

HUMAN RESOURCE CONTROL IN INDUSTRIAL SETTING

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Abstract

The study focused on human resource control in industrial setting. The main function of an industrial setting is to assist the organization or institution to achieve its goals and objectives. Another function is the effective utilization of workers, teachers and even students in areas of suitability. The paper recommended that leaders, teachers and workers should cultivate the habit of dialogue and listening in schools and industrial setting in the 21st century. The paper concluded by saying that conceptual development grows imperceptibly over years and that all pupils, students, teachers workers should be persuaded to see the institution or company as their own always and endeavor to protect it.

Keywords: Human resource, Industrial setting, Workers, Teachers, Students, Ability, Human behaviour, Motivation

Introduction

One major problem for us today in Nigeria's industrial setting is how to manage the economy which is suffering from a huge burden of skilled manpower in all sectors of the nation's economy. An important key to this problem lies in overhauling the education system, the private sector, and the leadership to become major drivers of the national economy for a systematic approach to skill, talent, and intellectual development. It is only after this has been settled that the efforts invested in wealth and job creation can yield appreciable dividends.

The main function or principle of an industrial setting is to assist the organization or institution to achieve its goals and objectives. This is the primary function of personnel. The personnel department in a school or organization is one that deals with employing and training people, workers, or human resources. Without this function, the organization or personnel cannot survive. This means that the main function of an industrial setting is the effective utilization of workers, teachers or even students in the area of suitability. Again, human resources are scarce everywhere, but especially so in developing nations. The number of well-educated men and women is small. Should this limited supply be directed towards teaching, towards medicine, or towards industrial and agricultural production? If this last fails to grow, the first will lack proper support. But even in the teaching profession, it is the responsibility of personnel to ensure that teachers are posted to teach the subjects they have studied and know well. Worse still, the use of teachers or human resources in areas they have not been trained is hardly an economic utilization of manpower for national development. No nation or institution operating such a system can be stable.

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Based on this backdrop, the following considerations for explaining human resource control in industrial setting were discussed:

- i. Functions of an industrial setting
- ii. Control of human resource.
- iii. Motivation of human resource
- iv. Human behaviour in education: Leaders, teachers, workers, students
- v. Teachers/workers and students
- vi. Curriculum emphasis in the new millennium.

Principles and Functions of an Industrial Setting

The principles and functions of personnel management in an organization include:

- a. To help the enterprise or organization to achieve its goals, and objectives
- b. To maximize the utilization of the work force.
- c. To help the organization recruit or employ well-trained and well-motivated workers.
- d. To ensure workers' job satisfaction and self-actualization
- e. To make work and employment attractive and desirable by improving the social status of workers.
- f. To make effective communication of personnel and managerial policies available to the entire work force.
- g. To establish and maintain standards of ethical behaviour
- h. To manage change to the best advantage of individuals inside and out side the organization. (Eyibe, 2000).

One of the major functions of an industrial setting is to assist the organization or institution to achieve its goals and objectives. It will provide the organization with well trained and properly motivated teachers and workers. What makes a great academic institution, primary, secondary, or higher education is neither the gigantic buildings in place nor the money available for work. It is rather the quality of the human resources: teachers, lectures, workers. This means that it is the ability of personnel to recruit or hire competent and qualified staff that will promote production or work. Again what makes a great academic institution is the availability of good ideas, fertile imagination, vigour, acumen, and enthusiasm rather than shortage of cash. There are many industries, institutions and companies which are today at the verge of collapse in developing countries because of lack of research, basic ideas, expertise, acumen or what the Americans will call the technical know-how. How about the control of human resources in an industrial setting?

Control of Human Resources in Industrial Setting

In typical colleges of education, the control of workers or human resources is done by the provosts, deputy provosts, registrars, bursars, librarians, deans of schools, heads of department, and other officials delegated by provost to supervise men and women at the work place. Again, in a typical secondary education, the control of human and material resources is the responsibility of principals, vice principals, dean of studies, house masters, prefects, and other school masters delegated by the principal to teach and supervise men, women, boys and girls in the classroom and at the work place. These inputs are necessary in planning, organizing, coordinating, controlling, communicating and evaluating actions in a given organization. This organization will survive and prosper if it includes personnel inputs in its strategic decisions, and implements these decisions with effective personnel policies and programmes.

