

HUMAN RESOURCE PLANNING FOR EFFECTIVE EDUCATIONAL DEVELOPMENT IN NIGERIA

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ABSTRACT

This paper investigated human resource planning for effective educational development in Nigeria. Human resource planning (HRP) is the continuous process of systematic planning ahead to achieve optimum use of an organization's most valuable asset quality employees. Human resources planning ensures the best fit between employees and jobs while avoiding manpower shortages or surpluses. Several factors affect HRP. These factors can be classified into external factors and internal factors. The paper also addressed how human resource planning influences educational development ranging from curriculum to evaluation, setting educational objectives, designing instruction as well as assessment and evaluation. Challenges of human resource planning in education, financing, poor working condition, under staffing, inadequate statistical data, etc., were identified. The paper concluded that education remains a veritable means of human resource planning and nation building in Nigeria. In view of the importance of human resource planning in education, it was recommended that human resource planning should be made functional and attractive by creating a conducive atmosphere for teaching and learning.

Keywords: Human Resource, Human Resource Planning, Educational Development.

Reference to this paper should be made as follows:

Dike, B. W. (2022). Human resource planning for effective educational development in Nigeria. *International Journal of Institutional Leadership, Policy and Management*, 4(1), 92-103.

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INTRODUCTION

Education is fundamental to development and growth. The human mind makes possible all development achievements, from health advances and agricultural innovations to efficient public administration and private sector growth. For countries to reap these benefits fully, they need to unleash the potential of the human mind. And there is no better tool for doing so than education. Most developed countries government and development partners affirmed the importance of developing the educational sector as to enable it bring about a total turn around on its economic development as well as broadly improving the people's lives. In cause of this they declared Education for All as a goal. While enrolments have risen in promising fashion around the world, learning levels have remained disappointingly and many remain left behind. Because growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not

the number of years that they sit in a classroom, we must transform our call to action from Education for All to Learning for All (LaMarco, 2018).

Of all the resources in an organization, the human resource is one of the most important. In fact, it is arguably the most important. The development of this resource is necessary for the organization to grow. Unlike other basic resources of the organization, the human resource tends to have the potential to help the organization to grow in an appropriate direction. In this sense, human resources development is about identifying, nurturing, managing, and using the abilities demonstrated by employees in order to help the company to attain its objectives. The human resources development management office in a company is in charge of this function and is there to create the right climate in the organization that the employees need to help them develop so that they can help the company to develop. In the modern world, the human resource function of the organization, an entire industry, and the global workplace, in general, goes well beyond what happens in the office. While the human resources department will do its fair share of training employees, coming up with career development programs for them, planning for their success, and so on, there needs to be some kind of support in the education system to prepare candidates for the process altogether (Armstrong, 2003).

When a candidate receives some kind of training while in school that helps them to prepare for the job, then the job of the human resources department is made much easier because a lot less has to be invested in the training of an employee upfront when they join an organization. Education can be seen as both an objective and component of development, as well as fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development. Human resource planning will help the organization in having the right technical and soft skills to optimize their function within the company. It also allows managers to better train and develop the skills needed amongst the workforce. Human resource planning is the process by which the organisation ensures that it has the right number and right kind/type of people in right places, at the right time, effectively performing organisational tasks and helping in the achievement of organisational objectives.

The planning of human resource originates from human resource management. A commonly used human resource management, though a new nomenclature as a field of study in today's context existed in some form with the evolution of human organization. Nevertheless, it is a systematic study started with the development of the field of management in the beginning of the 21st century (Gupta, 2009). In delivering of services to the population, human resources play a critical role. Different management teams and decision makers have to ensure that the right number of people, with right skills is at the right place at the right time to deliver services for both organizational and client needs, at an affordable cost. More elaboration is given on human resource planning its process of analyzing and identifying the need for, and accessibility of human resources so that an organization can achieve its goals. Human resource planning from its origin enables workforce planning, or personnel planning, that anticipates and makes the provision of the movement of people into, within and out of the work group. Its primary purpose is to enable the work group maximize the utilization of its human resources by making sure that the right number of people, of the right capabilities, is available to do the task in correspondingly right job positions at the right time. Human resource planning helps work groups to implement their short and long-term organization plans. Due to the vital role of human resource to the performance of the company, human resources planning is very important part of the strategic plan of any work group (Gupta, 2009).

