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HUMAN RESOURCES MOBILIZATION; AN IMPORTANT FACTOR FOR EDUCATIONAL MANAGEMENT AND DEVELOPMENT

Abstract:

Personnel in educational institution are a strong resource for its development and valuable in the accomplishment of the organizational objectives. The productivity of an educational institution is strongly related to its people and strategies. Some of them identify with the school and are motivated in helping to reach goals, while others see the school as a vehicle meant to satisfy their own targets. The personnel of a school brings along a wide range of qualifications, abilities, and knowledge, which might not necessarily be beneficial to the school. This paper examines the value of motivation regarding the productivity of staff members

Keywords:

Human resources; Human resources management; Motivation; Educational development

Introduction

Organizational resources include money, human beings, equipment and materials that an organization draws upon to meet its needs. The ways in which an organization acquires its resources and the sources of those resources determine what the organization is and what it can be. To survive, an organization must understand the importance of mobilizing resources and its mobilization can help sensitize the organization, result in inspiration, as well as strengthen and organization, and lead to sustainability.

According to Jan and Umar (2012), the most crucial among these resources is the human, because it can make or break an organization. Human resources are critical for effective organizational functioning. All the other resources are of secondary importance. Human resource is distinct from other resources due to its creative ability. It is through human creativity, initiative, capability and commitment that true development is achieved. Mobilization is highly essential for organizational goals and objectives. On account of the dynamic nature of the contemporary world, changes take place on regularly creating new challenges for organizations. In order to cope with them, organizations require dynamic human resources which can cope with these challenges by introducing innovative ideas. All other resources can also affect development initiative to some extent, but under developed and low quality human resources has greatly impeded organizational development.

Jan and Umar (2012) explain that, in order to exploit an organization's prospects for socio-economic development, its human resource capacity and personnel mobilizing must be first build. Human resources capacity is the ability of an organizational sector to discharge its duties efficiently and effectively, and without it, hardly can even a good strategy succeed. Lack of investment in human resources contributes a great deal to the failure and disintegration of an organization.

Mobilization of human resources requires the building of human resource capacities and the utilization of such capacities for the socio-economic development of a country. Human resource capacity can be achieved through training and development. While, the utilization of such capacity can be achieved through proper supervision.

Conceptual clarifications

Mobilization

According to Merriam-Webster Dictionary, Mobilization means, to put into movement or circulation. It also means, to organize people, resources, etc. for active service or use in any emergency, drive, etc.

Resource Mobilization

Chedza Molefe (2012) defined resource mobilization as the expansion of relations with the resource providers and skills, knowledge and capacity for proper use of resources. Mobilization of human resource requires the building of human resource capacities and the utilization of such capacities for the development of an organization.

Human Resource

According to Business Dictionary, human resource is the division of a company that is focused on activities relating to employees. These activities normally include recruiting and hiring of new employees, orientation, and training of current employees, employee benefit, and retention. These functions were formerly categorized as personnel management.

Human Resources Planning

Human resources planning, according to Stoner, Freeman and Gilbert (2000) is to ensure that the right number of persons with the correct skills are available at specified times in future. It involves an objective and systematic assessment of the present staffing needs of an organization, identifying the available personnel to satisfy current needs, forecasting and formulating strategies with a view to both short term as well as long-term strategic plans and continuous monitoring, evaluating and updating needs and sources of supply (Akpakwu 2012). In order to exploit the potential of an educational sector, the building of its human resource capacity and mobilizing is necessary.

Human resource capacity

Human resource capacity is the ability of an organization to discharge its duties efficiently and effectively. It is very vital because a good strategy cannot succeed except through the application of suitable qualified and trained human resource. The capacity of an organization to plan, finance, carryout team work, coordinate and control is essential for the attainment of organizational objectives (Jan and Umar 2012).