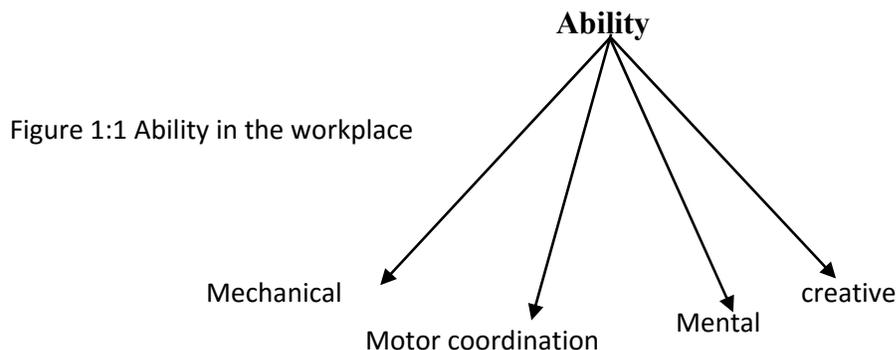
Personnel management of the principal is future and action oriented and focuses on many activities aimed at the satisfaction of the needs of individuals at the workplace. It involves the coordination of all resources in an organization through the process of:

- a. Planning: that is, decision-making
- b. Organizing: that is, arrangement of workers to perform different tasks
- c. Coordinating: that is, integration of action or functions
- d. Controlling: that is, stimulation of action to bring about practical results.
- e. Communicating: that is, passing information from person to person, place to place
- f. Evaluating: that is, appraisal or evaluation stage to determine the extent to which the objectives of the organization are being achieved.

One of the challenges of the personnel management of the school or company leader is that decisions require inputs from operating managers or supervisors (Deputy, Deans, Heads of Department, Personnel managers, subject specialists) and other actors who are engaged in the difficult task of supervising men and women at work. Clearly, this dual responsibility can lead to conflict or harmony in the workplace (Eyibe, 2011). How about the motivation of human resources in all industrial settings? To this, we shall return shortly.

Motivation of Human Resources

There is a growing realization that the effective performance of different tasks in an industrial setting will make a difference between a successful and an unsuccessful enterprise or institution. This is the core of a great institution or nation.



A look at the above illustration will show that the ability to perform tasks can be classified as mechanical, motor coordination, mental, or creative. Although some studies, Miner, 1976; Myers, 1985; Ogbuagu and Eyibe, 2015) have reported that differences in abilities can be attributed to sex or race. It is not clear whether these differences are due to genetics or learning experiences. Clearly, differences in ability which are caused by genetic factors cannot be subjected to change through staff training and development. These researchers appear to conclude that human beings learn abilities at home, at school, and at the workplace.

Abilities can be defined as skills which workers possess in the workplace. Every worker does not possess all the abilities to do particular jobs. It is the responsibility of the personnel manager or leader, if he has the resources and time, to train workers who do not have these abilities for economic utilization of manpower. The training and retraining of the workforce will ensure high levels of performance from employees particularly if they are motivated. The performance of workers can be improved by this equation:

$$\text{Performance} = \text{Ability} \times \text{Motivation.}$$

The failure of a worker or group of workers may not only be due to lack of ability but also lack of motivation.

How about the motivation for workers?

Motivation is that set of attitudes which enables a person, a staff or a worker to act in a specific goal-directed way. Motivation is, therefore, an inner state which energizes, channels, and guides human behaviour to achieve goals and objectives. An attitude is a characteristic and usually long-lasting way of thinking, feeling and behaving toward an object, idea, person or group of people. Suffice it to say that attitudes can not only influence behaviour but also affect performance. But again, performance is also influenced by staff training and development, learning, perception, abilities and motivation (Guleck, 1979; Eyibe, 2006).

Motivation is not a kind of behaviour. It is, indeed, something that affects behaviour. It is a complex internal state of the mind that we cannot observe directly. Yet, it affects human behaviour. Motivation is the inner striving conditions regarded as wishes, desires, and drives which move workers to act in a particular way (Maslow, 1954). Motivation is not only associated with human needs, it is an intervening variable between human needs and behaviour.



Fig 1.2: Theories of motivation

According to Abraham Maslow's hierarchy of needs theory, man is a wanting being who is always desirous to satisfy some wants. When the lowest order of needs are satisfied, they no longer motivate him and he turns his attention to satisfy the next higher order needs. Clearly, Maslow's needs order are identified into five categories: physiological needs, safety needs, social needs, esteem, and self-actualization.

