Q1. What type of resources is needed to manage a school? Give any three practical suggestions for human resource management in your school and write a plan for implementation of these suggestions.

Answer: In the school, management of resources lead to conducive environment for learning. Management according to Akintunde (2001) is the process by which the goals of the organization are attained by directing the efforts of others in the system. In addition Abubakar (2008) opined that management process entail application of four interrelated concepts, planning, organizing, implementing and evaluating the use of resources to achieve goals. The good foundation in the schools are the bed rock of the society which gives rise to a great nation. And when a nation is great, people tend to be happy and more productive. Therefore resource management is of paramount importance in development of school learning environment.

Resource Classification

Resources are what enable people to turn goals into reality. They are the things that one uses to achieve goals ones life. **These are human, materials and community resources**. However, Nikel, Rice and Tucker (1976) classified resources into human and non human. The most important aspect of resource classification is that the human resources are that which exist within people such as abilities and characteristics of individuals. And the non human are those things which exist outside people, but controlled, utilized or possessed by people such as time, money etc.

HUMAN RESOURCE

Human resources are abilities and characteristics of individual and other resources that cannot be utilized independently of people. These human resources have been categorized into cognitive, affective, psychomotor and temporal resources, which are similar to the blooms, taxonomy (Madu, 2006). Cognitive resources are mental traits such as aptitude, intelligence, judgment etc.

The affective resources are human traits pertaining to emotions and feelings expressed in appreciation, faith, patience, honesty etc while the

psychomotor resources stresses of muscular activities and mental processes to develop traits and skills. These comprise of fatigue tolerance level, vitality, smell, communication skills. The temporal resources concerns the uses of clock time, this is the process of perceiving passage of time, pace of activity routine, and assimilating time use.

NON HUMAN RESOURCES

The non-human resources are the usable things found outside the people and in the environment which can help to achieve goals. The nonhuman resources are further subdivided into Economics and Environmental resources Fig. II.

Economics Resources

As the name implies covers money and material possessions which have values and can create satisfaction. They include money income, fringe benefits, credit and wealth.

Money: These are monetary benefit derived from capital or labour which include tips, bonus payments, royalty payments, wages, commissions, interest, dividends, pensions etc.

Fringe Benefits: Are resources from advantages in goods and services from employment, but exclude money income. These include medical care services, paid vocation, retirement programme paid by employers.

Credit: Are purchasing powers expanded through deferred payment of soft goods and services. Examples are cash loans, service credit, installment buying.

Wealth: Is a composite of holding real property, and other income producing assets, plus all the durables such as household equipment, furnishings and personal possession.

ENVIRONMENTAL RESOURCES

Environmental resources are classified as either physical or social environmental resources.

Physical Environmental Resources

The physical environmental resources are further classified into natural tangible surrounding known as the element of environment and climate perceived by the sense of touch e.g. soil, terrain, rain and minerals. The natural less tangible are also element of environment and climate which can be measured such as air, light, sound, temperature and humidity.

Social Environmental Resources

The social environmental resources are also grouped into social organization, economic institutions, political institution and community

facilities and services.

Social Organization

These are the cooperative human interaction systems that influences on individuals, values, standard customs, norms etc. they include, nuclear and extended family circles, friends, associate, civic groups, community, national and world organizations.

Economics Institutions

They are business and industrial establishments that provides goods and services to public. They are the business industry, stores and shopping centers, service markets, banks etc.

Political Institutions

These are the governmental structures and systems that influences a persons behavior such as local government, city, country, state and nations and the network of laws that each encompasses.

Community Facilities

These are shared resources provided by organizations, business or government such as police and fire protection, churches, mosques, schools, roadways, recreation centers, parks and libraries.

HOW TO ACQUIRE HUMAN RESOURCES BY HEAD TEACHERS

Acquiring resources is crucial so that they can be effectively managed to improve the quality of life desired. It is not always what a people have but what they can do with the resources count most in the long run.

In the case of the ability of man for production work is routed on his capacity and potentials, capacity consist the individuals cognitive, (mental) psychomotor (physical) and affective (attitudinal, Fig. 1). While potentials are the latent, hidden abilities andtalents that can be activated and developed for superior performance. Human resources have to be identified, tested for their quality, the degree of excellence of each of the cognitive, affective and psychomotor, are properties available for productive work. Therefore, these are the qualities to be looked for by head teachers in order to employ teachers. The process can be enhanced through recruitment, selection and placement.

THREE PRACTICAL APPROACH:

Recruitment: Is the process of enlisting or obtaining potentials employee application through specific policy and procedural, guidelines.

Selection: Refers to identifying and appointing a new employee from among others applicant through laid down criteria and procedure i.e. interview.

Placement: Is the terminal employment process which is assigning a person to given job after interview.

PLANS FOR IMPLEMENTATION:

Head Teachers as Instructional Leader

The head teacher can assume this responsibility as follows:

1. Give the right leadership to enable the school to achieve its objective to a reasonable degree.

2. Identify the problems existing in his school and solve them by organizing the human and materials resources available to him to solve the problems.

3. Develop a good working relationship among his staff members and encourage their creativity and innovations.

4. Develop the right atmosphere for teaching and learning by seeking cooperation of the teachers for operational goals development.

5. They must arrange for in-service training courses for their teachers so as to acquire appropriate skills.

6. They are in charge of evaluating the educational achievement of the school.

HEAD TEACHER AS AN ORGANIZER

1. He should use resources given to him in away that will bring good name to the school.

This can be achieved through:

- Assigning pupils to suitable class and classrooms,

- Assigning both teaching and administrative duties to suitable staff and drawing up time table for the smooth running of the school.

- Provide adequate facilities for teaching and learning.

- Motivate the teachers to think of innovations and extraordinary solutions to problems affecting the school. He should also motivate to think of doing something for them.

- He should organize discussions with his staff on legal matters such as civic rights and special education, accountabilities and programme evaluation and students assessment policy, public relation, marking the school and moving beyond controversy.

- He should offer individual support in case of emergency.

- Allow for professional practices and valves.

- Give reward and punishment where necessary.

HEAD TEACHER AS A PUBLIC RELATION OFFICER

1. He is a liaison officer (middlemen) between the school and controlling authority, and between the school and the local community.

2. The head teacher is expected to always interpret the official policy of the education system to his staff.

3. He should identify cultural themes, values and dreams that people can rally around in a community to convinced them that it is the proper goal.

4. He is a responsible officer in the central educational authority, and to implement the decisions of the educational authority.

5. He is in charge of implementing any national agenda for educational reform.

ABILITY TO MOBILIZE RESOURCES TO ACHIEVE GOAL

The Head teacher can use human and non-human resource to achieve school goal by deciding to partition a classroom to decongest population of pupils in the classroom. The carpenter sin the school can be assigned the responsibility of demarcating a classroom by using the supplies of ceiling board from store. The Head teacher mobilize other carpenters to produce sets of desks and benches for the new classroom. Pupils could contribute by bringing brooms from home to take charge of sweeping the classrooms and the surrounding daily; without the effort of all the persons involved in the innovation, the new classroom would not have become a reality.d day meal.