarizes that, an effective educational management system serves the following purposes.

- i. An education management information system creates a repository of all the student data that is collected regularly and keeps them safe.
- ii. The data is collected and stored in such a way that it can be easily searched and retrieved using a few keywords even after years.

- iii. The software generates reports from the accumulated data which can be analyzed for making data-driven decisions by the stakeholders
- iv. The system makes use of AI technology for data learning and helps to improve the operations and functioning of the software
- v. The system helps the institute to conduct exams, admissions, and fees management by offering restricted access to various individuals
- vi. Further, the software helps in academic management for students. It enables conducting classes, uploading notes, downloading assessments, and giving important updates

Thus, it is evident that administrative decisions are largely governed by data insights, which suggest student behavior. Manually interlinking this data & finding the various relationships is impossible. Furthermore, a school management information system, provides the necessary information required to manage a school or institution effectively. It provides provision for recording and collecting information and also manages the school's strategic goals and direction.

#### **Examples of Education Management Information System Applications**

Applications such as BambooHR, paycor etc offers a combination of automated processes that connect human resource management and information technology in a seamless manner for enhancing human resource functions in educational settings (Noolch, 2014). These applications aids in managing or calculating employee payrolls, loss of pays and leaves may not be an easy task to admins and management in an institution, thereby, the usage of an application to cushion the effect of the lapses remains essential. Therefore, in schools and educational institutes, the development of a human resource management software/ system is one of the most critical functions.

Various categories of education management information system application exist, such as the School Software Pro Payslips, which gives institutions / schools the option to create multiple type of payslips. Also, this feature allows institutions to configure different salary structures for different types of employees. In an institute, different

categories of employees can be working on an hourly basis, on a weekly or monthly basis. Another example of such application is the leave management software, which gives schools the flexibility of defining the number of working days in a month or in a week or bi-weekly. Employees can apply for additional leave even after exhausting their leave credits which may lead to Loss of Pay in some institution.

### **Benefits of Human Resource Management Software Application**

#### **i. Employee Attendance Management**

One of the foremost advantages of using a software is the automatic management of attendance for the employees. This information can be captured with the assistance of a biometric device that the staff can use with minimum assistance. The system creates automatic reports that can be tallied easily at the end of the month for easy attendance calculation. Additionally, the school employees can easily apply for a leave on the school software. The leave applications can be easily approved by the manager when needed. The system also allows for easy leave calculations at the end of every leave cycle. By automating the process, not only does it save employee time, but it makes employee attendance and leave management a lot easier and faster.

#### **ii. Management of personnel disciplinary issues**

Another benefit of using human resource application software is that it makes it easy for schools to update any personal queries, complaints, and grievances on the software. These queries or messages can be addressed in a confidential manner and helps assure the staff and the teams that there is support available to them if needed. One of the key aims of a human resource management system is to provide complete information and support to the administration as well as the employees for any queries or updates.

#### **iii. Simple Payroll Management**

This system enables an educational institution to manage the payroll system with ease. Routine functions such as attendance calculation, leave management, payroll assignment and pay slips generation can easily be taken care of by the school software. The payroll setup can be done for variations of earnings, deductions and various

deductibles. The system also supports instant amount changes in payroll when needed. Thus, instead of spending productive hours calculating and correcting the pay slips, the school software can do that easily.

#### **Database management information systems**

A Database is a collection of programs that store and retrieve large amounts of information. Every school district and school building needs a way to track data that is collected for their district, state, and federal governance. Schools can effectively maintain records of students' data, to include grades, schedules, absences, demographics, test scores, behaviour and medical records.

An example of this type of system is School Information System (SIS). Schools need a way to collect data and be able to print out reports using this data for evaluation purposes. The software needed for the school/student management purpose needs to be efficient and at the fingertips of administration. At anytime, the parent, school board, or government can request information that is provided by the schools management system. A management system can hold test scores which allow schools and teachers to see trends that are occurring. Possibly new techniques are used to improve learning which caused test scores to improve. A management system can show the rise in test scores to validate the effectiveness of the techniques used for students learning.

#### **Benefits of Human Resource Application Information System in Modern Educational Institutions**

Human resource application system is a comprehensive approach as compared to the legacy with where and how stored database is capable of providing real-time crucial solutions and consequently aiding the institution in better and timely decision-making in the contemporary educational setting. Educators could get a detailed analysis of student academics, their weak areas which promote personalized learning and data-drive insights to improve student academic outcomes. Administration can further compare year-on-year student performances, and change the delivery style and map the consequent outcomes. Educators need to deploy technology to gain in-depth knowledge about student behaviour such as outcome based

education and make the most out of the time and resources available to provide maximum aid to the students.

### **Auditing the Systems**

The use and dependence of software solutions has, to all intents, purposes and sectors in our society, been growing exponentially (Noolche, 2014). This is to acquire the skills and tools of an information technology auditor. Audits are evaluated by identifying such aspects as what the audit covers, and how rigorous the auditing process has been. Thus, final examinations, fee payment analysis and other administrative duties especially as it involves the human resource functions forms the core of such auditing. Also, auditing the system improves the reconciliation process, which is regarded by many as a time-consuming and resource intensive activity, especially for teams reliant on paper-based processes or multiple, disconnected spreadsheets. But a robust reconciliation process at each month-end with diligent note-taking and record-keeping can also play a vital role in helping prepare for the audit. Without good reconciliation, schools can find their financial position in a very different place to what was expected, which can create a mountain of additional work during an already busy period. Also with cloud-based school finance software it's easier to manage the reconciliation process on a month by month basis, meaning that the majority of information is already stored on the system when it comes to compiling the final audit.

### **Summary**

Usually in its most basic form, human resource information system promotes the acquisition, storage, manipulation, retrieval and distribution of pertinent information about an organisation's human resources. This is usually implemented at three different levels which include the publishing of information, the automation of transactions and a change in the way human resource management is conducted in within an organisation.

The application of human resource information systems in the education sector revolves round the perspective of creating informational efficiencies such that human resource departments can turn their attention to providing better analysis of current data and creative use of information to provide better and more accurate data

upon which to base strategic decisions and achieve stipulated aims and objectives. The potential advantages of human resource information systems are faster information processing, greater information accuracy, improved planning and program development, and enhanced employee communications. Thus, the bottom line of any comprehensive human resource information systems is to enhance information validity, reliability and utility.

### Revision Questions

1. Define Human Resources as it relates to the education sector
2. What are human resource information systems?
3. Outline the basic functions of a computerized Human Resource system
4. Outline the major benefits of an information system in an educational setting
5. Define Database Management System and state its uses in an educational institution

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