

## Human Resources Management Skills Required of Tertiary Institution Administrators in the Niger Delta States of Nigeria

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**Abstract:** This study was conducted to determine the human resource management skills required of tertiary institution administration in Niger Delta states of Nigeria. Four research questions were developed in consonance with what the study sought to find out, four null hypotheses were formulated and tested at the probability of 0.05 level of significance. 55 structured questionnaire items were developed and used for the study while 3 experts were engaged to face-validate the instrument. The four areas of human resource management skills were tested for reliability with cronbach Alpha (0c), internal consistency of 0.89, 0.86, 0.91 and 0.88 while the average reliability was 0.89. The questionnaire was used for collecting data from 238 respondents made up of teaching and non-teaching staff members. The data collected were analyzed using mean and standard deviation to answer the research questions, and t-test statistics for testing the hypotheses. The result of the four null hypotheses tested show how the respondent do differ significantly in some of their opinions on the items. The study found out that all the major skills of human resource management need to be emphasized in time of management, while government should provide all resources necessary for the practical training of students for the achievement of the aims and objectives of the institution. Some recommendations were made based on the findings of the study.

**Key words:** Human resources management, maintenance skills, motivation skills, staffing skills, training and development skills

### INTRODUCTION

The achievement of organizational goals cannot be met without human resources. An organization is nothing without its employees. It is people, not building, equipment, or brand names alone that makes the institution or organization, (Decenzo and Robbins, 1999). Resources are classified as all the assets which may be used to attain organizational or educational goals (Stewart *et al.*, 1978).

Human resources, according to Bernadin (2003), are all the people who perform the activities of an organization. Olaitan *et al.* (1999), describe human resources as those acquired functional knowledge and skills which individuals can supply and gainfully utilize for purposes of achieving optimum productivity. Stewart *et al.* (1978) went further to explain that human resources exist within people and consist of a person's potential ability as well as critical knowledge, skill and other personal characteristics which include personality factors (attitudes), aptitudes, physical and mental traits needed to perform the job.

Bernadin (2003) took up the explanation of the abilities and attributes put forward by Stewart *et al.* (1978):

- Knowledge as an organized body of information usually of a factual or procedural nature applied directly to the performance of a function.
- Ability as a demonstrated competence to perform an observable behaviour or a behaviour that result in an observable product.
- Skills as a competence to perform a learned psychomotor AC and may include a manual, verbal or, mental manipulation of data, people or things.
- Personal characteristics which include personality factor (attitudes) aptitudes or physical and mental traits needed to perform the job.

Bernadin (2003), explained that these observable attributes are the basic units of observation for job analysis as a human resource manager. This also applicable to school principals (administrators) including technical colleges.

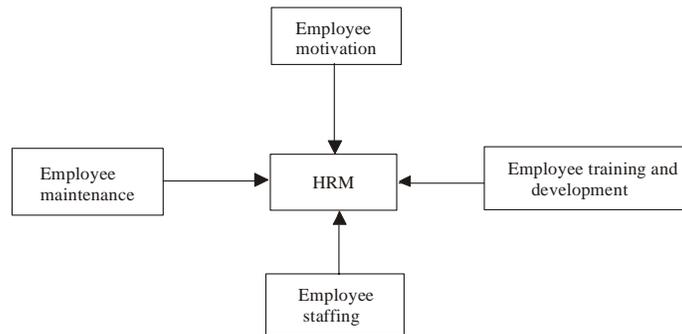


Fig. 1: Conceptual model showing the four basic components functions of HRM and their interrelationship in the successful operations of the organization

There is no organization or educational institution that can exist without workforce. Hence tertiary institutions have human resource to manage. All the people that carry out the activities of the college from the vice-chancellor (administrator) to the laboratory attendants form its human resource (Allen *et al.*, 2007). To achieve the institutions objectives, they must be effectively managed by administrators who have the required knowledge, skills and ability. According to Obi (2002), educational institutions should be properly administered for optimum gains. Nwankwo (1982), stated that administration in education is aimed at using both human and material resources available to educational system for the realization of the educational objectives. It is only when these objectives of education are realized that the gains of education will manifest. This implies proper management of human resources in education.

Management, according to Osuala (2000 and 2004), is the process of achieving an organization's goal through the coordinated performance of five specific functions, namely: planning, organizing, staffing, directing and controlling, Decenzo and Robbins (1999), explained that management is the process of efficiently achieving the objectives of the organization with and through the people. Osuala (2004), outlined three management skills and described them thus:

- Human skills as those required to get people do their best as individual and to work well with others
- Technical skills as those required for turning out the actual product or services of the organization, while
- Conceptual skills are those required to relate part of the organization or institution's work to the whole

According to Dessler (2005), staffing as management function determines what types of people that should be hired, recruiting prospective employees; selecting employees setting performance standards; compensating employees; evaluating performances; counseling employee; training and developing employees. This

concept of staffing is central to both management and human resource management which as Dessler (2005), explained is the process of acquiring, training, appraising and compensating employees, and attending their labour relations, health and safety, and fairness concern. Decenzo and Robbins (1999) described human resource management as part of the organization that is concerned with the 'people' dimension.

Every organization is comprised of people. Acquiring their services, developing the skills motivating them to high level of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. This is true regardless of the type of organization-government, business, education, health, recreation, or social action. Getting and keeping good people is critical to the success of every organization. To look at human resource management more specifically, Decenzo and Robbins (1999) proposed that human resource management is an approach consisting of four basic components or functions namely: staffing, training and development, motivation, maintenance (Fig. 1).

