

CHAPTER ONE

INTRODUCTION

Background to the Study

It is the desire of every society to achieve a sustainable level of socio-economic development through quality education at early childhood, primary, secondary and tertiary education level. The Federal Government of Nigeria (FRN) (2013) viewed tertiary institution as the education provided after secondary education in universities, colleges of education, polytechnics and monotechnics, including those institutions offering correspondence courses. Tertiary institutions provide higher education in the education industry (Adewale, Abolaji & Kolade, 2011). The authors noted that there are several registered and accredited tertiary institutions in Nigeria, such as universities, polytechnics, colleges of education, monotechnics and research institutes that are privately-owned by organizational bodies such as religious groups, associations and individuals. Besides, the federal and state governments in Nigeria also own universities, polytechnics, colleges of education, monotechnics and research institutes that were established by law, funded and managed or administered by the government. The researcher posited that tertiary education in Nigeria is the education given to students at a higher level with skills and competencies in a variety of disciplines and attitudes for successful careers after completing both primary and secondary education.

Tertiary institutions have been regarded as being among the most important institutions in any nation for contributing to national development (Khalid, 2012); countries that promote them not only become more developed as it is with the developed countries, but are able to formulate, implement and manage development. In recognition of the importance of tertiary institutions in the development of any nation, Nigeria has her goals and objectives enshrined in the national policy on education. The goals and objectives of tertiary institutions in Nigeria as contained in the national policy on education include contributing to national development through relevant high level manpower training, developing and inculcating proper values for

the survival of the individual and society (FRN, 2013). Others are the development of intellectual capability of individuals to understand and appreciate their local and external environments, acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. There are also the goals and objectives of promoting and encouraging scholarship and community service, forging and cementing national unity and promoting national and international understanding and interaction.

The goals and objectives of tertiary institutions in Nigeria have been regarded as the provision of high-level manpower need of organizations, whether in the public or private sector of the economy without which organizations cannot achieve their goals of profit maximization or the provision of quality services to enhance the living standard of the people in any given society (Gberevbie, Osibanjo, Adeniji & Oludayo, 2014). The achievement of these goals and objectives cannot be realized without effective management of available human and material resources in the tertiary institutions. Gberevbie et al, therefore, pointed out that as it is in other sectors, the ability of tertiary institutions in Nigeria to achieve their goals and objectives depended largely on being able to attract and manage competent employees irrespective of gender.

The word management is derived from the Italian verb *maneggiare*, meaning to handle a horse (Armstrong, 2012). The author held that management is getting things done through people hence, emphasizing its leadership component. Management is a way of determining the culture of an organization, the productivity of its staff and its ultimate success or failure (Francis, 2007). It is the process of achieving an organizational goal through the co-ordinated performance of five specific functions which are planning, organizing, staffing, directing and controlling (Onah, 2008). Management can also be regarded as the organizational (or institutional) process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets required to achieve set objectives and measuring results (Knowledge Management Terms, 2009).

Management is responsible for combining and co-ordinating human and material resources in order to achieve organizational goals. This researcher views management as the process by which those in authority plan, organize and control an organization or institution of higher learning in an effort to make it successful. Management, therefore, is invaluable for organizational or institutional survival; it is not based on the rule of the thumb, rather, it is based on scientific principles and practices. Observations made by this researcher, however, suggest that the bane of the problems of tertiary institutions and organizations in Nigeria could be a function of bad management by the managers or administrators.

Administrators used inter-changeably with managers in this study, are responsible for managing the affairs of an organization or tertiary institution (Encarta, 2009). In tertiary institutions, administrators are directors, heads of departments, heads of units, deans of faculties/schools/colleges, principal officers, provosts, rectors, bursars, librarians, vice chancellors and their deputies who are men and women. These administrators belong to different fields of study or discipline, including vocational business education. Educational institutions' administrators are concerned with mobilizing people's efforts for the achievement of the educational objectives. In order to ensure the best institutional results in Nigerian education system, the human resources must be properly managed by the administrators.

