

**HUMAN RESOURCE MANAGEMENT IN SECONDARY SCHOOLS IN A  
DWINDLING ECONOMY: THE NEED FOR ENTREPRENEURSHIP  
EDUCATION**

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**Abstract**

*This paper stressed that, human resource management (HRM) as a function in organizations design to maximize employer's strategic objectives is vital in organizational behavior and organization management. It established that, without adequate, skilled and well-motivated workforce operating within a sound human resource management, program development may not be possible. The secondary school system depends largely on the human resources for execution of its programs. This paper highlighted the functions of human resource management in secondary schools to be; staff maintenance, staff relations, staff development, procurement of staff, and job performance reward. The authors submitted that entrepreneurship education could be used to recover the dwindling economy as the motivated human resource in secondary schools will impart skills and knowledge on individuals to become useful to themselves as well as contribute to the recovery of the economy. It recommended among others that: education should be made attractive by creating a conducive atmosphere for teachers and government efforts on entrepreneurship education should move from the drawing board to concrete and practical steps.*

**Keywords:** human resource, management, secondary schools, dwindling economy and entrepreneurship education.

Human resource management could be seen as all efforts put in place by organizations to effectively and efficiently utilize the human talents for the accomplishment of organizational goals. The importance of human resources who are the people that work for the success of an organization cannot be underestimated. Hence the optimal performance of human resource in an organization depends largely on how well they are managed. According to Flippo (2008) "personnel management or human resource management is the planning organizing, directing and controlling of the procurement, development, compensation, integration, and separation of human resource to the end that individual, organization and social objects are accomplished. Draff (2010), defined human resource management as the effective and efficient use of human talents to accomplished organizational goals.

Human resource management has to do with the recruitment, staffing, welfare, maintenance, training and re-training, placement, promotion, motivation, relationship, compensation or reward, transfer and discipline of staff. This indicates that, when staff in secondary schools are adequately recruited, selected and supervised, inducted and adequately motivated under a conducive atmosphere free of tension, they may be committed to the job, remain dedicated and productive for optimum result. Rouse (2016), asserted that the objectives of human resource management include the utilization of staff, provision of desirable working relationship among all

members of the organization, staff motivation, efficient and effective deployment of organization's resources where and when they are needed and for them to be in possession of the tools, skills and discipline required.

For the above objectives to be achieved, managers of secondary schools are saddled with the responsibility of providing good leadership to teachers who are the major resource by assessing their performance, rewarding them either positively or negatively, praising or correcting them where the need arises. Managers of secondary schools and other organizations are expected to perform certain functions in human resource management as follows:

#### **Functions of Human Resource Management in Secondary Schools:**

Functions of human resource management in secondary schools are the activities and methods designed to integrate and retain the teaching staff in schools for the purpose of achieving the goals for which the schools are established. They are strategies put in place to motivate and coordinate the activities of the teachers in order to obtain their maximum performance to achieve optimum goals in schools. These functions include:

- Staff Maintenance
- staff relation
- Staff development
- Procurement of staff
- Job performance reward

### **Staff Maintenance**

A good work environment that is conducive for workers enhances their productivity; emphasis here is on the promotion and transfer, motivation, staff safety, security and health service. It is important that secondary schools have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff. The welfare of the worker should be considered first. For maximum and productive goal attainment, the school head must as a matter of priority ensure the comfort and happiness of the workers. This could be achieved through prompt payment of salaries and guaranteed workers safety and healthy working environment.

### **Staff Relations**

Staff relations are the ability of the manager to understand, communicate, work and integrate the workers. It enables the manager to understand himself and his subordinates. It helps the manager in communication process and to be skillful in using it in all his work relationship. It is these skills that help the manager to establish a healthy manager-subordinate relationship. Failure to use this skill can jeopardize the attainment of the school goals (Akpan, 2011).

A good communication flow may ensure trust in school workers. There should be a good communication network in the schools to enable workers to be constantly informed of the progress being made in the school. Heads of schools

should ensure free flow of communication upward and downward as that will remove suspicion and encourage high performance. Welrich and Knootz (2003), affirmed that, optimal performance or capacity utilization is directly linked to good leadership performance. Workers tend to respond positively and perform better under a democratic, open minded and friendly manager who encourages a climate of trust.

### **Staff Development**

This is the process of improving staff performance to ensure their productivity in secondary schools through staff appraisal and identifying the skills and competence of staff members. Development provides staff with specific, identifiable knowledge and skills for use in their present and future responsibilities. According to Raja, Furgan and Muhammed (2011), training and other human resource development programmes had positive effect on organizational performance. In the opinion of Ogunmakin (2013), human resource development is the framework in helping employees develops their personal and organizational skills, knowledge and abilities. It avails the new and experienced teachers the opportunities to improve the quality of classroom instruction.

The success of Managers of Secondary schools depends on the capacity and quality of the staff members and this can be assured when they are equipped with the knowledge and skills as well as the ability to apply same in the right place at the right time. This could be achieved

through in service training, conferences, workshops and seminars.

useful to themselves as well as contribute to the recovery of the economy.

### **Procurement of Staff**

Human Resource management functions in secondary schools starts with the process of recruitment and selection by which secondary schools obtain the staff to interpret and implement the curriculum program. Staffing of secondary schools is a job performed by the Ministry of Education through its agencies in the Federal and state Government. Procurement of staff in secondary schools deal with obtaining the right people with appropriate and necessary knowledge, skills, abilities and experiences to fill the vacant teaching positions in schools. This must be done skillfully in order to select the right people for the available positions.