Administrators of tertiary institution as well as others need to possess human resource management skills for proper management to ensure achievement of the objectives of educational institutions. Human resources management skills are those skills required of the administrators for the effective management of human resources available for the achievement of educational objectives. According to Decenzo and Robbins (1999), while discoursing human resource management skills, explained that it is extremely difficult to pinpoint exactly what skills and competencies will serve best when dealing with the uncertainties of human behaviour. Human Resource Certifications Institute (HRCI) suggests that Certified Human Resource Practitioners (managers) must have exposure and understanding in the specific areas of the field. this includes. management practices, selection and placement, training and development, compensation and benefits. employees and labour relations. health,

safety and security. These functions are subsets of human resource management components, which means that without them, there can be no human resource management. Hence, they stand as skills of human resource management as opined by Decenzo and Robbins (1999).

The attainment of the objectives of tertiary institution in the Niger Delta cannot be facilitated and realized without the application of human resource management skills possessed by the administrators of these institutions. Dessler (2005) maintained that the administrators require the utilization of human resource management skills to own an efficient and an enthusiastic workforce.

The present trend of human resources management in Niger Delta universities is generally poor which emanates from bad consequences due to the perceptions of some key educational players, namely: teachers, parents, employers of labour, political leaders and educational planners perceived that technical education is of low status and esteem, Hence, human resources management is not taken seriously, also other resources allocation for the enhancement of human resource management is treated poorly. This is especially so because of the fact that most of these key players are literary educationist.

Since, human resource management is seen as critical to the success of organization especially in this zone where truancy and absenteeism of administrators, staff and students are the order of the day; virtually, almost all the staff is contributing to the management of people and the success of the organization; staff duty roster and schedule of duty not withstanding.

There are three factors that affect human resource management in tertiary institutions in the Niger Delta:

- Location (urban and rural)
- Years of experience
- Educational qualification of administrators (principal)

For instance, technical college achievement in the production of quality graduates who are highly skilled in their desired occupation could be linked to effective and proper management of human resources which can only be carried out by skilled and experienced school administrators (human resource managers). The inadequacies in the management of human resources which is as a result of the administrator's (principal's) lack of experience, lack of human resource management skills and understanding of the application of the components of human resource management which had all culminated into poor management of human resource by the principals of technical colleges in the zone and had brought about a high level of truancy among staff and students (Aina, 2006a). Also, qualified and experienced technical teachers not tolerating the state of poor management have left the system for better workplaces.

The whole of these had resulted to improper student's training and poor performances in their examination and

very high rate of examination failure. Government's intention for training of the students for the acquisition of saleable skills to enable them feed the industries around the host communities or become self employed in order to curb Youth-restiveness are here defeated as a result of poor management of human resources in the tertiary institutions in the area. The study was therefore, designed to determine the human resource management skills needed by technical college administrators.

## **CONCEPTUAL AND THEORETICAL FRAMEWORK**

Effective management is a prerequisites for the success of any organization. Management has been defined variously by several scholars. According to Osuala (2004), management is the process of achieving an organizations goal through the coordinated performance of five (5) specific functions, namely; planning, organizing, staffing, directing and controlling.

The concepts of management as opined by Oworeyo (2000), was first developed by Henry Fayol and it appears to be deficient in terms of its ability to explain what management is, thus, the definition appears to describe management in terms of what managers do in order to establish management as a discipline, but it would be more appropriate to define the essence of what management is rather than what managers do. In this perspective Theranf as cited in Oworeyo (2000), sees management as the process of allocating inputs (human and materials resources) by planning, organizing, directing and controlling for the purpose of producing output (goods and services) described by its customers so that organizational goals are accomplished.

In the same view, obi (2002), simply refers to management as the process by which those authority plan, organize, and control a business in an effort to make it successful. Obi stated that the goals of maximum profits remain the cardinal objective of an enterprise. Furthermore, the success of an enterprise apart from the ability to make profit is its ability to satisfy its customers and workforce as well as contributing meaningfully to the social betterment of its host communities and the nation as a whole. It is quite evident from the foregoing assertion that benefits of effective management are limited not only to the achievement of the organization's goals but it also contributes to national development.

Peretomode (1991), defined educational management as the application of the process of planning, organizing, coordinating, controlling and evaluating human and materials resources in order to achieve predetermine goals or objectives of education. Resser as cited in Peretomode, (1991), gives an insight of what educational managers do when suggested that managers are the one who; Set objectives for using available resources; Formulate plants

for achieving these objectives; Identify the activities to be performed; Organize the activities into groups; Define the tasks to be performed in each groups; Group the tasks into objectives or programmes; Staff the objectives with people; Initiate work objectives to stimulate productivity; Take remedial actions if objectives are not being met.

However, the functions of managers enumerated above are applicable to educational cum industrial and business managers. This also depict the importance of management in all spares of human endeavour either within a whole system or subsystem such as the individuals, group, home, business enterprise, department or faculty in an educational institution etc. It is therefore, imperative that in tertiary institutions, human resources are properly managed for effective teaching and learning. Administrators and their subordinates then need to be acquainted with skills and management function. There is a positive relationship between effective management and school's success. The scope of tertiary institutions management is all encompassing and shows the importance which different aspects of management function make toward school effectiveness; it shows the administrator as being the centre and the coordinator of the various functions. To a large extent, the manager can make a great difference between organizational success and failure, (Obi, 2002).

**Theoretical framework:** Most normative human resource management models assert that the organization's human resource are valued assets not a variable cost, and emphasize the commitment of employees as a source of (including aptitude, skills and knowledge), with personality traits, gender, role perception and differences in experience, and partly as a result of differences in motivation and commitment. (Golding, 2010; Storey, 1995; Paauwe, 2009).