Human Resource Planning is the predetermination of the future courses of action from a number of alternatives for procuring, managing, motivating, compensating, career and succession planning, promoting and separating the human resources of an organization. Vetter viewed human resource planning as “a process by which an organisation should move from its current manpower position to its desired manpower position. Through planning, management strives to have the right number and right kind of people at the right places at the right time, doing things which result in both the organisation and the individual receiving maximum long-term benefit. Human Resource Planning determines the human resource needs of the whole organisation and also of each of its departments for a given period in future to accomplish various activities, functions and operations envisaged in connection with the achieving the organisational goals and objectives. Human Resource Planning is the predetermination of the future courses of action from a number of alternatives for procuring, managing, motivating, compensating, career and succession planning, promoting and separating the human resources of an organisation.

Human Resource Planning or Manpower Planning involves identifying staffing needs by analysing properly the available human resources and determining what additions and/or replacements are required in order to maintain the staff of the desired size and quality. It can be at different levels and for different purposes (Moyo, 2015). At the national level, manpower planning is done by the Government for economic development, such as population projections, educational facilities, etc. Such manpower planning is also known as macro-level planning. Managing human resource is an important function of any entire organisation. It is a process of identifying, maintaining and enhancing the knowledge, skill and the ability of the individuals in the workplace.

The enhancement of these qualities of an individual must be related to the organisational goals and objectives. In the 21st century, the concept of Human Resource Management (HRM) is becoming slowly outdated and the emerging concept, i.e., Human Resource Planning (HRP) is becoming more prominent. HRP is a more forward-looking approach than the management of human resource.

Human resource planning assesses the human resource requirement in advance keeping in view the market condition, production schedule, employees' level of motivation and availability of resources. HRP is the integral part of the overall corporate plan. The importance of HRP can be clearly identified by discussing its importance and objectives (Hoque & Kamaluddin, 2014). Human resource planning is now a forward-looking function which helps in assessing the human resource requirements in advance which helps the business schedules, market analysis and expansion/acquisition plans. To address the human resource concerns systematically, organisations have started adopting short-term and long-term solutions. These have taken into account the rapid changes in technology and developments in the market. The purpose of human resource planning is to assess the future supplies and demands for human resource in connection with where the organisation is, where it is going and its implications on human resource. Attempts are made to match the supplies and demands, making them compatible with the achievement of organisation's future needs.

Human resources planning being one of the growing areas of academic study, various organizations regard their human resource as their core competency because it would lead to wards its better performance. Human resource planning normally gives reflection to the performance of a particular Institution all of which depends on its efficiency. Inefficient and ineffective human resource planning both have become a major problem in most group works

performance in Nigeria despite of various reforms taking place in different periods by the government). It is caused by a big number of underperforming organizations as indicated in Daily News and other government reports. As in local government and private sectors, always there exists deficit of workers mostly in health and Education sector. It is on this premises that this study sought to examine human resource planning for effective educational development in Nigeria.

CONCEPTUAL CLARIFICATION

Human Resource

The term human resources (HR) describes the people who make up the workforce of a company or organization. In the business world, human resources is the department responsible for recruiting and training staff, developing workplace policies, administering employee benefits, and motivating employees to stay with the organization. A human resource is a person (human) or employee that works for an organization. Employees are resources that further the goals of the company by providing labor. Human resources referred to all the employees of an organization. The people in work organizations, endowed with a range of abilities, talents and attitudes, influence productivity, quality and profitability. People set overall strategies and goals, design work systems, produce goods and services, monitor quality, allocate financial resources, and market the products and services. Individuals, therefore, become 'human resources' by virtue of the roles they assume in the work organization. Employment roles are defined and described in a manner designed to maximize particular employees' contributions to achieving organizational objectives. Human resources are the set of people who make up the workforce of an organization, business sector, industry, or economy. A narrower concept is human capital, the knowledge and skills which the individual's command. Similar terms include manpower, labor, personnel, associates or simply: people (Moyo, 2015).

