

Factors Responsible for Human Resources Management for Tertiary Education Goals Achievement in Ebonyi State of Nigeria

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ABSTRACT---- *This paper centered fully on the factors responsible for human resources management for tertiary education goals achievement in Ebonyi State. The author succeeded in itemizing and discussing twenty factors that could aid the achievement of tertiary education goals in Ebonyi State and beyond to include: 1. Prompt payment of staff salaries and allowances; 2. Regular promotion of staff; 3. Provision of staff training and education; 4. Employment of adequate staff among others. The author ended by recommending a total adoption or application of the twenty factors discussed for easy achievement of the tertiary education goals.*

1. INTRODUCTION

Every organization or institution is established with specific aims and objectives that should be achieved at a particular period of time. Federal Republic of Nigeria (1968) and Appleby (1980) believed that organizations and institutions are established with specific objectives, aims or goals.

These aims and goals are well planned and documented for the understanding of those presently involved and other anticipated users. It is then left for the management of these institutions or organizations to adopt appropriate practices in order to achieve stated aims and objectives.

However, Gbaborro (1992) had opined that, management is the most difficult activity of mankind due to the dynamic and thinking nature of not only the individual as human being but also the group in the process of management efforts in personnel and industrial relations. The problems of staff development programmes, the problems of accounting for the value of human resources, the calculation of the economic value of human resources as the principal factors of production and the psychological processing of human resources information all compound to require a new direction in matters concerning human resources management (Gbosi, 2003).

The Federal Government of Nigeria in National Policy on Education (2004) stipulated the following aims of tertiary education:

1. The acquisition, development and inculcation of the proper value orientation for the survival of the individuals and society
2. The development of the intellectual capacities of individuals to understand and appreciate their environments.
3. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
4. The acquisition of an objective view of the local and external environments.

It is the view of the Federal Government of Nigeria that the above stated aims of tertiary institutions should be achieved through teaching, research and dissemination of existing and new information (FGN, 2004). The achievement of the tertiary institutions goals is the primary responsibility of the school management.

It is a truism that education is the fundamental instrument for the enhancement of positive growth and development or advancement in all nations of the world. To this effect, the Federal Republic of Nigeria (2004) has accepted education as instrument “Par excellence” for effecting national development, and consequently, specified three levels of education, named, the primary, secondary and the tertiary which is the focus of the study.

2. TERTIARY EDUCATION

Tertiary education is the highest place for teaching and learning where the best brains and human resources are produced in any country of the world for all round growth and development of man and his environment. Tertiary education is received in universities, colleges of education, polytechnics, mono-technics.

It is an acceptable fact and truth in Nigeria that before 1980, the quality standards and performances of Nigeria tertiary education system compared favourably and even better with those of the best higher educational institutions in the world. But since 1980, the situation has negatively changed probably due to massive examination malpractices, corruption and poor funding. There have been numerous complaints at different fora by all and sundry about the falling standard of education in all the three tiers or levels of education in Nigeria. For instance, it is no longer news that the graduates from Nigerian higher institutions are half baked, unemployable, unproductive, unable to express him or herself orally and also in writing with simple correct English. All the vices in Nigerian society are being attributed to higher education. However, these public opinions are contrary to the efforts and claims of the various tiers of government as well as the pronouncements from the higher educational institutions during their convocation ceremonies and other gatherings where annual reports are made. Therefore, the author will extensively X-ray the factors responsible for human resources management for tertiary education's goals achievement in Ebonyi State of Nigeria and provide favourable solutions to the problems.

3. FACTORS RESPONSIBLE FOR HUMAN RESOURCES MANAGEMENT FOR TERTIARY EDUCATION GOALS ACHIEVEMENT

The under listed and discussed factors will enhance effective management of human resources for goals achievement.