In other words, emphasis differs from other resources because of their ability to evaluate their commitment and cooperation always has to be won. In addition employees have the capacity to form groups and trade unions to defend or further their economic interest. Bernadin (2003) takes a similar view when he sees human resources of an organization to consist of all the people who perform all its activities.

**Concept of human resource management:** According to Bernadin (2003), human resources of an organization consist of all people who perform its activities. In a sense, all decisions that affect the workforce concern the organization's human resource management function, regardless of the size or existence of formal human resources management.

Skilled human resource management specialists help organization with activities related to staffing and maintaining an effective workforce. Major human

resources management responsibilities include identifying or developing valid methods for selecting, staff, work design and job analysis, training and development, recruiting, compensation, team-building, performance management and appraisal and worker health and safety issues. A necessary condition for carrying out all of these functions is a thorough understanding of the legal and global environment in which these human resource management roles and responsibilities are fulfilled. Dessler (2005), observed that from the functions of management; planning, organizing, staffing, leading and controlling; focus is made on one of the functions, staffing, personnel management or human resource management and went further to describe human resource management as the process of acquiring, training, appraising and compensating employees, and attending to their labour relations, health and safety and fairness concerns. Dessler (2005), held a similar view with Bernadin (2003), when he sees human resources management concept and technique to include the following; Conducting job analysis (determine the nature of each employee's job); Planning labour needs and recruiting job candidates; Selecting job candidates; Orienting and wages and salaries (compensation employees); Providing incentives and benefits; Appraising performances; Communicating (interviewing, counseling, discipline); Training and developing managers; and Building employees commitment.

Resource managers are expected, in addition to others, so long as human resource management is concerned show mastery on the following:

- Equal opportunity and affirmative action
- Employee health and safety
- Handling grievance and labour relation

According to Decenzo and Robbins (1999), human management is simply the part of the organization or institution that is concerned with the 'people' dimension. Human resource management can be viewed in one or two ways. First, human resource management is a staff or support function in the organization. Its roles is to provide assistance in human resource management matters to line employees or those directly involved in producing the organization's good and service. Secondly, human resource management is a function of every manager's job. Whether or not one works in a 'formal' human management department; the fact remains that to effectively manage employees requires all managers to be able to show mastery over all human resource activities. Onah (2003), saw human resources management in Cummings and Michael (2003), as a process that is concerned with organization and, having got them, looking after them so that they will want to stay and give up the best to the job. In other words, setting the right

caliber of people by the process of recruitment to meet the organization need is not job enough. Condition has to be created which would make them stay on the job, happy on the job, and cope with the demands of the job.

Bratton and Gold (1999) saw the term human resource management as being subjected to considerable debate in Britain. According to them, as Storey (1995), notes the concept is shrouded in managerial type and its underlying philosophy and character is highly controversial, because it lacks precise formulations and agreement as to its significance. Nonetheless, they obviously need a definition of the subject matter, if they are to analyze and understand human resource management practices. Hence, the term is defined thus: that part of the management process that specializes in the management of people in work organizations. Human resource management emphasizes that employees are critical to achieving sustainable advantage, hence, resources need to be integrated with corporate strategy and that human resource specialist help organizational controllers to meet both efficiency and equity objectives.

**Research questions and hypothesis:** The research questions and hypothesis are based on the conceptualized model dealing with the basic component functions of Human Resource Management:

- What are the staffing skills required of tertiary institution administrators for management of human resources?
- What are the training and development skills required of tertiary institution administrators of human resources?
- What are the motivation skills required of tertiary institution administrators of human resource?
- What are the employee maintenance skills required of tertiary institution administrators of human resources?

The following null hypotheses are formulated to serve as guide to the study, and are tested at 0.05 level of significance.

**H<sub>1</sub>:** There is no significant difference in the mean responses of tertiary institution administrators on staffing skills for human resource management.

**H<sub>2</sub>:** There is no significant difference in the mean responses of tertiary institution administrators on training and development skills for human resource management.

**H<sub>3</sub>:** There is no significant difference in the mean responses of tertiary institution administrators on employee motivation skills for human resource management.

**H<sub>4</sub>:** There is no significant difference in the mean responses of tertiary institution administrators on employee maintenance skills for human resource management.

## MATERIALS AND METHODS

The study adopted a survey research design. A survey research according to Avwokeni, is one in which a group of people is studied by collecting data through the use of questionnaire of interview on a few people considered to be representative sample of the entire group. The design was considered to be suitable for the study since it intends to seek for the opinions of technical college administrators.

**Area of the study:** The area of the study covered four states of South-South which include; Delta, Bayelsa, Cross Rivers and Rivers State. The study was carried out in this area because these states are of same geopolitical area.

**Population for the study:** The population for the study consisted of 20 senior lecturers, 34 lecturers below senior cadre and 184 non teaching staff from the 20 tertiary institutions in the four states of South, South zone. The entire population for the study was 238.

**Instrument for data collection:** The instrument, for data collection was a structured questionnaire. The questionnaire items were generated after the view of literature on management and human resource management skills. The questionnaire consisted of two parts 1 and 2. Part 1 solicited for personal information of the respondents, while part 2 was divided into four sections A, B, C, D section A sought information on staffing skills of tertiary institution administrators for human resource management; section B solicited for information on employees training and development skills of tertiary institution administrators for human resources management, section C solicited information on employee's motivation skills of tertiary institution administrators for human resource management; and section D sought information on employee's maintenance skills of tertiary institution.

**Method of data collection:** The questionnaires were administered and retrieved personally by the researcher with the help of four research assistants, one for each. State covered by the study. The research assistants were trained to understand the procedure of administering and retrieval of the questionnaire, which was with seven days.

