



Roles of Human Resources in the Management of Public Secondary Schools in Rivers State

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ABSTRACT

The study examined the roles of human resources in the management of public secondary schools in Rivers State. It was revealed that human resources in the public secondary schools cover the staff and the students. Education personnel are the major instrument for achieving educational goals and consequently national development. The paper revealed that human resources are the key to rapid socio-economic development and efficient service delivery. This is why this paper stressed that without adequate skilled and well-motivated work force operating within a sound human resource programme educational development will not be possible. Every educational system at every level depends heavily on human resources for execution of its programmes. It is recommended that educational institutions should strongly consider establishing dedicated human resource management functions and investing in its leadership because students' outcome is a function of teachers' performance. Good human relation should be advocated to ensure effective, smooth and efficient management of public secondary schools in Rivers State.

Keywords: human resources, educational development

INTRODUCTION

Formal Education in Nigeria is rapidly and technologically tailored towards meeting set goals such as Education for all (EFA). This has made the requirement of these goals from the secondary school's human resources to be centered on the advancement of teaching and learning through the implementation of performance based management which is led by the schools management team with the principals at the fulcrum (Uko, 2015). This is why the success of any education program largely depends on the availability of and utilization of human resources because human resources in the secondary school are the initiator and the determinant of all activities that take place in the school. The students, the books, school plants and other material resources remains unproductive without the direction of human effort as Ngairé (2010) noted.

The introduction of the Universal Basic Education Scheme possesses more challenges for the human resources in the public secondary schools in Rivers State as in other parts of Nigeria. This is because the major goal of the Universal Basic Education Scheme is to universalize access to Basic Education, provide conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time. This has resulted in the geometrical population explosion of children of school age hence the need for a well motivated work force in the secondary school in Rivers State to effectively manage the school and the students.

These students come into the school with different characteristics, potentialities and attitudes that affects how they learn, think and feel. The teachers in their interaction with these students must understand these unique characteristics if they will influence the academic performance of these students.

The major concern of the Senior Secondary Schools Boards, the Ministry of Education and other Education Managers is to see how to obtain a high level of academic performance from students and high level of job performance from the teaching work force for the achievement of curriculum objectives for the overall development of secondary Education in Nigeria. This may only be possible if good human relations are advocated within the secondary school community (Nwafor and Nwafor 2012). It is the human resources (teachers) that determine the facilities, methods of delivery, the curriculum and programs and the Yardstick for evaluation of teaching and learning in the secondary school.

There are tremendous changes that are taking place within the school environment with the onset of globalization and information technology. The dynamics within the school and its expectations are rapidly changing. It therefore behooves on the human resource managers (Principals) to provide the management oversights and guidance to meet these changing needs (Omebe, 2014).

Good human relations in any organization are paramount for such organization to function effectively and efficiently. It provides knowledge on how people interact and respond in different organizational situations in an effort to satisfy their needs and in the process meet organizational goals. The principal's ability to understand the teachers and other staff of the school and their problems will go a long way to affect their job performance in school (Omebe, 2014).

Management of the secondary school in Rivers State as in other states in Nigeria is concerned with the mobilization of the efforts of people for the achievement of Educational objectives and the overall development of Nigeria (Uko, 2015). It becomes imperative that the principal cultivates the habit of human relations in his odious administrative tasks. The principal must understand that the teachers are the critical resources for effective implementation and realization of Educational policies and objectives at the practical level of classroom. It is the teachers that interpret the policies of education as represented in the secondary school curriculum which is designed to actualize educational goals. The teachers themselves must understand that they are aids to learning for students to achieve optimal academic performance. Therefore processes that encourage the development of moral of individuals in the school environment will invariably support effective secondary school management. (Hdiggui, 2006).

Human resources management according to Omebe (2016) is a set of organizational activities that are directed at attracting, developing and maintaining an effective workforce. On a broader note human resources management is concerned with recruitment, staffing, welfare maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards transfer and discipline of staff. In the school setting if teachers are adequately recruited, selected, supervised, inducted and adequately rewarded and motivated they will be committed to their job, remain dedicated and productive in the system. It is the coordination of the activities and efforts of teachers and other workers in the school that will enhance the realization of the Educational goals and objectives.

The success of any organization is defined by the performance of the leadership, staff and the quality of services or products that the organization produces. In the Education Sector, the products of the organization is the quality of Education and future success of students, the future of their communities, the economic and social wellbeing of the country. However, the performance of the principal and teachers has a tremendous effect on the academic achievement of student than any other factor in the school. It therefore, becomes imperative to strengthen human relations among the teaching workforce to serve students better.

Roles of Human Resource in the Management of Secondary Schools

Human resources play very vital roles in the management of secondary schools in Rivers State as in other parts of the world. These roles are capable of hindering academic achievement if they are ignored. They include the following:

Management of School Facilities

In any Educational institution facilities constitute essential inputs, which creates favorable learning environment, facilitate interaction and enhance achievement of Educational objectives (Oyesola, 2007). Without the direction of human effort school facilities will remain unproductive. The teacher ensures that the facilities are put into use because the degree to which facilities are used determines its sustainability or degenerative consequences on the expertise of the school Principal (Adeboye, 2007).

One of the major problems facing the secondary schools in Rivers State and those in other parts of the nation is that of facilities management. School facilities depreciate when they are not properly looked after. The principals carry out repairs and servicing of the facilities to sustain their working condition and capacity with the principal at the fulcrum checking and rechecking of available facilities as well as taking necessary measures to prevent mal-functioning or non-functioning of the available facilities (Uko, 2001). When the facilities are not management by teachers it definitely has negative effects on students' academic performance. This is because there is a nexus between learning and facilities as Oyesolala observed.