Human Resource Capacity Building

The capacity of human resources in an educational institution can be built through training and development for the effective and efficient discharge of set functions as well as the anticipated functions of the school. Building human resource capacities for existing functions requires the adoption of a systematic and more formal process of training

employees at various levels. In order to cope with these changes, organizations must be alert and put in place training and development programs. Hence human capacity building includes, “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands” (Werner and Desimone 2006).

Akpakwu (2012) posited that, it is important for employers to train and develop their staff in order to improve their job knowledge, skills and performance. The need for staff training and development in an organization is imperative on the following grounds:

1. Increased productivity, adequate training and development of staff increases their skills which improves both quality of performance and production.
2. Morale; training improves needed skills which build up confidence and satisfaction among staff. This, in turn develops enthusiasm and pride which are indicative of high morale.
3. Future personal needs; Good training programmes develop workers and prepare them for future managerial and executive positions.
4. Health and safety; proper training can help prevent work accidents and create a safer environment. Accidents are generally caused by deficiency in equipment in job skills and safety attitudes.
5. Reduced supervision: A trained staff supervises himself or herself. He or she accepts responsibilities and expects more freedom, autonomy and less supervision. This creates the spirit of participation and team work. Additionally, it can result to increase of span of supervision, reducing the cost associated with supervision.

Oduwaiye (2004) advanced the view point that training and development programmes are professional activities engaged by school personnel to enhance their knowledge, skills and attitude. These can be done through well-organized in-service programmes. In-service programme should involve activities that:

- Are likely to develop teachers’ teaching skills and competence in the use of modern visual aids.
- Can encourage teachers to adopt various modern methods of evaluating students’ performance.
- Are aimed at increasing teachers’ skills or knowledge in their teaching subjects.
- Enable teachers to work as a team in solving problems which are of common concern to staff members;

- Develop teachers' grasp of the functions of education in society and its relationship to social, economic and governmental structures.

Training and development of employees is a purposeful exercise whose effects are visible in far-reaching changes in knowledge, skills and attitudes of workers. Its benefits are not restricted to the higher efficiency and productivity of organizations alone, but are evident also in the outlook of individual and the society as a whole. Training and development has been acclaimed as an imperative for employees in all developed countries (Oduwaiye, 2004).

Yusuf and Kasim (2003) revealed that, the development of human resources is crucial in promoting and sustaining the growth of education particularly; and training. It also contributes significantly to economic, development in terms of increase worker productivity and income. The economy becomes more productive, innovative and competitive through the availability of more skilled human capability, further, Yusuf and Kasim asserted that the quality of human resources will determine the success or failure of any development effort, especially concerning industrialization, adopting technical change and global market response.

Human Resource Motivation

Nigeria's National policy on Education (2004), emphasizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. In this respect, supervision is observed as a programme for enhancing classroom work through direct visitation and observation. Also, supervision of instruction is regarded as the process of enhancing the professional growth of teachers, the curriculum, and improving the techniques of teaching in classrooms through democratic interactions between the teacher and the supervisor.

Mobilizing human resources requires strengthening of Will-Do factors through motivation and interest etc. by effective supervision. Supervision is a highly valuable management technique for the optimal utilization of human resources potential. Standard supervision not only increases productivity but also promotes friendly environment and encourages employees to dedicate their potential to the achievement of organizational objectives (Jan and Umar 2012).

According to Elena (2012), it is well known that personnel are a strong resource and that human resource function assists them accomplish organizational objectives, that the productivity of an organization is strongly related to its people and strategies. The question remains, why do we need motivated employees? Motivated employees help an organization to survive, and makes workers more productive. Therefore, to attain efficiency, managers must understand what motivates the employees.

There are two types of workers: Those who are self-motivated, which means they do not need any outside impulses to perform an activity; and the second group of employees which are much more common. These people who perform tasks largely because there are outside incentives that motivate them.