1. Prompt payment of staff salaries and allowances: The first step to attract a worker to be dedicated lies in his salary, once his salary is fairly okay and is paid as at when due, he will do his work as expected, all things being equal. So it is up to the management of tertiary institutions to see that their staff salaries and allowances are promptly paid in order to see that the goals of tertiary education are and achieved.
2. Regular promotion of staff and payment of promotion arrears: This factor is very important and very motivational. Every worker wants promotion in his office, but if denied, it demoralizes the workers and reduces his output. Thus, every staff should be promoted at the right time and also ensure that the promotion arrears are paid. It has been observed that even staff are promoted as at when due, the promotion arrears are never paid.
3. Provision of information and communication technology facilities: The provision of ICT facilities in tertiary institutions should be a must. Every academic staff should be provided with at least a mini-Laptop and adequately trained in computer operation.
4. Constant supply of water and electricity: There should be adequate supply of water in all the tertiary institutions not only on the school compound but in all offices for necessity sake. As water is important to life so is electricity. The important of electricity in an educational institution can not be over-emphasized. Thus, it must be constantly available for effective use in our offices, libraries and laboratories.
5. Provisions of comfortable office accommodation: There is a need for a comfortable office accommodation for every academic staff for optimum office work performance. A visit to some government departments or ministries reveals that a level 08 officer occupies a befitting office with all the needed equipment and facilities, contrary to what we have in a departmental head office in a tertiary educational institution. Thus, no one would stay back in office to do some serious academic works.
6. Provision of adequate libraries and library materials: Yes, this is the crust of the matter. An educational institution tertiary or not cannot properly function or perform without adequate provision of libraries and their materials. Visits to various tertiary educational institutions in Ebonyi State reveal complete inadequacies in the provision of educational libraries and library materials both for students and staff use. Where do we go from here? Where else do we get our information; Internet? Do we all have access to Internet? Yes, both the academic staff and students must have access to adequate provision of libraries and library materials if the goals of tertiary education must be achieved.
7. Provision of adequate and comfortable lecture halls: Lecture halls are called classrooms in both primary and secondary schools. For a meaningful work to be done there, it needs to be a bite comfortable. It should be spacious, arrayed with good seats, clean, lightened, fitted with electric fans and good chalk or marker board and lecture stand. Experience has shown that where pigs stay are more comfortable than our lecture halls. In a such environment, academic work is not properly done.
8. Provision of adequate and competent staff: The supply of human resources to tertiary institutions is the responsibility of each of the school management. Adequacy of human resources in educational tertiary institutions is needed in order to see that the goals of tertiary education are achieved. Adequacy of human resources in schools according to Adeogun (1999) means having the right quantity and quality of staff. Thus, in order to see that the goals and objectives of tertiary education are achieved in Ebonyi State, there is the need to employ enough qualified staff in our tertiary institutions. Currently experience shows that all the tertiary institutions in Ebonyi State are actually under employed.

