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# THE ROLES OF THE HEAD TEACHER IN ENSURING GOOD PERSONNEL MANAGEMENT POLICIES AND STRATEGIES IN EDUCATIONAL ORGANIZATIONS

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**ABSTRACT**

*The aim of this paper is to discuss the roles of the head teachers in ensuring good personnel management policies and strategies. Personnel management is the life wire of any educational organizations because the school is made up of people such as students and staff, which comprises teaching and non-teaching staff. This is the reason why personnel management in a school needs to be taken with all seriousness by any head teacher. The paper examines the concept and nature of personnel management, the head teacher, his qualities and functions in ensuring good personnel management policies and strategies. it was discovered that personnel management is critical and life wire of any school and recommended that personnel management should be given due attention and commitment by educational administrators. This will pave way for effective utilization of school personnel and actualization of educational goals in the school system.*

**Keywords: Concept, Head Teacher, Roles, Personnel Management, Policies, Strategies, Educational Organizations**

## Introduction

Education is an important enterprise in Nigeria, this is because the growth and development of any nation depends on education and this is also why year in year out the Federal government, state and local government, private organisations and individuals spend a lot of money on education annually. In Nigeria, the educational system is made up of pre-primary or nursery education, primary, secondary and tertiary education. For Nigeria to develop, the required manpower to carry out the various responsibilities in the nation's economy at the

various levels it beholds, therefore that since educational organisations cannot be effectively managed without the human beings that work in the education system. It is relevant for educational administrators/managers, head teachers to effectively and efficiently ensuring good personnel management policies and strategies in educational organisations

Inview of the above, the head teacher is the protagonist or major factor in any educational organizations. He influences all the personnel on the school to bring about either a positive or negative outcome. No wonder, the head teacher becomes the sacrificial lamb for official blame when things go awry or wrong in his school. A head teacher who is not able to bring his authority to bear on his subordinates in a constructive way is not an effective leader. According to Denga (2005) the head teacher is the leading professional in the school. He works with and through others to secure the commitment of the school community. He develops and maintains an effective partnership with his staff to command effective subordination or fellowship. According to Nwachukwu (2007) the head teacher is responsible for the creation of a pleasant teaching and learning environments for both staff and students in the school. No wonder, Federal Republic of Nigeria (FRN, 2014) states that school is a social system; it is a collection of people with common identity who are able and willing to contribute actions towards the achievement of educational goals. The head teacher is essentially the administrative and academic head of his school. The head teacher maintains discipline amongst his staff and students to provide a conducive atmosphere for effective and efficient teaching and learning in schools. The head teacher assigns teachers to various responsibilities such as house masters, form masters, heads of departments and class teacher to teach what subject in which class among others. The head teacher maintains and supervises school records both statutory and non statutory such as admission registers, log book, attendance registers, staff meetings, minutes books as well as organizes periodic staff and students meetings. The head teacher draws up the school plan and budget with the assistance of some of the experienced staff, calls meeting of the board of Governors of the school as well as Parents Teachers Association (PTA) as the need arises. He also relates with the Ministry of Education and other relevant bodies and education departments on behalf of the school. The head teacher supervises the conduct of both his staff and students.

To ensure effective achievement of goals, there must be proper management of the schools. Management is a process of designing programmes and procedures for executing such programmes as well as monitoring and regulating progress of activities towards achievement of educational goals. Management is the performance of those tasks that ensures effective and efficient utilization of human and material resources for the achievement of organizational goals. In school, head teachers are people who get things done through other people, they assess the situation to identify goals, assemble the required resources, organize, direct and control activities of others and motivate people to work. In order to ensure harmonious relationship between the head teachers and their staff, there are some basic functions of the head teachers that must be carried out. It is in view of the above that this study examines the functions of head teachers in ensuring good personnel management policies and strategies in educational organisations.

