

## IMPACT OF AVAILABILITY AND UTILIZATION OF HUMAN RESOURCES OF TERTIARY INSTITUTIONS IN RIVERS STATE

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### ABSTRACT

*The paper examined the impact of the availability and efficient utilization of human resources in tertiary institutions in Rivers State. Human resources in education refers to both teaching and non-teaching staff in the system. Lecturers are those human resources that impart knowledge and carry out research. Therefore, the quality of these persons determines the national growth and development. We must make sure that our recruitment of qualified human resources in the educational system must be transparent and based on merit. Accordingly, the needed man power must be such that are competent and capable to perform their job. The lecturers must be exposed to academic publication, job satisfaction and developmental programmes from time to time. In conclusion, the paper recommends that administrators of tertiary institutions should insure that lecturers are offered opportunity for retraining to enhance their professional growth which are indicators of staff motivation for job satisfaction and improved performance.*

**Keywords: Availability of Human resources, Tertiary Institutions, Job Performance, Recruitment, Professional growth.**

### INTRODUCTION

The most important role of any educational system in any society apart from teaching, and learning are development of new knowledge, research work and community services. These cannot be achieved without proper planning of human resource development. New employees are often uncertain about their roles and responsibilities, hence, job demands and employees capabilities must be balanced through efficient human resource development.

The relevance of education to every individual and societal growth shows its significance in the economic, social, political and cultural development. According to the Ministry of Education (2014), the national goals of Education include to foster nationalism, patriotism, promote the social, economic, technological and industrial needs for national development. However, these can be achieved when the environment is conducive for learning. Thus, Kyriacou (2015) viewed classroom as the meeting point for both teachers and students where curricular activities are implemented.

Esu, Erukoha & Umoren (2016) defined teaching as a series of interactions between someone in the role of a teacher and someone in a role of a learner, with the explicit goal of changing one or more of the learner's cognitive state domain (what he knows or believes or his skills in performing or affective state (his attitudes, values or motives). The primary purpose in the process of teaching is to bring about in the learner desirable changes in behavior through critical thinking. This process does not take place in a vacuum, but rather in an environment well structured to enhance learning. Amesi & Akpomi (2013) stated that teaching profession does not only require a person to show expertise in knowledge of what to teach and related issues, but should be knowledgeable in methods as well in using various teaching and learning resources.

Teaching and learning resources according to Awolola (2010), are those human and materials inputs necessary for achieving the objectives of concepts to be taught. It is the sum total of everything used directly or indirectly for the purpose of educational training to facilitate or encourage the acquisition of knowledge competencies skills and know-how Akinsola (2012). Human resource is one of the resources that have to be mobilized and deployed

by an organization to attain its goals Anyanwu (2013). It is significant, because this is the only resource that can manipulate all the resources to make them productive. It is for this reason that great importance has to be accorded to management of human resources in an organization. According to Aichievboloria (2015), human resources include learners, teachers, non-tutorial staff, and leaders in education, educational administrators and members of the community with relevant skills or knowledge. For Carl (2018), they are composed of the business educators, support staff in the workshops as well as resource persons in all capacity. The interaction among these personnel is crucial for effective teaching and learning in business education programme.

The quality and quantity of human resources determines a nation's growth and development. There is no time in history that business organizations ever existed without individuals being involved in coordinating the activities of such organization. Human resource is the most vital and useful resource in any organization. The absence of human resource in an organization renders the rest of the resources such as financial resources, material resources and many other resources useless.

Human resources in education refer to the lecturers or teachers, academics and the non-academics staff of an educational institution. Every educational system at every level depends heavily on the human resources for execution of its programme. Teachers have been recognized as carrier of education that produces good citizens to the society (Cuenca-Lopez, et al, 2021; Durosaro, et al, 2020). In this present technological era, teachers must disseminate good knowledge that will enable the learners to meet up with this present challenges. A Business education teacher or management expert needs to acquire soft skills that will assist them to prepare learners and consultants for their future roles as employees, managers, even as executives or entrepreneurs. Yasmeen (2019) reported that every educational institution needs to shift their focus from theoretical knowledge to the skill-based education with practical and dynamic methods. It was further submitted that educational institutions should try as much as possible to focus on behavioural aspects (soft skills) such as leadership skills, communication skills, problem solving skills, human relation skills, marketing skills and other behavioural skills that will play the main role in the success of a learner.