Table 1: Means and standard deviation of responses of respondents on staffing skills required for human resource management in tertiary institution

S. no.	Item statement	X	S.D.	Remarks
1.	Carry out strategic human resource planning before selecting process	3.57	1.63	Agree
2.	Define reasons for needing individuals who possess specific skills, knowledge, and abilities that are directly likened to the specific job required	3.84	1.59	Agree
3.	Ensure that the good prospects accept the job offer, it made	4.32	1.23	Agree
4.	Inform job candidates promptly	3.33	1.18	Disagree
5.	Determine what nature of people to be recruited, hired, selected as prospective employees	3.32	1.42	Disagree
6.	Specify recruiting and selecting goals to ensure the type and number of individual to be employed	3.50	1.36	Agree
7.	Make effort to reach members of underrepresented groups like the minorities and woman (diversity)	3.88	1.45	Agree
8.	Make goal attempt to obtain an adequate pool of applicants for more choices	4.20	1.67	Agree
9.	Hire the best qualified candidates that were selected after test	4.70	1.67	Agree
10.	Plan to specify future jobs requirement to form the basis for workplace training and development	3.79	1.29	Agree
11.	Identify the critical skills required to as o focus recruitment process on prospective candidates	4.33	0.68	Agree
12.	Link sound business acumen to strategic direction of the institution within states guideline	2.91	1.41	Disagree

Survey data (2011)

Table 2: Mean and standard deviation of the responses of respondents on the training and development skills for human resource management in tertiary institutions

S. no.	Item statement	X	S.D.	Remarks
1.	Give employees learning opportunities designed to help them grow which is not only limited to improving performance on current jobs, but also for future use	4.20	0.92	Agree
2.	Improve employees performances on currently held jobs or one related to it	3.81	1.09	Agree
3.	Design training programmes to meet the goals of the organization while simultaneously meeting the goal of individual employees.	3.72	1.20	Agree
4.	Ensure that employees know what to do and how to do it	3.72	1.20	Agree
5.	Orient new employees of their roles and responsibilities in an effort to ease their transition to the institution	3.92	1.34	Agree
6.	Familiarize employees with their supervisor, co-worker, institution's politics and producers job requirements and the organization	3.93	1.13	Agree
7.	Make follow up meeting to verify that important issues have been address and employees questions answered	3.90	1.17	Agree
8.	Train experienced people to perform the activities that must be carried out	3.86	1.02	Agree
9.	Present employees for potentials management personnel development	4.61	0.38	Agree
10.	Provide the tool, environment and skills development opportunities for employees to be better equipped to serve the institution and build it to its potential	4.25	0.94	Agree
11.	Develop employees to have more knowledge and be more employable in the future	3.98	0.95	Agree
12.	Design and carry out a training programme for employees to show competency in their new jobs	4.01	1.20	Agree

Survey data (2011)

Table 3: Means and standard deviation of the responses of respondents on employee's motivation skills required for human resource management.

S. no.	Item statement	X	S.D.	Remarks
1.	Motivate to maximize human efficiency in job performance in organization	3.75	1.14	Agree
2.	Treat employee as human beings who deserve respect	4.24	1.09	Agree
3.	Praise employees publicly and criticize privately	3.70	1.32	Agree
4.	Engage in school activities to achieve tension.	4.05	1.19	Agree
5.	Motivate employees to show effectiveness in management as an administrator or manager	3.94	1.17	Agree
6.	Seek to motivate employees on the basis of what they feel is capable of motivating them.	3.94	1.17	Agree
7.	Strive to be favorite of the boss rather than hard work as a means of advancement on the job	4.00	1.19	Agree
8.	Use coercion and punishment as a means to make workers contribute enough for the attainment of organizational objectives	3.68	1.08	Agree
9.	Exercise self direction and control on the service of objectives to which employees is committed.	4.13	0.93	Agree
10.	Provide enough motivation to attain an acceptable level of productivity of performance	3.75	1.22	Agree
11.	Take personal responsibility for solving problem and not to yield to them	4.00	1.10	Agree
12.	Take moderate risks, excluding the extremes (low and high risks)	3.82	1.27	Agree
13.	Use performance as an instrument of attaining satisfaction through the fulfillment of personal goals.	4.10	0.97	Agree
14.	Design jobs to satisfy the requirements of the organizational efficiency and quality product	3.91	1.13	Agree
15.	Fulfill the social responsibilities of the institution or organization to the employees by improving their quality of working life	4.22	1.02	Agree
16.	Apply performance appraisal to measure, monitor and control performance in the workplace	3.54	1.26	Agree
17.	Document every reward or punishment	4.24	1.15	Agree
18.	Identify pay as central to the regulation of the employment relationship	3.69	1.16	Agree
19.	Use compensation as the total cost to an organization of employing an individual	3.98	1.21	Agree
20.	Provide an attractive and competitive remuneration package which both attract and retain high quality employees	3.77	1.13	Agree

Survey data (2011)

Table 4: Mean and standard deviation of the responses of respondents on employee's maintenance skills required of tertiary institutions administrators for human resource management

S. no.	Item statement	x	S.D.	Remarks
1.	Determine the need for downsizing or rightsizing the work force	4.60	0.81	Agree
2.	Care for employees well-being has a major effect on commitment	3.85	1.63	Agree
3.	Ensure the working environment is safe and healthy	4.58	0.86	Agree
4.	Avoid work overload and unrealistic time deadline which put an employee (worker) under pressure and subsequent stress	4.04	0.86	Agree
5.	Avoid work related factors such as role ambiguity, frustration, conflict, poor job design and harassment	4.56	0.80	Agree
6.	Take legal action against reported causes of sexual harassment	3.86	1.08	Agree
7.	Minimize alcoholism and tobacco smoking in the workplace	4.62	0.75	Agree
8.	Designate special areas as room for smoking	4.20	0.75	Agree
9.	Ensure adequate downward, upward and lateral communication in the institution/organization	4.24	1.03	Agree
10.	Maintain good employee relation	3.89	1.14	Agree
11.	Design paper employee relation programmes to ensure that the employee are well informed through e-mail, bulletin, town hall and teleconference	4.76	0.72	Agree