Human resources are used to describe both the people who work for a company or organization and the department responsible for managing all matters related to employees, who collectively represent one of the most valuable resources in any businesses or organization. The term human resources were first coined in the 1960s when the value of labor relations began to garner attention and when notions such as motivation, organizational behavior, and selection assessments began to take shape in all types of work settings. Human resource management is a contemporary, umbrella term used to describe the management and development of employees in an organization. Also called personnel or talent management (although these terms are a bit antiquated), human resource management involves overseeing all things related to managing an organization's human capital.

Human Resource Planning

Human resource planning (HRP) is the continuous process of systematic planning ahead to achieve optimum use of an organization's most valuable asset—quality employees. Human resources planning ensures the best fit between employees and jobs while avoiding manpower shortages or surpluses. E.W. Vetter viewed human resource planning as “a process by which an organisation should move from its current manpower position to its desired manpower position. Through planning, management strives to have the right number and right kind of people at the

right places at the right time, doing things which result in both the organisation and the individual receiving maximum long-run benefit. Megginson (n.d) and Moyo (2015), added that human resource planning is “an integrated approach to performing the planning aspects of the personnel function in order to have a sufficient supply of adequately developed and motivated people to perform the duties and tasks required to meet organisational objectives and satisfy the individual needs and goals of organisational members.

Human resource planning may be viewed as foreseeing the human resource requirements of an organisation and the future supply of human resources and- (i) making necessary adjustments between these two and organisational plans; and (ii) foreseeing the possibility of developing the supply of human resources in order to match it with requirements by introducing necessary changes in the functions of human resource management. In this definition, human resource means skill, knowledge, values, ability, commitment, motivation, etc., in addition to the number/of employees. Human resource planning (HRP) is the first step in the HRM process. HRP is the process by which an organization ensures that it has the right number and kind of people, at the right place, at the right time, capable of effectively and efficiently completing those tasks that will help the organization achieve its overall objectives. HRP translates the organization’s objectives and plans into the number of workers needed to meet those objectives. The actual HRM process starts with the estimation of the number and kind of people required by the organization for the coming period (Reilley, 2006).

HRP is also known by other names such as ‘Manpower Planning’, ‘Employment Planning’, ‘Labour Planning’, ‘Personnel Planning’, etc. HRP is a sub-system in the total organizational planning. In other words, HRP is derived from the organizational planning just like production planning, sales planning, material planning, etc. The organisation’s objectives and strategies for the future determine future requirement of human resources. It only means that the number and mix of human resources are reaction to the overall organisational strategy. If the intent is to get closer to people possessing requisite qualifications, the organisation should act quickly. Human Resource Planning or Manpower Planning (HRP) is the process of systematically reviewing HR requirements to ensure that the required number of employees with the required skills is available when they are needed. Getting the right number of qualified people into the right job is the crux of the problem here. In actual practice, this is not easy. Due to constant changes in labour market conditions, qualified people possessing relevant qualifications are not readily available. The organisation needs to go that extra mile, dig up every source of information and exploit every opportunity that comes its way in order to identify talent (Mathias, 2003).

HRP is simply not a process of matching the supply of people (existing employees and those to be hired or searched for) with openings the organisation expects over a given timeframe. It goes a step further in order to reach out to right kind of people at right time, spending time, resources and energies. Without careful planning, advance thinking and prompt actions, it is next to impossible to get competent and talented people into the organisation. Human resource planning is the responsibility of both the line and the staff manager. The line manager is responsible for estimating manpower requirements. For this purpose, he provides the necessary information on the basis of the estimates of the operating levels. The staff manager provides the supplementary information in the form of records and estimates (Claydon, 2007).

Human Resource Plan Factors

Several factors affect HRP. These factors can be classified into external factors and internal factors.