Okeke (2001) is of the view that the quality of educational output to a large extends depends on the scale of equipment and facilities such as laboratories, workshops, libraries, books, teaching aids etc and how best they are put into use vi-a-vis the resultant outcomes from tertiary education.

The public secondary schools are owned and managed by the Government of Rivers State but the government over the years has not been able to equip teachers and principals to effectively manage the facilities in the schools. Some of the schools do not even have the needed infrastructures that will encourage effective teaching and learning.

Roles of Teachers in Managing the Curriculum

Curriculum plays an important role in the field of education. Curriculum is the planned interaction of pupils with instructional content materials, resources and processes for evaluating the attainment of educational objectives. The curriculum helps students to achieve some personal control over their learning to plan themselves and manage their time effectively (Patankar, 2013).

However teachers know the needs of all stakeholders in education. They understand the psychology of the learner. They are aware of the teaching methods and the teaching strategies. They play the role of evaluators and assessors of learning outcomes. Curriculum planning involves analysis of philosophy, social forces, needs, goals and objectives, and human development, learning process, instruction and decisions.

Implementation of the curriculum is the responsibility of the human resource in the secondary school (the teachers). The teachers plan the lessons as per the time table using the transactional strategies, using the appropriate media, providing the learning resources, promoting classroom learning experience and progressive testing.

The teachers also evaluate the curriculum. This involves intra-curricular evaluation, teacher evaluation of students, student's evaluation of teachers, material evaluation, verification of methods, evaluation of tests and examinations, checking of learning outcomes while in the field, reviewing the curriculum, improving and modifying the curriculum are all parts of the teachers' responsibility (Patankar, 2013).

Roles of Teachers in Managing Students Safety

Maintaining school safety and security is critically important to the well being of students. It is the responsibility of teachers to provide a safe, peaceful and secure environment where academic activities can thrive. The aim of parents and guidance for sending their wards to school is to see that they are given the opportunity to learn under a peaceful, safe and secure environment so that they can acquire skills and competences that will make them useful to themselves and the larger society (Kirk 2012).

The school represents the hope for the future in all societies because their direct contact with young people as a result the protection of students from natural or man-made hazard falls under the fulcrum of the teachers since they are the pivot upon which the school system revolves (Turpin & Marias, 2004).

However the teachers can only achieve the aforementioned by putting in place clearly articulated rules and policies that are established through community involvement and implemented fairly to provide a solid foundation for a comprehensive approval to school safety (Kirk, 2012).

The Role of Teachers in Meeting the Manpower Needs of the Society through the School

According to Odiba (2011) for any economy to attain modern status through the instrumentality of education the teacher is the major ingredient. No education system can rise above the quality of its teachers. Therefore investment in teacher education is investment in human capital and manpower development.

The teacher prepares the students for the work places where the uses of modern technological facilities have become ubiquitous. This the teachers do by integrating information and communication technology into the classroom.

Role refers to the part that both learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The teachers controls, assesses, organizes, prompts, participates and is resourceful. The teacher is a learning source, facilitator, manager, demonstrator, guide, and motivator. Classroom management is concerned with the skills of organizing and presenting lessons in such a way that all students are actively engaged in the learning process. This requires the ability to analyze the different elements and phases of a lesson to select and deliver appropriate materials and to reduce sources of frictions.

Good classroom management helps students to reduce their level of stress and increase their learning skill in the classroom. The teacher "gets on with it" get on with them and "get them out". This means that the teacher brings the students into the class, teaches them and develops good inter-personal relationship with them and gets them out by bringing the lesson to a conclusion. The teachers ensure that decorum is maintained so that the learning needs of the students can be met while in the classroom (Rindu and Ariganti, 2017).

SUMMARY

The paper looked at the roles of human resources in the management of public secondary schools in Rivers State. The paper revealed that human resources in the secondary school includes the staff and students therefore, establishing good human relations will enhance teaching and learning. It was also revealed that without a sound human resource management it will be impossible to achieve educational goals and objectives. The roles of teachers in managing school facilities, curriculum, students' safety and provision of man power needs of the society through the school were considered. It was finally revealed that good human relation will promote effective management of public secondary in Rivers State.

CONCLUSIONS

Schools in Rivers State should establish a dedicated Human resource management function and invest in its leadership (teacher and school leaders) because student's outcome is a function of teachers' performance.

The use of good human relations in the school should be advocated to ensure effective and efficient school management. The individual worth of both students and teachers should be recognized as this can enhance their feeling of responsibility and achievement in school.

RECOMMENDATIONS

- Educational institutions should strongly consider to establish dedicated human resource management function and invest in its leadership because student outcome is a function of teachers' performance.
- Good human relation should be advocated to ensure effective, smooth and efficient management of public schools in Rivers State.
- In-service training is recommended for teachers to help them cope with the rapid changes taking place in formal education in recent time.

- All the stakeholders in education should partner with public schools to ensure that enabling environment that will motivate teachers to do their work and manage the schools efficiently is provided.
- Government should also fund education adequately, since education is an expensive enterprise. Money is needed to procure school facilities and to maintain them.
- Finally, school leaders should motivate teachers and other staff of the school, not only through monetary means but also by recognizing the individuals' worth and enhance their feeling of responsibility and achievement.

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