Survey data (2011)

Table 5: The t-test analysis for the mean responses of respondents on the staffing skills required for human resource management

S. no.	Item statement	X <sub>1</sub>	S.D.	X <sub>2</sub>	S.D. <sub>2</sub>	t-cal	Remarks
1.	Carry out strategic human resource planning before selecting process	4.16	1.30	3.68	1.34	0.16	NS
2.	Define reason for needing individuals who possess specific skills, knowledge and abilities that are directly likened to the specific job required	3.53	1.29	4.32	0.77	0.00	NS
3.	Ensure that the good prospects accept the job offer, it made	4.18	0.99	3.62	1.27	0.61	NS
4.	Inform job candidates promptly	3.96	0.96	3.76	1.05	0.01	NS
5.	Determine what nature of people to be recruited, hired, selected as prospective employees	3.46	1.20	3.32	1.40	1.14	NS
6.	Specify recruiting and selection goals to ensure the type and number of individuals to be employed	4.07	0.93	4.43	0.92	1.62	NS
7.	Make effort to reach members of underrepresented groups like the minorities and women (diversity)	4.10	0.90	3.87	0.99	1.43	NS
8.	Make good attempt to obtain an adequate pool of applicants for more choices	3.77	1.22	4.24	1.14	1.72	NS
9.	Hire the best qualified candidate that was selected after test	3.82	1.03	3.70	1.23	1.55	NS
10.	Plan to specify future jobs requirements to form the basis for workplace training and development	3.79	0.77	3.42	1.13	0.00	NS
11.	Identify the critical skills required so as to focus recruitment process on prospective candidates	4.27	0.44	3.97	0.52	0.00	NS
12.	Link sound business acumen to strategic direction of the institution within stated guideline	4.29	0.49	4.18	0.46	0.01	NS

Survey data (2011)

Table 6: The t-test analysis of mean responses of respondents on the employees training and development skills required for human resource management

S. no.	Item Statement	X <sub>1</sub>	S.D.	X <sub>2</sub>	S.D. <sub>2</sub>	t-cal	Remarks
1.	Give employees learning opportunities designed to help them grow which is not only limited to improving performance on current jobs but also for future use	3.78	1.17	3.77	1.69	0.90	NS
2.	Improve employees performance on currently held job or one related to it.	4.60	0.80	4.61	0.81	0.97	NS
3.	Design training programme to meet the goals of the organization while simultaneously meeting the goals of individual employees	3.50	1.68	3.47	1.59	0.78	NS
4.	Ensure that employees know what to do and how to do it	4.56	0.89	0.82	0.68	0.68	NS
5.	Orient new employees of their role and responsibilities in an effort to ease their transition to the institution	4.06	0.85	4.00	0.86	0.37	NS
6.	Familiarize worker with their supervisors co-workers institution's policies and procedures, job requirement and organization	4.09	0.66	4.24	0.70	0.52	NS
7.	Make follow-up meeting to verify that important issues have been addressed and employees questions answered	4.27	0.48	4.15	0.61	0.87	NS
8.	Train experienced people to perform the activities that must be carried out	4.43	0.53	4.15	0.50	0.76	NS
9.	Present employees for potential management personnel development	4.20	0.69	4.00	0.78	0.69	NS
10.	Provide the tools, environmental and skills development opportunities for employees to be better equipped to serve the institution and build it to its potential	4.48	0.50	4.24	0.70	0.84	NS
11.	Develop employees to have more knowledge and be more employable in future	4.23	0.50	4.06	0.78	0.45	NS
12.	Design and carryout training programmes for employees to show competency in their jobs	4.11	0.77	4.82	0.83	0.76	NS

Survey data (2011)

Table 7: The t-test analysis for the means responses of respondents on the employees motivation skills required for human resource management

S. no.	Item statement	X <sub>1</sub>	S.D <sub>1</sub>	X <sub>2</sub>	S.D <sub>2</sub>	t-cal	Remarks
1.	Motivate to maximize human efficiency in job performance in organization	4.75	0.74	4.76	4.72	0.85	NS
2.	Treat employees human beings who deserve respect	4.00	1.24	4.10	1.14	0.23	NS
3.	Praise employees publicity and criticize privately	4.33	1.14	4.30	1.16	0.67	NS
4.	Engage in school activities to achieve tension	3.81	1.27	3.82	1.27	0.89	NS
5.	Motivate employees to show effectiveness in management as an administrator or manager	4.63	0.79	4.58	0.88	0.45	NS
6.	Seek to motivate employees on the basis of what they feel is capable of motivating them	3.99	1.24	4.09	1.10	0.22	NS
7.	Strive to be the favorite of the boss rather than hard work as a means of advancement on the job	4.31	1.30	4.22	1.27	0.61	NS
8.	Use coercion and punishment as a means to make workers contribute enough for the attainment of organizational objectives	3.38	1.30	4.00	1.21	0.31	NS
9.	Exercise self direction and control on the service of objectives to which employees is committed	4.59	0.65	4.59	0.65	0.96	NS
10.	Provide enough motivation to attain an acceptable level of productivity of performance	3.93	0.86	4.00	0.60	0.11	NS
11.	Take personal responsibility for solving problems and not to yield to them	3.98	0.77	4.03	0.72	0.30	NS
12.	Take moderate risks, excluding the extremes (low and high risk)	4.29	0.80	4.27	0.45	0.73	NS
13.	Use performance as an instrument of attaining satisfaction through the fulfillment of personal goals	3.66	1.09	3.82	0.97	0.02	NS
14.	Design job to satisfy the requirements of the organization for productivity, operational efficiency and quality of product	4.02	0.64	4.06	0.89	0.40	NS
15.	Fulfill the social responsibilities of the institutions of organization to employees by improving their quality of working life	3.50	1.07	3.64	1.04	0.04	NS
16.	Apply performance appraisal to measure, monitor and control performances in the work place	3.38	1.08	3.49	1.11	0.11	NS
17.	Document every reward or punishment	4.18	0.05	4.08	0.56	1.48	NS
18.	Identify pay as central to the regulation of the employment relationship	4.30	0.73	4.20	0.75	1.49	NS
19.	Use compensation as the total cost of an organization of employing an individual	4.39	0.77	4.37	1.07	0.08	NS
20.	Provide an attractive and compensative remuneration package which both attract and retain high quality employees	4.21	1.08	4.11	1.06	0.86	NS