External Factors:

Government Policies: Policies of the government like labour policy, industrial relations policy, policy towards reserving certain jobs for different communities and sons-of the soil, etc. affect the HRP.

Level of Economic Development: Level of economic development determines the level of HRD in the country and thereby the supply of human resources in the future in the country.

Business Environment: External business environmental factors influence the volume and mix of production and thereby the future demand for human resources.

Level of Technology: Level of technology determines the kind of human resources required.

International Factors: International factors like the demand for resources and supply of human resources in various countries.

Outsourcing: Availability of outsourcing facilities with required skills and knowledge of people reduces the dependency on HRP and vice-versa.

Internal Factors:

Organizational Policies and Strategies: Organizational policies and strategies relating to expansion, diversification, alliances, etc. determines the human resource demand in terms of quality and quantity.

Human Resource Policies: Human resources policies of the organizations regarding quality of human resource, compensation level, quality of work-life, etc., influences human resource plan.

Job Analysis: Fundamentally, human resource plan is based on job analysis. Job description and job specification determines the kind of employees required.

Time Horizons: Organizations with stable competitive environment can plan for the long run whereas the firms with unstable competitive environment can plan for only short- term range.

Type and Quality of Information: Any planning process needs qualitative and accurate information. This is more so with human resource plan; strategic, organizational and specific information.

Organizational Production Operations Policy: Organizational policy regarding how much to produce and how much to buy from outside to prepare a final product influence the number and kind of people required.

Trade Unions: Influence of trade unions regarding number of working hours per week, recruitment sources, etc., affect the HRP.

Concept of Educational Development

Educational Development takes a different approach for the improvement of the institution, with a focus on the course, the curriculum and student learning. In this approach, instructors become members of a design or redesign team, working with instructional design specialists to identify appropriate course structures and teaching strategies to achieve the goals of instruction (Carl, 2009). Educational development programs can also examine how a course fits into the overall departmental and institutional curriculum; they help define instructional goals and methods that will maximize learning; they evaluate course effectiveness in terms of goal achievement; they support faculty in selecting and using teaching and learning technologies; and they produce or evaluate learning materials for use in the course (Alsubaie, 2016).

Many instructional development programs include a media design component. Many programs have expanded this focus to include training faculty members and teaching assistants to perform these functions themselves. This involves the presentation of workshops on course design, alternative instructional methods, new and effective technological tools or learning management system features, and materials production (Handler, 2010). This expansion also frequently includes an assessment component that either studies a variety of questions about instructional effectiveness or assists faculty members and graduate students in conducting their own studies of course methods.

How Human Resource Planning Influences Educational Development

In planning of teachers have customarily begun by thinking up ways of motivating their students and providing acceptable classroom activities. Only later, if at all, would they go on to spell out the purposes or objectives of this teaching and consider means of evaluating whether those purposes or other activities had materialized. Programmed learning reversed those priorities and educational technology now revolves around the idea of evaluation, and usually, but not exclusively, evaluation in terms of objectives. The instructional materials prepared for distance education students with input from educational developers demonstrate the impact of the educational technology movement as Rowntree described it (Kelly, 2016). Salient features of these materials include a clear statement of objectives, frequently in behavioral terms, together with self-assessment questions related to these objectives, progression through a topic in small steps, and a linking of formal assessment items to behavioral objectives. Other features may have been added, derived from research in behaviorist and cognitive psychology. These features may include hierarchical structuring of text, signposting, insertion of frequent activities, overviews, cognitive maps, and so on.

These are the criteria by which the quality of self-instructional materials is determined within the distance education community. They are seldom observed in distance educational materials prepared by academics working unaided. This is not to deny that in practice educational developers perform a variety of other roles, such as editorial services or student advocacy. However, the dominant model derived from educational technology is the one we observe in the materials produced. Rowntree acknowledged that educational outcomes cannot be identified precisely. Nevertheless, he assumed that the various aspects of education do interact in a regular and predictable way. For example, although he eschewed the doctrinaire approach of

hard-line educational technologists and attempted to replace this with a more even-handed look at the process of education, the same topics appear: aims and objectives, the design of learning activities, assessment, media selection, evaluation, and improvement. This is the case, even though systems theory with its connotations of human engineering, becomes "a systematic approach," and behaviorist psychology with its connotations of programmed learning and teaching machines is broadened to "behavioural psychology (Dessler, 2001).