**Concept of Personnel Management**

Personnel management in education give it's origin to people's management in industrial organisations. Indeed personnel mangement has over the years develop into several acronyms to some instances, it is referred to as peronnel management in others is called peoples management while many quarters it is known as human resources management (HRM). Today, educational or human resource experts prefer to call peronnel management/ human resource management, this is because achievement of objective and good return on

investement can only be possible if some aspects of the human enterprise are properly developed through training and manpower development (Atiomo, 2010). Atiomo, further reiterated that an educational organisation future prosperity depends not only upon providing a quality staff, if the organisation has people of vision, energy and experience to direct the force and facilities, then the other requirements for success should follow. An educational organisation may have empolyees of ability and determination with the appropriate equipment and managerial support yet productivity fails below expected standard. By and large, the missing factor in many cases is lack of adequate skills and knowledge which are acquired through manpower training and development, since no new ideas or knowledge is imparted. On the long run, the objective of education cannot be achieved if no new knowledge or idea can be inculcated into trainee or students of educational organisations. Therefore, the head teacher should ensure that the effective staff training and re-training are maintained in educational organisations.

Personnel Management involves the development, application and evaluation of policies, procedures, methods and programs relating to the individual organization. It is a fact that people are vital for the effective and efficient operations of any organization. People are most important asset. According to Elujekwute (2019) people come first and as such should be an organization's most prized asset. Managers have shown considerable interest in the study of people since the famous Hawthorne experiment by Elton Mayo and F.J. Roethlis. The effect of of this experiment was that people were noticed prior to this experiment successful managers did not recognize the importance of human factor or that management theorists overlooked it, since mayo's research or experiment successful managers consider their employees as prized asset but not as variable cost. Denga (2005) defines personnel management as the planning, organizing, directing and controlling of the procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and societal objectives are accomplished. The foregoing suggests that personnel management is primarily concerned with human resources management. Human resources management specializes in the management of people in work organizations. Wright and Noe (2016) sees personnel management as consisting of the management activities related to investing in human resources acquiring employees their performance, providing training and development, and determining the appropriate level and type of compensation. To Daft (2013) defines personnel management as those activities under taken to attract, develop and maintain an effective work force within an organization. Daft philosophy about personnel management is sub-divided into three parts: That all managers are personnel managers: That employee is viewed as assets (not building or machines).

That personnel management is a matching process integrating the organization goals with employees needs. It emphasizes that employees are critical to achieving sustainable competitive advantage; that human resources practices need to be integrated with the corporate strategy, and that human resources specialists help organizational administrators meet both efficiency and equity objectives. According to Elujekwute (2019) Personnel management is the process of acquiring, training, appraising and compensating employees and attending to their labor relations, health and safety and fairness concern. Elujekwute further maintains that personnel management is the process which involves planning for attracting, developing and retraining employees; this implies that personnel management is known as the staffing process. Akpakwu (2008) views personnel management as the process of recruiting, selecting and retraining the best people and putting them in jobs where their talents can be best utilized. From the foregoing, personnel management in education is a process of attracting, maintaining and staffing of the best human resources who are able and

willing to contribute their energies, knowledge and skills for the achievements of educational goals and objectives. Managers are increasing realizing that the way organizations manage their human resources directly affect their competitiveness. Employees in today's organizations are not interchangeable parts that are easily replaced, if they don't work as intended, but the source of the organization's success or failure. Personnel management is therefore gaining status as a key ingredient in organization strategies. Companies that try to become more competitive by investing in technology and quality programmes must also invest in the staffing, training and compensation practices.

**The Nature of Personnel Management**

The natures of personnel management are as follows:

1. Personnel management includes the function of employment, development and compensation. These functions are performed primarily by the personnel management in consultation with other departments.
2. Personnel management is an extension to general management. It is concerned with promoting and stimulating competent workforce to make their fullest contribution to the concern.
3. Personnel management exists to advice and assists the line managers in personnel management matters. Therefore personnel department is a staff department of an organization.
4. Personnel management lays emphasis on action rather than making lengthy schedules, plans, and work methods. The problems and grievances of people at work can be solved more effectively through rational personnel policies.
5. It is based on human orientation. It tries to help the workers to develop their potential fully to the concern.
6. It also motivates the employees through its effective incentive plans so that the employees provide fullest cooperation.
7. Personnel management deals with human resources of concern. In context to human resources, it manages both. In context to human resources, it manages both individual as well as blue-collar workers.