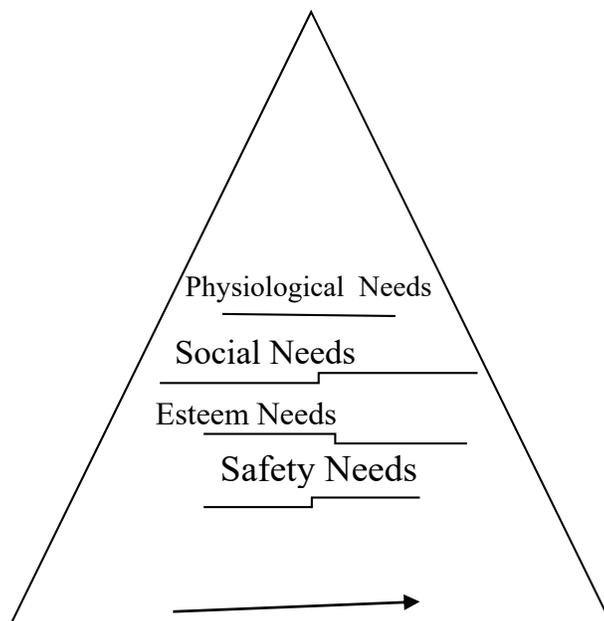


Fig 13: Maslow's Hierarchy of Needs.

Human Behaviour in Education Setting: Leaders, Teacher, Workers and Students

Let it be stressed that a good school leader or principal is a reflection of a good secondary school. A good provost of a college of education is a reflection of good college education. Similarly, show me a dirty secondary school environment and I will show a principal that is dirty and carefree. Show me a good academic environment and I will show you a good academic leader to the core. We are a reflection of our environment. The environment controls and nurtures those live and work in them: teachers, workers and students.

Additionally, it is realized that first rate leaders hire first rate workers and teachers to work with. On the other hand, second-rate leaders hire third-rate teachers and workers to work with. Again, high achievers in leadership positions do not do what they want to do, but do what needs to be done. Likewise, true leadership begins with servant-hood mentality and if you want to get along better with people or workers, be a little kinder than necessary.

Anyone who works with young people in schools is aware of their potentials. We must encourage, not inhibit these potentials so that the social and national problems of Nigeria can be tackled from different directions. For these potentials to be fully realized, the student needs to feel safe. Safety means having a more experienced adult like the teacher who can be trusted, who is consistent and fair in dealing with each student. It must be noted that, the activities of teachers in the school environment can easily dampen growth in education or encourage it. Perhaps it is because of the above thinking that, Eyibe (2006) defined' education as a process of systematic interaction between the implicit and explicit-aspects of education acquired in school or school less settings resulting in the development of a productive and virtuous individual who can make positive societal contributions and live well in a civil society without hurting or intimidating others. Eyibe's definition above implies that education is a process of harmonizing the experience of the individual so that he can develop his society with the acquired skills and live peacefully with his fellow men and women without exploitative or selfish tendencies. This means that an educated person must necessarily be a virtuous, .civilized, skilled and cultured person worthy of emulation in the three domains of education. The educated person or the teacher must use his education to do good in the family or society. Without a conception of doing good, school education makes no sense (Eyibe, 2006).

Teachers and clerics should teach children and students that religion and Christianity look alike but they are miles apart in practice, content and effect. While religion is man-made, Christianity is the power of God in man that enables him to live the life of Christ exemplified in doing good, showing compassion and accommodating all human beings as brothers, sisters and friends in schools and society. On the other hand, Christianity is a personal decision to yield your life to God and receive His power to live in *Holiness* and maintain *righteousness* on earth by the power of the holy spirit. Children brought up along these affective domains will frown at cultism, examination misconduct, corruption, drug abuse, rape, highway robbery, hatred, religious intolerance, misrepresentation of facts, crimes, etc. Again, children brought up-, along these curricula will not only possess a living conscience from the start, but also stand to declare war against all social and national problems or vices.

Curriculum Emphasis on the Education of the Child or Worker

. The education of the child in the new millennium should have equal focus on the three domains of cognitive, affective and psychomotor so that our graduates would, indeed, be found worthy in character and learning.