Areas of Influence: From Curriculum to Evaluation

Within a systems approach to education, potential areas of influence include curriculum planning, setting educational objectives, design of instruction, student assessment, and course evaluation. The logic of a deterministic systems approach requires the development of a total program of instruction. The actual influence of any educational developer will be affected by several variables: size of the institution, opportunities for role diversification, level of employment, special interests, and individual skills. Insofar as they occupy middle management positions in distance education, however, educational developers are in a position to influence the full cycle of events. The nature of their intervention warrants close scrutiny even though such intervention is often less successful than educational developers would desire, as is discussed in subsequent sections.

Curriculum Planning: One of the most sensitive areas of influence in designing educational systems is the curriculum. Although few educational developers would question an academic's expertise in the subject matter area (even if qualified to do so), questioning the curriculum is rather a different matter, involving judgements about what is and is not of value in education. Members of the educational technology profession have been interested in curriculum planning for some time. Indeed, several have lamented the failure of their profession to be more active in this area. For instance, Rowntree (1982, p. 28) discussed the possibility of educational technologists not just assisting teachers to clarify objectives but questioning the objectives themselves: that is invading the area of curriculum planning. Although such a move is logical within the framework of a systems approach, curriculum planning is a politically sensitive area that needs to be approached from a broader perspective than that provided by the traditional approach of educational technology. Buabeng-Andoh, 2012). There is evidence that educational technologists have been slow to appreciate the literature on curriculum, and that curriculum theorists have been equally slow to appreciate the contributions that educational technologists have to offer.

Setting Educational Objectives: Even if we acknowledge that the educational developer plays a role in assisting teachers to formulate educational objectives, the question of imposition of a value system does not disappear. Clarification of objectives is not merely a matter of rewording text in language that students will understand but of devising an appropriate taxonomy that indicates the type and level of performance required. Educational developers also need to confront the possibility that some desirable outcomes cannot be readily observed or measured. Thus, for example, although both teachers and students might agree that "understanding" is a desirable outcome of some learning experience, and although both groups might possess tacit knowledge of what "understanding" means, its inclusion in a list of objectives is generally

frowned upon by educational developers because it cannot be readily linked to specific behavioral outcomes.

Designing Instruction: Once curriculum issues have been decided and objectives set, the task of the educational developer is to influence the design of materials and the program of events that constitute instruction. In distance education as it is currently conceived, following the model set by the British Open University and other distance education institutions, this amounts to preparing a package of self-instructional materials and incorporating selected one- and two-way communications episodes into course presentation.

Assessment and Evaluation: Just as educational developers are in a position to influence curriculum planning, set educational objectives, and design instructional materials, they are also in a position to influence methods of student assessment and course evaluation, crucial components of the instructional process in formal education systems. Working within a deterministic systems approach, assessment should be a premeditated and objective process. It is a way of knowing whether objectives have been met and of evaluating the effectiveness of instructional design.

The Importance of Human Resource Developments in Education

Of all the resources in an organization, the human resource is one of the most important. In fact, it is arguably the most important. The development of this resource is necessary for the organization to grow. Unlike other basic resources of the organization, the human resource tends to have the potential to help the organization to grow in an appropriate direction. The goals of human resource management in education are to develop the workers and to contribute to goal achievement. Human resource management has some specific roles to play. These are strategic and operational roles. Strategic Role: Human resources are critical for effective educational functioning (Wadak, 2011).

Challenges of Human Resource Management in Education

Human resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. Their productivity is highly dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity (Omebe, 2014). They Include the Following:

Problems of Financing Education: The first and major challenge of the education system in Nigeria is inadequate funding by the different levels of governments. This has been identified to be the primary reason for the set back in the education sector. The issue of poor funding has led to frequent strikes, especially in Tertiary institutions since the 1990s. Financing the education sector in Nigeria has to do with the allocation, and effective use of resources garnered from both internal and external sources. The state of education in Nigeria remains poor and disappointing after all these years. This can be traced to many issues including poor financing of the education sector.