Survey data (2011)

Table 8: The t-test analysis of mean responses of respondents on the employee's maintenance skills requires for human resource management

S. no.	Item Statement	X <sub>1</sub>	S.D <sub>1</sub>	X <sub>2</sub>	S.D <sub>2</sub>	t-cal	Remarks
1.	Determine the need for downsizing or rightsizing the workforce	4.45	1.09	4.37	1.08	0.72	NS
2.	Care for employees wellbeing has a major effect on commitment	4.45	1/04	4.39	1.11	0.61	NS
3.	Ensure that the working environment is safe and healthy	3.88	0.81	3.81	0.87	0.96	NS
4.	Avoid work-over load and unrealistic time deadlines which put an employee (worker) under pressure and subsequent stress	3.77	0.96	3.69	0.98	0.77	NS
5.	Avoid work-related factors as role ambiguity, frustration, conflict, poor job design and harassment	4.39	0.49	4.36	0.48	0.61	NS
6.	Take legal action against reported cases of sexual harassment	4.63	0.51	4.55	0.53	0.89	NS
7.	Minimize alcoholism and to-bacco smoking in the workplace	4.00	0.67	4.07	0.70	0.54	NS
8.	Designate special areas as room for smoking	3.61	0.93	3.66	0.96	0.63	NS
9.	Ensure adequate downward, upward and lateral communication in the institution/organization	4.32	1.16	4.39	1.11	1.18	NS
10.	Maintain good employee relation	4.11	0.60	4.06	0.64	1.33	NS
11.	Design proper employee relation programme to ensure that employees are well informed through e-mail, bulletin, town hall and teleconference	3.80	0.70	3.75	0.75	1.85	NS

Survey data (2011)

**Method of data analysis:** In analyzing the data collected, mean and standard deviation were used for the research questions, while the t-test was used to test the hypotheses at 0.05 level of significance. A men of 3.50 and above was regarded as agree, while items with mean below 3.50 were regarded as disagree. was regarded as agree, while items with mean below 3.50 were regarded as disagree.

For the hypotheses, the calculated test was compared with t-table value in each of the cases. Any item where t-calculated was less than table t, the hypothesis of an

significant difference was upheld at probability of 0.05 level of significance; but if the calculated t was greater than the table t, the hypothesis of no significant difference was rejected at 0.05 level of significance.

Table 1 revealed that 9 items mean range of 3.30 to 4.70, while 3 items had mean range of 2.91 to 3.33. This indicates that 9 items are the staffing skills required of technical college administrators for human resource management, items 4, 5, and 12 are the staffing skills not required for human resource management. The standard

deviations of the items range from 0.68 to 1.67. The data presented in Table 2 revealed that the 12 items had a mean range of 3.72 to 4.61. This indicated that the respondents agreed on the items as employees training and development skills required for human resource management. The standard deviation of the items also range from 0.83 to 1.41.

The data presented in Table 3 reveal that the 20 items had a mean range of 3.54 to 4.31 which indicate that the respondents agreed on the 20 items as employees motivation skills required for human resource management. The standard deviation of the items also ranged from 0.93 to 1.27.

The data presented in Table 4 reveal that the 11 items had a mean range of 3.85 to 4.60. This indicated that the respondents agreed on the 11 items as employees' maintenance skills for human resource management.

#### **Test of hypothesis:**

**Hypothesis 1:** There is no significant difference in the mean responses of tertiary institution administrators on staffing skills required for human resource management.

Data presented in Table 5 revealed that the 12 staffing skills required for human resources management had calculated t-value less than the t-table value of 1.96. This indicate that for the 12 items with t-calculated lower than t-table there is no significant difference in the mean responses of the two groups tertiary institution administrators on staffing skills required for human resources management. Therefore the null hypothesis is upheld.

**Hypothesis 2:** There is no significant difference in the mean responses of tertiary institution administrators with different qualification on the employees training and development skills required for human resource management.

Table 6 revealed that the whole 12 items on employees training and development skills required for human resources management had t-calculated less than the t-table value of 1.96. This indicates that there is no significant difference in the mean responses of respondents with different qualifications on employees training and development skills required for human resource management. The null hypothesis is therefore upheld.

**Hypothesis 3:** There is no significant difference in the mean responses of tertiary institution administrators with different years of experiences on the motivation skills required for human resource management.