**The Head Teacher**

The head teacher is someone who influences the actions, behaviors, attitudes, beliefs and feelings of all other staff, on educational organizations to bring about either a positive or negative outcome. According to Arneet (2010) the head teacher is the leading professional in the school. Accountable to the governing body, he provides vision, leadership and direction for the school and ensures that it is managed and organized to meet the aims and objective of the school. The head teacher, working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards, ensuring equal opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives for the day to day management, organization and administration of the school.

From the forgoing, the head teacher is a professional leader who organizes and coordinates both human and material resources for the achievement of school's goals. According to Abang (2010) the head teacher should be aware of the fact that educational organizations are made of average people and not only for supermen. Therefore, decisions must centre on things that are within the reach and competence of staff of the school. To expect too much from workers may lead to frustration on the part of the leader and the subordinates as well. The head teacher as a leader of group of teachers in the school system has the functions of interacting with the teachers in order to improve the learning situation for the student. The head teacher facilitates

the implementation of the various learning programmes aimed at improving the learning situation. As a result, the head teacher provides professional guidance to teachers in order to improve the condition which affect learning and growth of the students and teachers. This herculean task can be performed effectively by someone who has good qualities.

**Qualities of an Effective Head Teacher**

According to Elujekwute (2019) an effective head teacher should have the following qualities

1. The head teacher should be sensitive to the feeling of others, by being considerate, helpful, responsive and friendly.
2. He must reasonably be of good health and physical stamina and he must show Sympathy, confidence, gregariousness and demonstrable, capabilities to work with people
3. Loyal to his ideals and ideas as well consistent generous, humble, honest, modest and fair to all.
4. Enthusiastic in informing others about the policies and regulations of the school system and discourages envy, jealously and victimization.
5. Trusts others and takes blames for his own errors and Firm, not harsh nor proud or wicked.
6. Approachable, easy to talk to, alert, has a sense of humor
7. Willing to learn, adaptable and flexible and aware of the complex, social, political, cultural and economic situations of the school.

A look at these qualities of a head teacher may scare one as it is quite difficult or almost impossible for an individual to have all the qualities. However, a good head teacher should understand that his raw materials and products are human beings. He should therefore endeavor to acquire as much of those qualities as it could enable him performs his enormous tasks or functions.

**Roles of the Head Teacher in Ensuring Good Personnel Management Policies and Strategies in Educational Organizations**

The roles of the head teachers in ensuring good personnel management policies and strategies include: Mediating between the teaching staff and pupils, Ministries Boards, Parents and general public and Running the institution to keep it going. To carry out these roles, school heads must work with the teachers and make them perform their roles efficiently. This can be achieved by depending on enforced cooperation or motivational approach. Therefore, the head teacher performs the following functions in ensuring good personnel management policies and strategies in educational organizations.

**Motivation:** This may be defined as anything the school head does to encourage his staff to put in extra efforts in the performance of their duties. One way of motivating of the teachers by the head teacher is instant and continues appreciation of the performance of the staff in various duties. Thus when a staff does anything well, it is expected of the school head to say thank you a job well done. Motivation is very important because, it is not only spurs the staff to greater performance but is also a demonstration of the fact that the organization appreciates his ingenuity in the performance of his duties and responsibilities. According Elujekwute (2019) motivation is the ability of the educational manager to encourage his staff to put in maximum performance in their functions, duties and responsibilities towards the proper management of educational institutions. Another way of motivating the staff is through respect, confidence and trusts for the teachers and staff as much as possible. The head teacher must motivate the teachers towards greater performance through realising that the teacher

are first and foremost are human beings. Therefore, they must be respected, trusted and some measures of confidence.