Poor Working Condition: It is not out of way if staff expects to be paid finance rewards commensurate with the services performed. The ideal thing is to have a systematic producer for establishing a sound reward system and structure. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter group friction and employee grievances. Teachers' salaries are not paid alongside with other civil servants and in some cases, teachers are owed many months of salary areas.

Problems of Staffing: The problem of staffing is enormous. There is problem on the quality and quantity of staff recruited for the education of our citizens. The reason is from poor staff recruitment and selection process. Politicians and God fatherism has taken the upper hand. Some staff rarely stay in the remote areas where the management wants their services. They use to stay in the urban areas for self-convenience. The verification exercise carried out by Universal Basic Education Commission (2000), Shows that an additional 275 to 462 teachers were needed to teach in primary schools in Nigeria.

Inadequate Statistical Data: The lack of accurate data is an obstacle that hinders making good policies in Nigeria. In Nigeria, there are swindling figures on the number of children in primary schools nationwide and the number of children out of school. With no evidence-based research, the government and bodies in charge of education have little or no direction on what steps to take to better the education sector. For example, you cannot build schools without knowing how many children need to be enrolled. In fact, because of inaccurate data, funds released for a particular project can be inadequate for its implementation. There is a close link between statistical data and the solutions to education problems in Nigeria.

Political Instability: In Nigeria, whenever a new government comes into power, they change whatever policies and programs they met in place. This leads to incomplete projects, waste of resources. Change in policies also affects the financing and smooth running of the educational sector.

Lack of Political Commitment: The attitude of those in government towards the educational sector has shown a lack of willingness and commitment to better the sector. The government is usually lackadaisical towards crucial problems such as funding of the sector. Often times, the government has to be pressured to review long-standing policies and agreements regarding the finances of the education sector. Even upon review, there has often been a lack of commitment to the parts of the government to seeing the implementation of these policies.

Corruption: Corruption is another root cause of poor financing in the educational sector. From the point of release of funds to the use of these funds in the actualization of projects, these processes are plagued with corrupt practices. Many government officials in the educational sector acquire money to serve their personal interests while some lawmakers are reluctant to pass budgets on policies if they have not been bribed. Funds meant for the remuneration of staff and maintenance of infrastructures in the sector are mismanaged by those in charge. Corruption and mismanagement of funds cut across all levels of government and those in charge of the education sector themselves (Omebe, 2014).

Politicization of Education: Government officials regard the education sector has a tool for competition. The government especially at the state level attempt to run many educational institutions than they can afford. They also use the sector has a money-making machine. For

example, state governments give accreditation to many private schools that are not up to standard, just so they can make more revenue for their personal pockets.

CONCLUSION

The paper concludes that Human resources planning ensures the best fit between employees and jobs while avoiding manpower shortages or surpluses. Several factors affect HRP. These factors can be classified into external factors and internal factors which influence Human resource planning in Nigeria. The paper also addresses how human resource planning influences educational development ranging from curriculum to evaluation, setting educational objectives, designing instruction as well as assessment and evaluation. Challenges of human resource management in education, financing, poor working condition, under staffing, inadequate statistical data, et., were identified. Thus, education remains a veritable means of human resource management and nation building in Nigeria. Whatever needs to be done in this sector should be done in all sincerity and with every urgency for education to fully achieve its predetermined educational objectives.

Recommendation

Considering the importance of education in human resource planning, the following are recommended:

- Human resource planning should be made functional and attractive by creating a conducive atmosphere for teaching and learning;
- More government attention is needed for the education sector through improved function as education remains the basis for the progress of all other sectors of society.
- A united salary structure should be made for all categories of teachers within the education sector, and
- Standard of education in Nigeria should be up dated to meet the rapid social changes in our present Nigeria society.

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