

# HUMAN RESOURCES IN EDUCATION: DEVELOPMENT AND UTILIZATION

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**Abstract:** All organizations operate with and through effective provision and utilization of resources- human, financial and material. Human resources are the most paramount as they integrate all the other resources into a working mechanism for the achievement of the objective of an organization. This paper addresses the development and the utilization of resources in the educational sector. It discusses human resources in education, their development, motivation and the utilization intent to achieve requisite educational objectives. It then draws conclusion on the significance and proper adherence to competence and professionalism for the attainment of educational and other organizational objectives.

**Keywords:** Human Resources, Development, Utilization.

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## 1. INTRODUCTION

In economic terms, resources are the means available for the production of goods or the provision of services that are used to satisfy wants (Leftwich, 1993). The level of want satisfaction that an economy can achieve is limited partly by the quantities and qualities of its own resources. Resources can be described as those valuable assets which are capable of contributing directly or indirectly to the stock of capital goods and services in an economy (Ugbaja, 2017). There are the ingredients available to go into production of goods and services that are used to satisfy human wants. Among them are labour of all kinds, land, machinery, transportation, etc. Essentially, they consist of labour resources and capital resources.

According to Hanson (1994), resources can be conveniently classified into labour or human resources and capital or non-human resources. Labour resources consists of labour power or the capacity of human effort used in the production of goods and services (Felix, Ahmad & Arshad, 2016). The term capital can be misleading since it is used in several different ways not only by non-economists but by the economists as well. According to Halley (1996), the term includes all non-human resources that can contribute towards the production of goods and services. We need particularly to guard against confusing capital and money. Money is not capital as the term is used frequently (Felix *et al.*, 2016). Money produces nothing. It is primarily a medium of exchange – a technique facilitating exchange of goods, services and resources. This technique implies that the values of capital items, labour and consumer goods and services are measured in terms of monetary unit.

Resources have three important characteristics:

1. Most resources are limited in quantity
2. They are versatile in nature and
3. They can be combined in varying proportions to produce a given commodity.

Ugbaja (2017) opined that most resources are scarce in the sense that they are limited in quantity while the demand for them are everbounding. These are called economic resources. Some resources such as the air used in an internal combustion engine are so abundant that they can be obtained in whatever quantities needed. These are called free

resources since they command no price. If all resources were free, there would be no limitation on the extent to which wants could be satisfied and to what degree ( Felix *et al.*, 2016). In this study, the researcher is particularly interested in labour or human resources in educational sector with a special interest in their development and utilization.

## 2. HUMAN RESOURCES

Human resources are acknowledged as the most important of all resources. According to Aimiuwu (2004), this is because human resources are the only resources that drive other resources. They are the only resources that can conceptualize and distinguish between what is, that can be and what is that should be. They are the only resources that can combine with other resources and work to achieve organizational goals and objectives. Aimiuwu (2004) observed that people are the organization and if you get the people, you get most things. That if you capture their hearts and souls you get everything. It is in recognition of the indispensable role of human resource in all aspects of the productive sector that management of private and public establishment develop and implement human resource policies to ensure optimal result in workplaces.

Almost any kind of human resources can be used in the production of a wide range of goods or provision of a wide range of services. But there are certain services that require skilled human resource to provide and not the generality of human resource. As Thirkettle (2018) notes, even with a high duties of resource specialization, supplies of one kind human resources can be developed overtime at the expense of supplies of other kinds.

Thus, individuals can be trained as teachers faster than as dentists. More educational supervisors can be developed more than plant operators used in the educational sector. Their employers must invest heavily in capacity building and promote professional ethics and integrity while motivating teachers and creating the right environment for optimal utilization (Okekokusi, 2004).

### HUMAN RESOURCE PLANNING IN THE EDUCATIONAL SECTOR:

One of the fundamental determinant of the effectiveness and efficiency of the educational sector is the quality of its human resources. Thus, there is need for adequate human resource planning which is concerned with matching resources to the sector's need.

According to Fasuyi (2011), human resource planning in the educational sector determines the number, quality, experiences, and qualification of teachers needed to work in the sector. It is useful in the utilization of other resources, and is concerned with the utilization of skills for achieving the ultimate goal of an organization. Thus, human resource planning in educational sector examines the sector's need in terms of placement of qualified teachers at the right place and at the time, personnel activities such as recruitment, selection, placement, training promotion, transfer and discharge.

According to Nzewi (1999) the purpose of recruitment is to produce a shortlist of candidates that are worthy of interview. After recruitment comes selection whose objective is to employ qualified and satisfactory individual on the teaching job. Selection tests which are applicable in the process include intelligence, aptitude, attainment and personality tests. Successful candidates are subjected to oral interview which, according to Fasuyi (2011) is the final stage in the assessment of candidates for teaching employment. Ultimately, job offers are made to the successful candidates.

After job offer comes replacement, which is defined as the employment of successful candidates to their appropriate positions. Placement is the final stage in employment process. It is sequel to candidates meeting other conditions tied to the job including, but not limited to successful medical examination.

The placement of teachers in their appropriate positions does not signal the end of human resource management planning in the educational sector. Rather, it marks the end of phase 1 in the whole process. The second phase is the development of human employment of human resources (teachers) after they have been employed.

### HUMAN RESOURCE DEVELOPMENT IN THE TEACHING PROFESSION:

To get the best out of human resources in the teaching profession, there should be a well designed and implemented teacher development programme (Felix, Ahmad & Arshad, 2016). Nzewi (1999) remarks that the training given to teachers during their professional teacher education only inculcates the basic teaching skills required to become a professional teacher, but that this falls short of what is required to improve performance over time given the challenges of advancing educational curricula and expanding syllabuses.