### **The process of making human resources available in tertiary institutions**

Recruitment is a process of finding and attracting the potential resources for filling up the vacant positions in an organization. It sources for the candidates with the requisite abilities and attitude, which are required for achieving the objectives of an organization. According to Tutorial Point (2020) recruitment is a process of identifying the jobs vacancy, and analyzing the job requirements,

reviewing applications, screening, short-listing and selecting the right candidates. Zirra, Ogbu & Ojo (2017) viewed the recruitment as the discovering of potential candidates for actual or anticipated organizational vacancies. It can also be seen as act of linking/bringing together those with jobs vacancy and needs to fill the vacant with those seeking for the vacant job. The ideal recruitment effort will attract a large number of qualified applicants. It should also provide information so that unqualified applicants can self-select themselves out of job candidacy. A good quality recruiting program advert should catch the attention of the qualified and not the unqualified through effective job specification and explanation. Sangeetha (2010) opined that recruitment process involves the sourcing, advertising and interviewing of future employees, however the selection process entails the staffing and training of new employees on the roll of their new job. Successful recruitment of employees is followed by training of the employees for the success of the organization or institutions. Training and development of personnel in an organization is the process of developing qualities in human resources to be more productive and thus contributes more to an organization's goals and objectives. Training, in the opinion of Ezeani & Oladele (2013) are efforts aimed at equipping individuals with the necessary skills and

competencies to enable recipients find employment, gain promotion and have reasonable expectation of redeployment in the event of being made redundant. Training is an exercise for developing employees' affective, cognitive and psychomotor skills; and assisting organizations to have a crucial method of developing the employees towards enhancing productivity. Armstrong (2012) defined training as the use of systematic and planned instruction activities aimed at promoting learning; the approach, in the author's view, can be summarized as "learner-based training" which organizations /institutions. Olaniyan & Ojo (2008) noted that before training or development programmes are organized efforts are being made through individuals and organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy of mention that organization development follows the development of individual who form the organization.

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently in the Nigerian tertiary institutions system.

Tertiary institutions are an organised form of learning activities at the higher education level. According to Okute & Agomuo (2010), tertiary institutions are third tier of learning which provides training in an ever-increasing number of specialization necessary for the modern society. Tertiary institutions are established and charged with the mandate of providing knowledge, skills and training to students who have successfully completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. The Federal Republic of Nigeria (2014) described tertiary institutions to include, universities, colleges of education, polytechnics and monotechnics. Ofoegbu & Alonge (2017) noted that, in the realization of the potency of tertiary education in human capital development, Nigeria government unequivocally spelt out the goals of tertiary education. Federal Republic of Nigeria (2014) in her National Policy on Education described the goals and aims of tertiary institutions as: to contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capability of individual to understand and appreciate their local and external environment, acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society, promote and encourage scholarship and community services, forge and cement national unity; and promote national and international understanding and interaction. The achievement of these goals and objectives cannot be realized without effective management of available human and material resources in Nigerian tertiary institutions to ensure that competent employees are recruited and relevant training given to enhance their productivity on the job.

The Nigerian Policy on Education (NPE) (2004) claims that education is an instrument for national development, fosters the worth and development of the individual and the general development of the society. It also believes that there is need for functional education for the promotion of a progressive and united Nigeria. Therefore, the school programmes need be relevant, practical and comprehensive. For education to be functional, it has to be geared towards self-realization, better human relationships, individual and national efficiency, effective citizenry, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress. From the above, it can be seen that education is a priceless instrument for the attainment of individuals and national development. This paper, however, focuses on the education gotten from the four walls of the university or any higher institution. According to Sanda (2001), higher institutions in Nigeria like its counterparts anywhere in the globe are a complex organization with objectives. The Nigerian tertiary education objectives

according to National Policy of Education (NPE) (2004) are as follows, that goals shall be pursued through: teaching, research and development, virile staff development programmes, general and dissemination of knowledge, a variety of modes of programmes including fulltime, part-time, block-release, day-release, etc., access to training funds such as those provided by the industrial training fund (ITF), students industrial work experience scheme (SIWES). Maintenance of minimum educational standards through appropriate agencies, inter-institutional co-operation, dedicated services to the community through extract-mural and extension services. Tetfund also provides funding infrastructural development human capacity building for the lecturers in higher institution. In order for these objectives to be successfully actualized, there are some fundamental needs that must be adequately provided. These basic needs include the resources of both human and materials. The universities' functions

of teaching, learning, research and public service are often pursued with a view of satisfying these goals of manpower development for the society, skill development for its individuals and products of cultivated individuals with survival value orientation as well as an objective view of the society. There is more pressure on the socio-economic development of a developing nation like Nigeria. However, for her to actualize these goals of skilled graduates, adequate human and infrastructural facilities need to be put in place. Undoubtedly the importance of a skilled graduate cannot be over-emphasized in the life of a nation trying to meet the development standards of the world. Many governments in federal, state and local are making policies that will help to actualize these, but it is one thing to make sound policies, and another thing to implement these policies effectively and efficiently without the right quality and quantity of human and material resources especially in a school setting.