9. Appointments to be based on merit: It is unfortunate that merit is no longer a good index or measuring rod for appointment of leaders in Nigeria as a whole. People are simply appointed into leadership positions on the basis of “connection, ethnicity or godfatherism”. Most of the appointments in our tertiary institutions are done on the basis of ethnicity and religious inclination. Thus bringing in those who could not perform or deliver at the expenses of quality education. The roles of departmental heads must not be toyed with. They actually know everything happening in their various departments. They are the most important educational supervisors in tertiary institutions. Whatever they uphold in their department stands and vice-versa. For example, if they uphold examination malpractice, academic misconduct, sexual harassment, indecent dressing etc, they become culture of their department, but if otherwise, they cannot survive. Thus, morality should be viewed seriously in appointment of people to position of authority.
10. Provision of adequate and comfortable staff quarters: Mass-low in his theory on human needs, viewed shelter as an important need of man. The highest achievement of man is shelter. Yes, even academic staff needs a comfortable accommodation for full relaxation and academic activities after office hours. Thus, staff quarters should be built and given to every academic staff as this will check and control un-necessary lapses on the part of lecturers via lateness and absenteeism.
11. Provision of adequate and comfortable student’s hostels: Provision of adequate and comfortable accommodation for students is a huge investment that has a very long lasting benefit on the part of the school. The benefit of adequate and comfortable student’s hostel is in measurable to the cost. It controls and checks on students lapses unlike when they stay off campus without checks and balances. It makes them to be more focused academically.
12. Allocation of courses to lecturers should be appropriately done by a committee in each department. A committee of 3-5 senior academic staff to be headed by the head of the department should see to course allocation in the department. This will enable every staff to have a fair share of the courses. This will eliminate the problem of lecturers struggling or fighting over courses or the head of department allocating many courses to himself and his favourites. Courses should also be given to lecturers on the basis of interest and ability or knowledge for quality teaching.
13. Provision of adequate monitoring of staff and students activities: The activities of staff and students must be checked and controlled if we want to achieve the goals of tertiary education in Ebonyi State. The way and how the lecturers handle their courses, manage their students, handle their examination results, harasses their students, males or females, sale of their materials etc must be adequately checked and controlled. The HOD should never toy with information about his staff. He needs to investigate information about his staff. A mini committee on discipline is necessary at each department to handle various cases arising from or in their departments, and necessary actions taken immediately.
14. Students’ obedience and respect to constituted authorities: For the goals of the tertiary education to be achieved students must learn to be obedient. They need to obey the school rules and regulations. They must have to attend lectures, do their assignments, study very hard and avoid joining secret cults in school. They must respect their teachers in all angles. If students could obey the school rules and regulation and take their studies seriously, and give respect to whom it concerns, the goals of tertiary education may be easily achieved.
15. Good working conditions of service: Good working conditions of service connotes good salaries, allowances, and staff development etc. when workers are given opportunity to grow on their job, promoted at the right time, paid very well and are paid as at when due, allowances paid etc, the workers will unconsciously put in his best and this will enable the management to achieve the goals of tertiary education in Ebonyi State.
16. Staff loyalty and devotion to duty: The staff should be loyal to the management. There should be cordial relationship between the staff and the management. The two parties should respect each other, that is the management and the staff must cooperate very well and both must learn to respect agreements. Respect is reciprocal; when the staff respects the management, the management in turn, respects the staff by doing what it is expected to do.
17. Government support and favourable policies: No tertiary educational institution can actually function properly and effectively without the support of the government. For our tertiary educational institution to achieve their goals there is absolutely need for the state government support in terms of financial and material resources supply. The State Government also should make educational policies favourable to the staff and students. Harsh policies should be avoided in schools such as termination of appointment without following due process, excessive taxation etc.
18. Improve staff and students welfare facilities. The well being of the staff members and that of the students should be adequately looked into by the school management. Health care facilities such as free clinic facilities, payment of hospital bills, granting of sick leave, assisting the staff in marriages, burials and some social activities. Giving advance salaries and loans to the staff should be encouraged. Both the staff and students should be visited when the need arises as a mark of recognition.
19. Continuous training and education of the staff: The management should encourage staff training and education to ensure that their staff is abrazed with new or current ideas, methods and procedures, thus updating their knowledge in their fields of study. Thus, the management should ensure that staff members are encouraged to

attend workshops, seminars and conferences. The staff members should be encouraged to pursue higher professional programmes locally and internationally by paying either partly or fully the charges for such programmes or training. This can be done through a scholarship scheme of the institution.

20. Provision and maintenance of effective disciplinary mechanism for both staff and the students: A disciplined man is an educated man and vice versa. The problem of man is imbedded in disobedience. A self disciplined and controlled man is a moral agent. The high level of indiscipline in the world today is the real cause of man suffering on earth. The school is one of the agents of socialization. The home is the first agent of socialization (discipline) but it has failed in its duties because the parents who could or should inculcate discipline in their children are corrupt and thus cannot give what they do not have. The high level of indiscipline in our schools today is as a result of indiscipline among the staff members. Rules and regulations are made in school but the implementation of these rules and regulations is very inadequate because those who suppose to implement these rules are in themselves corrupt. For instance, take the case of examination malpractice in our schools. Why has it become insurmountable because teachers are the brain behind it (Nwakpa 2008), so for the goals of tertiary education to be achieved in Ebonyi State people of high integrity and morality should constitute disciplinary committees at various levels such as departments, faculties or schools and management. These committees if religiously formed and operated, there will be sanity in the school, and the goals of tertiary education will be achieved with ease.

4. CONCLUSION

Human resources play a significant role in the achievement of educational goals. The provision of academic human resources in schools, tertiary educational institution in particular in Ebonyi State of Nigeria is a *sinequa non* for effective and efficient management in order to achieve not only the students' goals but also the staff goals as well as tertiary educational goals. The adoption of the enumerated twenty factors in this paper for tertiary education goals achievement is very necessary and important not only in Ebonyi State but in Nigeria and even beyond.

5. RECOMMENDATION

It is the view of the author that if the stakeholders in tertiary educational institutions in Ebonyi State of Nigeria want to achieve the goals of tertiary education, the only option left for them is to religiously implement the listed and discussed 20 factors in this paper for effective human resources management in tertiary educational institutions.

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