**Involving Teachers in Decision-Making:** The head teachers should involve their staff in decision-making process as this will motivates them to put in their best (Oosterlynck, 2013) The head teachers involve teachers in decision-making as well as delegating responsibilities to their subordinates. They also supply information on new policies, guidelines and programmes from higher authorities to enable teachers to perform their duties effectively.

**Manpower Planning:** Even though the head teacher is not directly involved in the recruitment of both teaching and non-teaching staff when staff is recruited by the ministry of education or any appropriate agency, they are posted to schools. Therefore, the head teachers take charge of their maintenance, development, discipline and supervision at the instructional level. The starting point in personnel management is manpower planning. The head teacher deals with two broad categories of personnel. These are staff and students. A good head teacher must plan well before school resumption for adequacy in number and utilization of the personnel. The head teacher must determine the adequate number of teachers required by the school in the various classes and subjects. Towards this end, he/she must be aware of the policies of the state concerning class size, teacher/student ratio and average workload per teacher. The head teacher should do a thorough institutional manpower planning to be able to advise the appropriate ministry in charge of teacher recruitment and deployment. The second aspect of personnel planning concerns students. The head teachers must be able to project the students' intake and source for students to be admitted into the schools. As part of the students' personnel planning, the head teachers must be able to distribute students to areas of subject interest and capability (Argyris, 2011).

**Pupils Personnel Services Concern:** The pupils personnel services concern admitting and managing students in the school, they select and place students in appropriate classes and also offer guidance and counseling services to learners (Ojo and Olanyari, 2008). The head teacher owes it a duty to provide effective, safe and secured learning environment and condition for the students' entrust in their care. Furthermore, the head teachers are obligated to maintain discipline in schools as well as expected to promote extra-curricular activities in the school to contribute to the total development of students.

**Curriculum and Instructional Development:** The head teachers play roles in curriculum and instructional development, improvement and appraisal services. This role concerns planning, implementing, supervising and evaluating what students are to learn. This role of the head teacher is essential as the educational institutions exist to ensure good students learning outcomes. Dipaola and Hoy (2010) contends that supervision is very vital to improving students' academic achievement. Therefore, the head teacher has the crucial responsibility to ensure effective working of their educational organisations. To achieve this, the head teachers are obliged to supervise the supply of instructional materials for teachers and students utilization in their schools.

**Financial and Business Management:** Financial management deals with the acquisition, financial and management of assets to achieve the overall goals in mind with the education law in place, the head teachers are obliged to keep records of receipts and payments to be reviewed by the school managements board, the District Education officer and the District Auditor.

**Maintaining School/Community Relationship:** The head teacher are supposed to help create and maintain school- community relationship, schools can only succeed when there is good

relationship between them and their relevant public. Therefore, school need to have good rapport with the communities where they are located as well as their agencies. The head teacher play vital role in strengthening the link between schools and communities and their agencies.

**Formulation of Good Personnel Policies**: The head teachers are to ensure effective personnel management in schools; they must be able to formulate sound personnel policies for their schools. There must be clear policies on teacher's attendance to classes, dress code, distribution of resources, discipline, promotion and other work practices. The policies must be shared by all workers in the school and must be in conformity with the overall policies of the ministry of education on these matters.

**Managerial Training:** An essential tool for effective management of personnel at schools is personnel training programmes. There is need to train and retrain our managers in the principles and practices of school management. A good number of our school managers did not study educational management. Such people should be given opportunities of in-service training through short term courses, sandwich programmes, workshops, seminars and conferences. These would expose the staff to the correct and modern management techniques (Bosche, 2009).