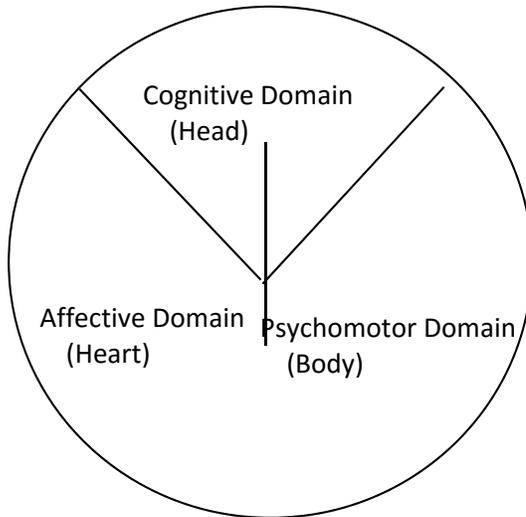


Fig 1.4: Emphasis on the education of the child or worker

Whether we are proposing a hypothesis in research in education, describing an experiment in science, building a power station in engineering technology, performing medical operations, typing materials on the keyboard in business education, making a sketch of our principal sitting comfortably on a chair in fine and applied arts education studio, planting crop in a particular sequence in agricultural education, or making akara balls in a frying pan in home economics education; the three domains must overlap in some degrees. The cognitive, affective and psychomotor domains must combine and interact in any teaching learning, outcome in order to produce a well-educated individual. Attempts to separate them in education are not only arbitrary but also unplanned or accidental.

Increasingly, our educational endeavour today is structurally flawed. Admittedly, our education should lead to the acquisition of paper qualification. It should also lead to the acquisition of certain skills of head and leg. Unfortunately, our education ignores the affective domain of the heart. Indeed, excessive emphasis on the cognitive domain has brought about distorted development in our thinking, and a condition in which service to society and human consideration are not acceptable marks of good education. It must be stressed here that aesthetic appreciation and good manners should have a central place in the school curriculum of our young people in the new millennium (Eyibe, 2009).

It is strange that many people today in the education service do not know that it is a crime to fight a fellow student or a fellow teacher or worker, to beat up a female student, to steal in hostels or dormitories, offices or classrooms, to defecate or urinate at any available space in school, to litter pieces of papers and water proof materials in classrooms and open spaces on campus or school, to spit on the floor of the classroom, irrespective of how others feel, to steal in examinations, to dress indecently to seduce or distract attention, or to fail female students because of their refusal to yield

to love overtures. Let it be reiterated here that academic achievements and love overtures are two parallel lines that can never meet in all situations or circumstances (Eyibe, 2006)

What is probably clear is that it is not the fault of the above offenders if they do not know that they are committing crimes. It is the fault of the lopsided education which they have acquired. Eyibe (2009) observed that to be adjudged educated, an individual must be found satisfactory in the three domains of head, heart and leg / hand.

Recommendations

Based on the above study, the following recommendations are made:

1. Academics and other workers who are appointed to positions of authority or leadership should use such an avenue to serve as the salt of the earth, to heal, to preserve and to sweeten the lives of girls, boys, teachers and workers.
2. Clerics in schools should teach their adherents to have a closer union with God, to live a life of purity and holiness and love their neighbours, instead of seeing religion or domination as a tool for creating social disharmony and hatred.
3. Teachers and workers should cultivate the habit of dialogue and listening in schools in the 21st century. This may reason God gave each of us two ears but one mouth. He wants to listen more before we talk.
4. English teachers in schools should teach grammar to improve the standard of English of our pupils and students. Even if grammatical terms are not tested, the grammar of the language must be known by students if they are to be able to correct their work as teachers, and learners.
5. Success in any vocation depends on loyalty, dedication handwork and self control.
6. As a leader, listen, listen, listen and then consider speaking, in that order.

Conclusion

Teachers at all levels of schooling must bear in mind that in implementing the curriculum, it is the journey and its unfolding that is of supreme importance, not the final destination. It is one thing to teach students the content and its quite another to watch them do what they like with the taught content. Conceptual development grows imperceptibly over years. Most important of all, we must persuade all children, pupils and students that the classroom and the entire school are theirs as well as ours, that is, the teacher. This realization by each child that he or she is an owner of the classroom and the school and all the things in them will encourage the development of self control and human control in the home, family, schools and work places.

We would like to conclude by saying that equally important is the need for us as leaders, Teachers, workers and students to gain control of our time so that we can gain control of our lives and the lives of our institutions or companies.

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