Table 7 revealed that all the 20 items on employees motivation skills required for human resource management had t-calculated less than the t-table of 1.96. This indicates that there is no significant difference in the

mean responses of tertiary institution administration with different years of experience on employee's motivation skills required for human resource management. The null hypothesis is hereby upheld.

**Hypothesis 4:** There is no significant difference in the mean responses of tertiary institutions administrators on employee's maintenance skills required for human resource management.

Table 8 revealed that all the 11 items on maintenance has t-calculated less than t-table value of 1.96 which indicated that there is no significant difference in the mean responses of tertiary institution administrators on employees maintenance skills required for human resource management. Hence, the null hypothesis is accepted.

## **DISCUSSION**

The findings in Table 1 revealed that the respondents agreed that such as carryout strategic planning before selection process, define reason for needing individuals who possess specific skills, knowledge and abilities that are directly likened to the specific job required, ensure that the good prospects accept the job offer if made, specify recruiting and selecting goals to ensure the type and number of individuals to be employed, make effort to reach members of underrepresented groups like the minorities and women (diversity), making good attempt to obtain an adequate pool of applicants for more choices, hire the best qualified candidate that was selected after test, plan to specify future job requirements to form the basis for work place training and development and identify the critical skills required as to focus recruitment process on prospective candidates are tertiary institution administrator's staffing skills for human resource management. These findings were in consonance with the opinions of Decenzo and Robbins (1999), Dessler (2005), Bernadin (2003) and Osuala (2004), among others that are in strong agreement with the above staffing skills are for tertiary institution administrators for the management of human resource in Niger Delta states of Nigeria.

In form job candidates promptly, determine what nature of people to be recruited, hire selected candidates as prospective employees; and link sound business acumen to strategic direction of the institution within stated guidelines were not agreed to as staffing skills for human resource management.

Finding in Table 2 revealed that the respondents agree that such as: give employees learning opportunities designed to help them grow which is not only limited to improving performance on current job but also for future use; improve job on one related to it; design training programme to meet the goals of the organization while simultaneously meeting the goals of individuals

employees. Ensure that employees know what to do and how to do it; orient new employees of their roles and responsibilities in an effort to ease their transition to the institution. Familiarize workers with their supervisors, co-workers, institution's policies and procedures. Job requirements and organization; make follow-up meeting to verify that important issues have been addressed and employees questions answered. Train experienced people to perform the activities that must be carried out; present employees for potential management personnel development. Provide the tools, environment and skills development opportunities for employees to be better equipped to serve the institution and build it to its potentials; develop employees to have knowledge and be more employable in the future; design and carry out a training programme for employees to show, competency in their new jobs. These findings correlate with the opinions of Bernadin, (2003), Watson (1986), and Champy (1996) among others that the above are all employees training and development skills of tertiary institutions administrators for human resource management.

Findings in Table 3 revealed that the respondents agreed on the following skills; motivate to maximize human efficiency in job performance in organization; treat employees like human being who deserve respect; engage in school activities to achieve tension; motivate employees to show effectiveness in management as administrators or manager, seek to motivate employees on basis of what they feel is capable of motivating them; strive to be the favorite of the boss rather than hard work as a means of advancement on jobs; use coercion or punishment as a means to make workers contribute enough for the attainment of organizational objectives; exercise self direction and control on the service of objective to which employee is committed; provide enough motivation to attain an acceptable level of productivity of performance; take personal responsibility for solving problems and not to yield to them; take moderate risks, excluding the extremes (low and high risks); use performance as an instrument of attaining satisfaction through the fulfillment of personal goal; design jobs to satisfy the requirements of the organization for productivity, operational efficiency and quality of product; fulfill the social responsibilities of the institution or organization to the employees by improving the quality of their working life; apply performance appraisal to measure, monitor and control performance in work place; document every reward or punishment; identify pay as central to the regulation of the employment relationship; use compensation as the total cost to an organization of employing an individual and provide an attractive and competitive remuneration package which both attract and retain high quality employees. These findings consonance with the opinions of Gluck (1978), Stoner (1978), Edem

(1996), Winning (2006) and Kotler and Armstrong (2004), among others that are in agreement with the above employees motivation skills of tertiary institution administrators for human resource management.

The findings in Table 4 had made known that the respondents agreed to the following skills; determine the need for downsizing or right sizing the workforce; care for employees well-being has a major effect on commitment; ensure that the working environment is safe and healthy, avoid work overload and unrealistic time deadlines, which put an employee (worker) under pressure and subsequent stress; avoid work related factors such as role ambiguity, frustration, conflict, poor job design and harassment, take legal action against reported cases of sexual harassment; minimize alcoholism and tobacco smoking in workplace, designate special areas as rooms for smoking, ensure adequate downward, upward and lateral communication in the institution organization; maintain good employees relation programme to ensure that employees are well informed through e-mail, bulletin, town hall and teleconference. The findings are corroborated by the opinions of Bratton and Gold (1999), Sass (1982), Huczyski and Buchanan (1991), Meshane (1995), and Bernadin (2003), among others that the above on employees maintenance tertiary institution administrators skills for proper human resource management.

A t-test of significance was used to test the first hypothesis on staffing skills required by tertiary institution administrator for human resource management. Table 5 at the calculated t-value, the whole of 12 items were less than the mean responses of tertiary institution administrator on staffing skills required for human resource management in the Niger Delta states of Nigeria. Therefore, the null hypothesis was upheld for the whole 12 items on the table.

A t-test of significance was used to test the second hypothesis on employee training and development skills for human resource management. Table 6, at the calculated t-value, the whole 12 items of that table were less than the t-table value of 1.96. This depicted that there was no significant difference in the mean responses of tertiary institution administrators, with different qualification on the employees training and development skills for human resource management in the Niger Delta states of Nigeria. Therefore, the null hypothesis was upheld for the whole 12 items on the table.