### **Reasons for availability and utilization of human resources in tertiary institutions in Rivers State**

Owing to the dynamic nature of our society, our educational system must be dynamic to remain functional. The skills and knowledge acquired yesterday may not be very useful today, hence the need for training and retraining of teachers through various developmental programmes. Peretomode (2015) maintained that developmental programmes are designed to increase the knowledge, skills, experience, attitude as well as release employee's latent potentials so as to meet the present and future job requirements and thus achieve the institutional objectives. Graham (2019) stressed that a developmental programme has the import of dual function of utilization and motivation. Developmental programme allows better use to be made of human resources by improving employees' ability to perform the task required by the institution by giving employees a feeling of master over their work and recognition by management, and that would promote their job satisfaction.

For effective availability of human resource, certain variables need to be considered for effective human resource utilization. They include;

### **Lecturers' job satisfaction in terms of work load**

Lecturers' job satisfaction in terms of work load, professional status, opportunities for academic publication and administrators – staff relations are discussed below. There is need for organizations to ensure that workers have job satisfaction. The term satisfaction, may be defined as a condition in life, activity or an event at which the person involved feels fulfilled and enjoys his continuous involvement in that activity or event. Robbins (2014) maintained that to enhance job satisfaction of lecturers, the administrators should not give them too challenging a work assignment because it creates frustration and feeling of failure, but under conditions of moderate challenges most employees will experience pleasure and satisfaction. Lecturers' job satisfaction with work load is very important. Any worker that is over loaded with work will not be happy, neither will the worker that is under-utilized be satisfied. It is the place of the head to assign duties to lecturers based on their specialization and capability. Nsa & Isaac (2007) pointed out

that where the number of staff are not sufficient, the available staff are always over loaded, and this often leads to poor productivity, Zwalchir (2009) believed it leads to stress. Therefore, the head of department should be careful in assigning duties to lecturers to avoid undesirable consequences.

### **Lecturers' job satisfaction with professional status**

Lecturers' job satisfaction with professional status is the ladder to all achievement in the system. The lecturer has the uphill task of forming course outline, teaching, examining, marking, researching, attending conferences and so on. These are the duties that make himself actualized. The administrators should help lecturers to achieve their professional status and growth by recommending them for staff development programmes in and outside the university system. Mgbekem (2004) maintained that these programmes improve productivity and enhance professional development. This is true, especially when lecturers are upgraded and or promoted after such programmes.

### **Lecturers satisfaction with academic publication**

Lecturers satisfaction with academic publication is of great concern to lecturers in all tertiary institutions in Nigeria. Lecturers are expected to research, write and publish articles in journals in and outside the country before they are promoted from junior level to the zenith. Mgbekem (2004) confirmed that if lecturers fail to comply with these directives from the management of their institutions, they will stagnate on their first position of employment. This can be very frustrating to anyone. The administrators can help reduce frustration and engender job satisfaction by reducing workload of lecturers, publishing information for conferences and workshops on time as well as helping them to have access to journal of repute for easy publication of their articles.

### **Lecturers' satisfaction with administrators – staff relations**

Lecturers' satisfaction with administrators – staff relations is of great importance in any department. Where there is a harmonious relationship between the administrators and staff, the work environment may change positively. Adetoro (2009) and Ibiam (2011) believed that the administrators who communicate, motivate, interact and supervise staff may encourage job satisfaction among them. Mgbekem (2004), Udo & Akpa (2010) confirmed that employees will work enthusiastically to achieve goals if they are treated well by the head.

## **CONCLUSION**

In the light of the discussion above, it was concluded that administrators of tertiary institutions should ensure that lecturers are offered opportunities for re-training to enhance their professional growth, and adopt other indices of staff motivation for job satisfaction and improved performance.

## **Suggestions**

Based on the findings of the paper and the conclusion arising there from, it was recommended that:-

1. Administrators of tertiary institutions should adequately compensate lecturers carrying excess workload as this affects their job satisfaction.
2. Administrators of tertiary institutions should promote the professional growth of lecturers by recommending them for staff development programmes, conferences and workshops to update their knowledge through interactions with fellow professionals to enhance job satisfaction and improved performance.
3. Administrators of tertiary institutions should establish and sustain harmonious relationships with and among lecturers in the departments by respecting and recognizing the worth, dignity and hard-work of the individuals as this would enhance job satisfaction.

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