Hence, in identifying job performance, the following factors are of prime value, namely; motivation, ability, and the work environment. (Damiano 2005 in Straanikora, (2008). Also according to Stranikova (2008), these elements are required and more important in mobilizing human resources. Therefore, job performance is equal to the product of; motivation, ability and work environment. Ability tells us about the employees' physical and mental limits, technical knowledge and qualification, their working experience and training. Ogwunsanya (2013) in the same vein explained the functions of supervision in Nigerian schools in terms of development, programme development, control and coordination, motivation and professional development. Goal development as a function of supervision is a continuous process which requires regular examination, evaluate modification and changing (if need be) of the goal of the teaching/learning process through the cooperative efforts of both the teachers and the supervisors. So changes in these goals are expected to lead to appropriate changes, facilitated by the supervisory system, in the programmes development. It is a basic function of supervision to facilitate the proper coordination of the various Units. Effective coordination requires the establishment of a comprehensive system of communication among the units in order to strengthen the system of supervision to initiate, support, coordinate, and facilitate the realization of the programme of professional development for teachers and supervisors.

According to Jan and Umar (2012), the interest of supervisors in the performance of employees motivates them to perform more effectively. When the employees realize that their supervisors are not interested in the accomplishment of organizational objectives, their motivation for work performance deteriorates, their sense of belonging increases when they realize that their supervisors are interested in their work performance and are serious about the betterment and welfare of their employees.

Supervision requires the leader to oversee, assess, evaluate and direct employees to ensure that an organization is meeting its goals (Glickman, Gordon, & Roes Gordon 2001). Successful supervision promotes a vision to implement change in organizations that facilitates improvement (Sergiovanni & Starratt, 1993; Collins 2001).

Education Human Resource Mobilization

Human resource is a crucial factor in educational performance and development. In order to realize its full role in achieving educational goals and objectives, employees need to be well trained and developed to meet growing demands, thereby making them more flexible, more engaged, and more productive in the educational industry in the society at

large and for them to live as effective citizens of a nation. In the field of education, human resource mobilization can be achieved through the following five areas of concern; based on UNESCO's EFA (Education For All) global programme, aimed at meeting the learning needs of all children, youth and adults by 2015:

i. **Shift in focus from access to quality, equity, and retention:** EFA Global Monitoring Report (GMR) has shown impressive growth in access to primary education over the past decade but limited progress in improving quality, equity, and school retention. The improvement of the quality of learning is likely to be the single most difficult challenge in reaching universal primary completion, much is known about what needs to be done (Fredriksen, 2011). As regards to dropouts, improving quality and addressing the factors causing inequity in access will also help retain those who enroll. However, as underlined in UNESCO (2011a, pp. 47 – 53), dropout is caused by a number of poverty, school and home-related factors that require a broad set of interventions to address. Countries and donors need to give higher priority to the development and implementation of such interventions.

ii. **Neglected EFA Goals:** Education For All (EFA) and Goal Monitoring Reports (GMRs) have also shown that, while great strides have been made towards universal access to primary education, progress towards the other EFA goals has been modest. Due to their impact on the quality of primary education and more broadly, on the children's future life chances, ranging from health standards and individual fulfillment to social integration and employment prospects. Fredrickson (2009) reviews the experience in abolishing school fees in selected African countries. The six EFA goals are abridged thus:

- Expand Early Childhood Care and Education (ECCE) to all.
- Ensure that by 2015, all children have access to complete, free and compulsory primary education of good quality.
- Provide all young people and adults with appropriate learning and life-skill programmes.
- Achieve a 50% improvement in levels of adult literacy by 2015, especially for women.
- Achieve gender parity in primary and secondary education by 2005, and gender equality by 2015.
- Improve all aspect of the quality of education.