The same t-test of significance was used to test for the third hypothesis on employee's motivation skills for human resource management. Table 7, at the calculated t-value experienced the whole 20 items less than the t-table value of 1.96. This showed that there was no significant difference in the mean responses of motivation skill repaired for human resource management. The Niger Delta states of Nigeria. Therefore, the null hypothesis was upheld for the whole 20 items.

A t-test of significance was also used to test the fourth hypothesis on the employees' maintenance skills for human resource. Table 8, at the calculated t-value, the whole of the 11 items were less than the t-table value of 1.96. This showed that there was no significant difference in the mean responses of tertiary institutions administrators on the employee's maintenance skills for human resource management in the Niger Delta States of Nigeria. Therefore, the null hypothesis was upheld.

This is in line with Decenzo and Robbins (1999), who believe that skills and competence are necessary for successful performance in human resource management. In support of the above, the human resource certification institute (HRCI) suggested that certified human resource practitioners must have exposure and understanding in all the human resource management skills areas for a successful management of employees, Decenzo and Robbins (1999), Dessler (2005) and Bernadin (2003).

### CONCLUSION

The achievement of the production of highly skilled graduates is linked to proper management of human resources by experienced skilled technical college administrators.

The inadequacies in the management of human resources in Niger Delta is as a result of administrator's lack of human resource management skills and experience which had brought about poor management of human resources (Aina, 2006b).

The implication of this poor employees management on both the students and staff are truancy and poor examination results is noted in National Business and Technical Examination Board (NABTED) (2001), Chief examiner's report.

Government's intention for the training of students in the acquisition of saleable skills to enable the graduates be employed by industries within host communities or be self employed in order to curb youth restiveness are here defeated due to poor management of human resource by administrators of tertiary institutions in the zone.

The study was therefore designed to discover the employees staffing, motivation, training and development and maintenance skills required by administrators of tertiary institutions. This discovery will enable operators of both private and public institutions be more employee oriented, and thus more goal oriented.

### RECOMMENDATIONS

Based on the findings, the following recommendations are made; in order to sharpen the skills of skills of both teachers and administrators, human resource management, as a subject area, should be included in the training programmes of technical teachers and school administrators:

- Motivation is a strong tool in the hands of the employees to influence the behaviour patterns of employees to enable them put in their individual and group efforts in order to achieve organizational goals and their individual goals in the long run. To this effect employers should provide adequate and competitive remuneration package which both attract and retain high quality employees.
- Coercion, and punishment should be used as a means to make recalcitrant and lazy workers in tertiary institutions to contribute enough for the attainment of organizational objectives. Administrators should learn to exercise self direction and control in the exercise of this tool.
- It is also recommended that tertiary institution administrators use performance as an instrument of attaining satisfaction through the fulfillment of personnel goals. As a result, jobs must be designed to satisfy the requirements of the organization for productivity, operational efficiency and quality of produce. In other words, performance appraisal should be applied to measure, monitor, and control performances in the workplace.
- Manger of organization, including educational institutions, must show a high level of commitment that guarantee care for employee's well being because this has a major effect on the commitment of an employee to the organizational ideas and goals.
- There must be huge investment in the safety and security of live in the workplace. Since most technical colleges in the region are government owned and controlled, government must show commitment to workers safety and security by investing hugely on security personal and safety apparatus. This gesture will in turn provoke the employee to be more productive since his/her security and safety is being catered for.
- Adequate compensation, and well thought out compensation plan must be put in place in case of any accident in the workplace. A compensation plan that is adequate and well thought-out will energize the commitment of the workforce to the organization's ideals and objectives since the workers know that they are protected against any loss suffered during official and unofficial hours. This will surely boost morals and motivate them for greater productivity.
- One of the major causes of conflict in the organization is role ambiguity in the workplace. Administrators must, as much as possible, avoid work related factors such as role ambiguity, frustrations in the discharge of employee's duties, conflict of interest, poor job design, and unnecessary harassment of any workers.
- The use of quota systems is encouraged and should continue in order to accommodate every ethnic and

geo-political, but this must be matched with an extensive definition of the reason for needed individuals who possess specific skills, knowledge, and abilities that directly suit the job that is required. This will also facilitate the recruitment of only those needed and not just political recruitment.

- The recruitment and selection goals should be made clear and unambiguous in order to ensure that all prospective candidates are fully aware of the conditions of employment. This will also ensure that the appropriate type and number of individuals are employed.
- Furthermore, plans must be made and put in place to face future challenges of technical colleagues in order to meet its 21<sup>st</sup> century challenges and challenges of globalization. Also these plans must be put in place to facilitate the quest of Nigeria meeting the Millennium Development Goals (MDGs) and being the top twenty economies in the year 20/20 in other words technical colleges must plan to specify future jobs requirements to form the basis for workplace training and development.
- Also, government must fund, at both state and federal level, the training and development of the technical administrators and teachers on a regular basis (every holiday period). This would enlighten them and open them up to modern competitiveness and trends in the area of technical education and teaching methods.
- There should be a system method of performance appraisal and monitoring of tertiary institution administrators in the zone in order to ensure that they supervise the teachers effectively. This will ensure that the lecturers will discharge their duties diligently and reduce the enticement in politics, contracts pursuant, and even engagement in double pensionable jobs.
- Finally, the success of any implementation of well-designed plans is follow-up. Adequate and systematic follow-up network must be encouraged after training and development sessions in order to ratify that learning has taken place and that the important issues that have been addressed are implemented. This should include a two way communication network system that will be able to address and answer all employee's question.

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