**Staff Development:** The staff development is a basic factor in building and maintenance of the educational organizational effectiveness. According Ngu (2006), staff development is so important that it is not only imperative but continuous. No educational organization will dispense with it as a programme and as process. This means, however that no matter the cost, educational organizations have to train teaching and non teaching staff at least to enable them handle the assigned jobs. This concurred and elaborated in Sharma (2009) when he noted that organization has to give the minimum training to its employees to make them at least become acquainted with the objectives, policies, rules, standards and procedures peculiar to the organization and the particular job. Staff development is that aspect in administration, which implies the training of an individual in organization to enhance his performance. Ngu further maintains that it is a process of behavioral modification or moldings of workers in order to integrate organizational needs with their characteristics. This view is in consonance with the view expressed in Novit (2005) when he noted that staff development is the training of personnel in an educational organization towards motivating them to become competent and work hard in achieving the goals of an educational organization. Since the quality of education is determined mainly by the quality of teachers, the training and continuous development of the teachers is a necessity, the knowledge of the teachers must be constantly up-dated in their subject areas as well as in classroom management.

**Staff Welfare:** Motivation exists in different forms creating a good interpersonal relationship between the head teacher and teachers are motivational, commensurate salaries and wages is also motivational. Appraisal of staff performance from time to time and good human relations is an aspect of motivation; add up to creating enduring working environment that encourages the staff to stay in his work place for logn and also to spur him/her to greater performance. The failure of many educational institutions is as a result of a luster attitude of many educational administrators, to them, the staff is to perform their functions because at the end of the month they are paid their salaries and allowance, they therefore pay little or no attention to effective administration of the human factor. There is no gain saying, the fact that without proper management of staff, educational organization can hardly achieve their aims and objectives.

It is therefore, important that head teacher devices methods or strategies for effective managing their teachers so that they can put in their maximum performance. The head teacher can manage their teachers through orientations and training and retaining, on-the-job training, off-the-job training among others. According to Onah (2005), job training is the process of allowing employees to acquire new knowledge, skills, social status while is at the same time working for their organization. Off-the-job training, this on the other hand is the process whereby he teacher is giving in-service for a number of years to enable him/her concentrate on his new training. However, he/she remains the staff of the organization. Mbipom (2005) affirms that training is very important job performance and staff also enjoys job satisfaction. However, prompt payment of salaries and other entitlements usually has a positive impact on not only the employee but it goes a long way in affecting the immediate and the extended families of the affected staff hence, their employees are only happy to perform their moral responsibilities when they are promptly paid their salaries and allowances. The welfare of the workforce in an educational organization is very crucial in personnel management. Various studies have shown that staff that are taken care of or motivated could be highly productive. Staff welfare service includes in addition to salary administration, other benefits such as promotion, leaves of various type, development opportunities and appropriate health and safety measures.

**Routine Staff and Student Maintenance:** Routine staff and student maintenance are areas of personnel management that have been reutilized and which the head teachers must take good care of, to achieve effective school system. Such reutilized and personnel management matters include supervision of staff, keeping personnel records, ensuring prompt payment of staff salaries and allowances, prompt promotion of teachers.

**Personnel Motivation:** Employment of personnel for teaching and learning purpose at the school is one thing but utilizing them effectively is another. Effective utilization of personnel requires loyalty and identification of staff with the goals of the school. Each of the personnel comes into the school with individual goals and aspiration. Some of the employee's goals and interest may even be at variance with the school goals. The head teacher has the responsibility to ensure the harmonization of both individual and school goals (Goodstein, 2011). Goodstein maintains that, the basis for employee motivation is that people have many potentialities and some are untapped and it is by motivation that the head teacher can tap these potentialities naturally from the personnel. Motivation is a facilitator. The forgoing suggests that performance is a function of ability and motivation. Therefore, the head teacher should adopt the following strategies for personnel motivation. The head teacher need to work with others to improve on the professional competence of teachers, As part of their duties, the teachers in collaboration with education officers and other experts organise in-service training and other programmes to upgrade and update the knowledge and skills of teachers in both methodology and subject matter contents. They perform this role to build the capacities of teachers to be alive with their responsibilities. It also entails assigning duties and responsibilities to teachers, supervising, motivating, suporting and rewarding them as well as sanctioning recalcitrant teachers. The head teachers also monitor and evaluate the quality of instructions in their educational organization. They create positive and caring methods for effective and efficient teaching and learning to take place in their institutions.