iii. **Children affected by Conflict:** Though included under the other EFA goals, this group deserves special attention by the education aid community. UNESCO (2011) estimates that, of the 67 million primary school aged children who are out of school, 28

million are in conflict affected poor countries. The importance and complexity of providing education to such children is reviewed in the UNESCO report as well as in Nicolai (2009) and Brannelly, Susy, and Carot (2009). Suffice it to emphasize here that this is a sad example of education aid not being used strategically to help where it could really have additionally be poverty-focused and help equalize life chances of children who otherwise will miss out on this basic human right. For example, less than 2% of emergency assistance is allocated to getting children affected by emergency quickly back to school. More broadly, but especially for these children, education has the potential at act as “a force for peace” by building mutual trust and understanding among different population groups and by offering hope for the future. But education can also fuel conflict if used to reinforce social divisions, inequalities, and prejudices. To avoid this, deliberate choices must be made with respect to content of programmes and equity in provision. Education aid can do a better job in supporting countries in this regard.

iv. **“The Youth Bulge”**: A rapidly growing number of jobless, uneducated and restless young people threaten many countries stability and development progress, especially in Africa and Arab states where the demographic transition remain slow. However, the youth is also the most abundant asset of these countries, if they can reap the “demographic dividend” of the demographic transition.... A large, young work force with fewer dependents. In the way enjoyed by East Asian countries. But, as noted in World Bank Report (2008a) discussing the situation in North Africa and the Middle East, Successfully harnessing this opportunity requires a coherent and integrated response from all major stakeholders. While making education more relevant to employment is a necessary part of this response, education alone is not sufficient to turn the “youth bulge” from being a potential danger into an opportunity: if education is not coupled with policies leading to growth and employment generation, the result is likely to just postpone the problem by shifting from a jobless uneducated “youth bomb” to an educated one. Governments that ignore the urgency and complexity of this challenge do so at their own peril as illustrated by the uprising in many Arab states in the past few years.

v. **Higher Priority to Teachers**: Teachers constitute the single – most important input in the education process, be it in terms of determining learning outcomes, success of education reforms, or casts. They also often constitute the largest share of a country’s civil servants. Yet, education strategies often pay little attention to factors affecting teachers effectiveness, such as policies for training development, management, incentives, supervision and accountability for learning outcomes. Moreover, in many countries, and especially in Sub-Saharan Africa (SSA), the economic stagnation in the 1980s and 1990s led to drastic decline in salaries, with associated decline in teacher morale. Despite some progress over the last decade, on average (there are variations between countries) the real value of primary school teachers’ salaries in SSA is just back to where it was in the mid-1970s (UNESCO –UIS, 2011, p. 52). Despite some progress over the last decade, teachers’ working conditions remain poor in most low-income

countries, with large class sizes and limited access to professional support, in-service training, and learning materials.

Therefore, recruitment of more teachers needs to be accompanied by concerted and consultative efforts to use more effectively available teachers. As shown in Bruns, Filmer, and Patrinos (2011), many developing countries are now discovering strategies for doing that by introducing a variety of reforms, to increase teachers' accountability for education outcomes through interventions such as generating and disseminating information about schooling rights and responsibilities, resources received and outcomes, decentralization of school-level bodies, and policies that link pay or regular recruitment to performance. Still, developing sustainable options is complicated by the fact that ability of ministries of education and teacher unions to interact constructively is often quite poor.

Recommendation

This paper recommends that it is mandatory to build and mobilize human resource capacities in order to exploit the potentials of educational institutions for national development. In mobilizing human resources in organizations, training/development has to be adopted since it prepares employees for the performance of existing and anticipated future jobs; and constant supervision is required towards optimum capacity, to the benefit of the organization.

Conclusion

Human resource is the key factor for the accomplishment of educational institutions. For the improvement of the performance of schools, dynamic human resources are required. Human resource capacity can be built through extensive training and development of an organization's employees. The mobilization of human resource potential requires effective supervision, focused on optimum utilization of human resource potential. Creative supervisors can mobilize the support of workers for the organizational goals and objectives through motivational and control techniques.

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