### **Job Performance Rewards**

This involves the design and administration of rewards for jobs performed. It is important that management, ministry of education and its agencies take the issue of reward system as a priority. Staff performance would increase significantly if they are adequately compensated according to the quality and quantity of their input. Job performance reward if handled properly can be a factor to be used to recover the dwindling economy as the motivated staff of secondary schools may impact knowledge and skills through entrepreneurship education thereby producing output (graduates) who will be

### **Entrepreneurship**

Entrepreneurship as analyzed in Burch (2000), is derived from the French word “entrepreneur” which means to undertake, to pursue opportunities, to fulfill needs and wants through innovation and starting business. It is further defined by Stoner (2000), as the process of perceiving a business opportunity and then using the factors of production (land, labour and capital) to produce new goods or services.

It is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities so as to meet the ever changing needs of the society (Ngozi and Joshua, 2015), According to Watson (2011), entrepreneurship is a process through which individuals identify opportunities of change, allocate resources and create value through solution. This implies that problems are seen by entrepreneurs (individuals) as avenues to improve strategic business decisions to increase in wealth a profit oriented business unit. Entrepreneurship through small and medium scale industries could help to improve the economy from a dependent one to a viable and independent economy.

Ayeni (2007) and Beetseh and Ahima (2012) defined entrepreneurship as the process of creating something new with value by devoting the necessary time,

effort, assuming the accompanying financial, physical and social risks, resulting rewards, monetary and personal satisfaction and independence. In this paper entrepreneurship is the decision taken to embark on a business venture with the necessary available resources in a given environment for the purpose of making profit.

### **Entrepreneurship Education**

It can be seen as the programs designed to build the required knowledge and skills in individuals to make them creative and self-reliant. Entrepreneurship education involves teaching and learning of needed skills and knowledge to equip one to become self-reliant through being an effective and successful initiator, manager, innovator and risk-bearer of business undertaking (Ngozi, 2015). Chorun, Beetseh and Ameh (2015), believe that entrepreneurship education should produce self-reliance, job creators and not job seekers; it equips the individual for creative problem solving and innovation. In entrepreneurship education, people already in business are retained to enhance their management, record keeping ability and the profitability of their business while secondary school leavers, university graduates are taught skills and empowered to start their own businesses whereas under-graduates and secondary school students are trained to take their fate in their hands and to become entrepreneurs even while in schools.

### **Entrepreneurship Education for Re-vamping the Economy**

Entrepreneurship education focuses on skills acquisition and development. These skills are entrepreneurial in spirit, character and personalities, enterprises building skills and ability to start one's business technological and other professional competences needed for production work (Ngozi & Joshua 2015). Entrepreneurship education in Nigeria is necessary for the country to become a developed nation. Nigeria has human resources who should be capable of retrieving, processing and utilizing her natural resource for the general well being of her citizens and development of her economy, given that they have appropriate skills to operate under a conducive atmosphere for their needed skills to be acquired, emphases should be directed toward entrepreneurship education which serves as a strategy for transforming the economy. Entrepreneurship education equips graduates of secondary schools with the right skills that will enable them to engage in a life of work in the office as well as for self employment and job creation for others.

Since entrepreneurship skills and knowledge is being impacted by human resource who are the staffs in secondary schools, it then becomes necessary for these staff to be effectively managed for optimum performance. According to Onah (2005), the effective utilization of the workers in achieving co-operate objectives is founded on good managerial skills and appropriate motivational technique of the

leaders. Nigeria secondary schools need workforce that have the right skills, knowledge and attitudes in order to revamp Nigeria economy. The workforce being referred to in this paper comes from the products of entrepreneurship education which is the knowledge that can alleviate poverty, promote peace and improve the quality of life for all.

The entrepreneurship trainer has significant role to play such as portraying entrepreneurship, behavior, credibility, highly motivated and innovative, able to formulate strategies for stimulating trainees (students) towards self-employment and identification of entrepreneurship skills in students. As a resource person in secondary schools he/she organizes training courses at various levels and evaluates their effectiveness.

Due to the involvement of activities on the resource person to impart skills and knowledge on students, it is pertinent for the managers to effectively motivate them in order to achieve their optimum cooperation for high productivity. Entrepreneurship Education if integrated into schools administration may create a school environment which in the opinion of Ekpiken & Ukpabio (2015) can help in fostering the spirit of enterprise among students and in solving the difficulties experienced in securing jobs among young Nigerians. Entrepreneurship Education is necessary especially in this era of dwindling economy in the country as students who are equipped with skills and knowledge will be self-employed to be

useful to themselves as well as contribute to the growth of the nation's economy.

### **Conclusion**

The importance of entrepreneurship education in revamping the economy of Nigeria cannot be underestimated, particularly given its contribution to employment and economic growth. Hence, the need for a nation to stimulate growth through entrepreneurship education in the various sub-sectors of the economy and at the secondary school levels. This can be achieved through the effective management of human resources who constitute the greater workforce in secondary schools by adapting effective managerial functions like staff maintenance, staff relations, staff development, staff procurement and job performance rewards.

The economy could be revamped when the above are achieved as significant improvement can be recorded in the standard of living of people generally. Based on the foregoing discussion, the following recommendations are made:

1. The government efforts on entrepreneurship development should move from the drawing board to concrete and practical steps, which are physical and graphical.
2. Government should sensitize the people through the re-branding campaign programs on the use of improved method and introduction of new graduates into local and foreign business.
3. More government recognition is needed for the education sector through improvement functions as education

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remains the basis for the progress of all other sectors of the society.

4. Government should encourage willing entrepreneurs to establish small-scale foundries in various parts of Nigeria.

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