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Consequently, training and development are always joined together in relation to human resource management. In this regard, Fafunwa (1992) has attempted to distinguish between these two phenomena, by identifying two participants in them. According to him, the pre-condition for becoming a professional teacher is teacher-training education but to become supervisors in the profession, the already trained teachers has to be developed. Thus, training is aimed at including and enhancing specific skills for a specific job while development is designed to provide new ideas and concepts that may be useful for present or future jobs. Fafunwa (1992) has further noted that training has always constituted the most effective means of teaching staff development in the educational sector.

Teachers who had undergone professional training in institutes and colleges of education also undertake professional degree course in education either as private students or as part time or full time students in several institutions of higher learning that now offer such programmes in Nigeria. Some universities have in particular; introduced sandwich programmes to enable teacher students obtain Bachelor of Education Degree (B.Ed) as well as graduate courses at masters and Ph.D levels for students that are predominantly professional teachers. Educational authorities (Ministry of Education and Teacher service / Education Boards) also organize development programmes for teachers. Among these programmes are:

- Seminars
- Workshops
- Lectures
- Symposia
- Conferences and
- Short formal courses in curriculum development centres

### **HUMAN RESOURCES COMPENSATION IN THE EDUCATIONAL SECTOR:**

Human resources development in educational sector requires more than training teachers (Felix, Ahmad & Arshad, 2015). The present time teachers are better able to cope with pressures that triggers stress and tension of teaching when they are properly motivated. According to Nwankwo (2010) the forms of means of motivation existing in the educational sector include fair salaries, benefits, rewards and welfare services. The administration of salaries, benefits, rewards and welfare services are functions in human resources management.

Teachers' salaries are determined on basis of status and qualifications. Salaries of teachers are usually defined in the scheme of services or terms of contract of employment. However, variation in remunerations are made through joint-negotiation between the government and Nigerian Union of Teachers (NUT) representatives or leaders.

Benefits are always used to describe those rewards given to teachers outside their salaries, which are usually monetized. Accordingly, Nwankwo (2010) notes that teachers' benefits include:

- Rent and transport subsidies
- Meal and utility subsidies
- Paid sick leave
- Pay for time not work e.g. holidays, vacations etc.
- Leave transport grants, and
- Repayable loans for housing, motor vehicles and other purposes.

Welfare services are those benefits which have not monetary value e.g. recreational services. On other hand, rewards include positive and negative rewards. According to Nzewi (1999) positive rewards include promotion, conversion and advancement. These are rewards for encouraging performance which are meant to motivate teachers. There are also negative rewards, which are disciplinary measures for non-performance, absenteeism and mis-conduct. These include suspension, interdiction, transfer, demotion and dismissal, for wrongful acts.

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### 3. RESOURCES UTILIZATION IN TEACHING BUSINESS STUDIES

Against the above backdrop, this paper reviewed existing literature on human resources planning, development and compensation in the educational sector. Here, the focus is how resource utilization is achieved in the teaching of business studies? It is important to note that business studies teachers are produced from colleges of education, universities, and colleges of education affiliated to universities (Soyibo, 2018). Business education programme is aimed at producing graduates with specialized knowledge in business studies, administration and office practice and other aspects of office education (Felix, Ahmad & Arshad, 2015).

In their places of employment usually secondary schools and other lower tertiary institutions, these graduate teachers teach business studies to students. In many secondary schools, the course started as an integrated Business Studies in the junior secondary school level and changes to specific business subjects in the senior secondary level. Being graduates and specialists in the field of business studies, the teachers provide education to students in business studies and specific business subjects.

Furthermore, Soyibo (2018) has explained that the syllabus includes such things as:

- Nature of business
- Role of business
- Social responsibility of business
- The resource of business
- Management of business
- Production management
- Finance and banking
- Purchasing and supply
- Nature of marketing
- Business laws
- Various aspects of typewriting and word processing.

At this junction, it is important to point out that the list is not exhausted. Moreover, in the course of teaching, these teachers are also developed either by personnel effort or by educational authorities. Ekundayo (1994) remarks that in order to maximize the utility of these teachers, the educational authority organizes development programmes for them. These are in form of short-courses, workshops, conferences etc. On their own, the teachers enlist in sandwich programmes of some tertiary institutions as part-time students to further their education and consequently improve their proficiency (Felix, Ahmad & Arshad, 2015).

To further maximize the utility of those teachers, the educational authorities have to motivate them through compensation policy which include administration of salaries, benefits, rewards, and other incentives (Felix, Ahmad & Arshad, 2016). Apart from administration of salaries and benefits, the authorities reward teachers who acquired higher qualifications with promotion, conversion and advancement. Sometimes, transfer is not used as a disciplinary measure but to initiate or balance the teaching of certain subjects (such as business studies) in the schools.

The most challenging issue facing teachers including business educators is for them to accept society's entrance into the information age (Felix *et al.*, 2016). They should be in tunes with requisite information and communication technology (ICT) for effective teaching and learning. This is because the educational relevance of computers and other ICT components cannot be undermined.

### 4. CONCLUSION

Human resources have been recognized as the most important of all resources. They are of special importance in education. Human resources drive the other resources into a productive working mechanism. Without employing and effectively utilizing the services of teachers, the education sector will collapse. Therefore, educational authorities need to adhere to requisite criteria to ensure proper development and effective utilization of qualified and competent personnel for the teaching profession, geared towards uplifting education in general.

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