**Salaries and other fringe benefits:** The head teacher should ensure that salaries of teachers and other non-teaching staff are paid regularly in order to satisfy their physiological needs. Other fringe benefits such as furniture allowance, leave bonus and meal subsidy should also be paid to them on regular basis.

**Safety Conducive Environment:** The head teacher should create a physically, socially and psychologically guaranteed school environment for both staff and students to be motivated. The environment must be made peaceful by promoting peace, cooperation and unity among staff and students. This will enhance high productivity (Bolman and Deal, 2008)
Friendship and Association: The head teacher should be friendly and lovable to staff and students (Gardiner, 2016).

**Advancement and Promotions:** Staff is motivated when there are opportunities for advancement on the job through promotion at the appropriate time therefore head teachers should facilitate regular promotion of staff in order to motivate them.

**Responsibility and Authority:** Head teacher should ensure that staff and students holding positions in the school system should be given both responsibility and commensurate authority to perform their functions. Responsibility without authority is meaningless, many a staff or students fail to function creditably in their duty posts because their superior officers had not given them commensurate authority to discharges their duties. When staff is given responsibility and commensurate authority, they are motivated to perform their duties but when they lack authority to carry out their responsibilities they become disenchanted (Sergiovanni, 2009).

**Provision of Resources:** For staff to perform their duties head teachers should ensure that resources such as textbooks, chalk, stationeries, instructional materials, laboratory facilities, equipment, furniture and fitting are adequately provided in the school.

**Challenges faced by the Head Teacher**
The Head teachers face many problems on managing discipline in schools. Wright and Katie (2003) reports that violence has less tunes to deliver teaching in order to effectively manage classroom disruption, as well as facing many other problems including lack of morale and job satisfaction. Some parents are influential and have eroded the power of teachers over the students whenever teachers punish errant student. Ngare (2007) observes that teachers are reluctant to punish errant students for fear of being sued by parents. Ngare further reports a case of upper hill student who was expelled over alleged use of drugs, but won a case in which he had question the decision of Board of Governors (BOG) to expel him. The chairman of the Kenya Secondary Schools Heads Association, Mr. Cleophas Tirop was quoted to have said that the ruling had set a bad precedent in schools as it has stripped teachers to authority they enjoy. This poses a great challenge to teachers in their efforts to manage discipline. The school environment has negative influence on students' behaviour. Students find it hard to accept a teacher's advice against indiscipline.

**Conclusion**
Every head teacher's goal is to ensure high performance of staff and students. High performance requires effective use of school resources. The effectiveness of the staff and the students hinges mainly on the managerial effectiveness of the head teachers. They must be trained and retrained in the modern approaches to personnel management in order to make them get the best of the school staff and students. The essential strategies to adopt by the head teachers in personnel management include; man power planning, formulation of sound personnel policies, managerial training for managers, staff development, routine staff and students welfare, promotion and motivation.

**Recommendations**

The following recommendations are therefore made:

1. The head teacher should be trained and retrained in the modern approaches of personnel management to make them more effective in the performance of their roles.
2. The head teacher should create and enforce good policies, rules and procedures for personnel management.
3. Motivation should be adopted by head teachers as a vital and effective means of ensuring good personnel management policy and strategies in educational organisations.
4. The government and stakeholders in education should ensure that adequate enabling environment are provided for head teachers so as to effectively manage their personnel in educational oganizations
5. For effective school management, head teachers should regularly engage staff and students in administrative functions by delegating some of their responsibilities to their subodinants and equally empowering them to execute such functions.

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