Human resource is an unusual, exceptional or natural ability to do something creatively well, developed through effective training. The report of the Chartered Institute of Personnel Development (CIPD) (2014) revealed that human resources consisted of employee attributes that can contribute to organizational performance. Human resources, in the view of Onipede (2013), are individuals who are responsible for decision-making and planning of activities in any programme. Human resources as conceived by the researcher are organizational or higher institution employees with all their competencies, knowledge, abilities and orientations. When given the right atmosphere and motivation, human resources can turn organizational fortunes around; they act like the rudder that turns the wheel of the ship. Most importantly, too, human

resources are fundamental components of an organization or higher institution that need to be effectively managed to ensure the achievement of organizational or institutional goals and objectives (Dessler, 2008).

The management of human resources can be regarded as the science of using strategic human resource planning to improve business value and to make it possible for companies and organizations to reach their goals. Supporting this view, Ernst and Young (2009) argued that human resource management is a deliberate and ongoing process that systematically identifies, assesses, develops and retains human resources to meet current and future organizational needs and objectives. Sharing a more holistic view, Armstrong (2012) described human resource management as a strategic and coherent approach to the management of an organization's or institution's most valuable assets, that is, the people working there that individually and collectively contribute to the achievement of its objectives. Human resource management can be summarized as the manipulation of the workforce to get the best performance from employees in order to achieve organizational goals and/or objectives (Asaju, Thomas & Silas (2013).

The observations of the researcher tend to suggest that the management of human resources in tertiary institutions may not be what it ought to be. There appears to be the problems associated with policy formulation and implementation which tend to change quickly as well as lack of training or inadequate training on the part of tertiary institutions' administrators. This can be seen in issues relating to promotion where guidelines are alleged to be changed regularly to the detriment of employees. This researcher also observed that when it comes to the subject of gender, there seems to be some reservations which sidetrack and discriminate the female gender during recruitment, promotion and appointment into various offices. This was echoed by the former Vice Chancellor of Covenant University, Ota, Ogun State, Obayan, who lamented in Gberevbie et al. (2014) that:

discrimination against women in leadership positions in the Nigerian universities seem(ed) to be an age-long phenomenon because ... out of the total number of one hundred universities in Nigeria owned by the Federal and State governments, missions and individuals, the number of female vice-chancellors in these universities are four (page 103).

Furthermore, this researcher observed that discrimination against the female gender with regard to appointment into high positions in tertiary institutions in South-South, Nigeria is pronounced because female appointment is rare in comparison to their male counterparts. The appointment of Professor Grace Alele-Williams as the Vice-Chancellor of University of Benin (UNIBEN) during the military regime of General Ibrahim B. Babangida (rtd) is the only female to achieve that feat in the zone in the 1980s until recently when another female vice chancellor was appointed for the Federal University of Marine Technology, Okra, Bayelsa State. Appointment of women as chief executives of colleges of education, polytechnics and even universities in the zone is not a common phenomenon. This researcher's observations are antithetic with the goals and objectives of tertiary institutions which require the appointment of individuals based on merit and not on gender.

In a competitive job environment, human resource management is a primary driver for institutional/organizational success. The primary goal of human resource management is the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future needs of the organization (Armstrong, 2012). Human resource management provides an organization or tertiary institution with the human capital that is needed to conceptualize, operationalize and realize the desired future strategic position of the organization. Achieving this goal requires several human resource management competencies.

Competency is the ability of an individual to successfully perform a task; competency can also be referred to as the state of being functionally adequate in performance of one's duty

(Alawa, Abanyam & Okeme (2010). Competency connotes knowledge, skills, attitudes and judgement generally required for the successful performance of a task (Ugo, 2015). Competency as perceived by this researcher, means that an individual has acquired knowledge, skills and attitudes which are required for performing successfully at a specified proficiency level in any given work or trade. Competency ensures that workers build confidence as they succeed in mastering a particular competency. Administrators in tertiary institutions, therefore, can build confidence as they succeed in mastering competencies in human resource management for the effectiveness and efficiency of the employees. These include recruitment and selection, training and development of personnel, performance appraisal, compensation, employee discipline and conflict resolution (Agbulu, 2015). This study focused on these six competencies and they are discussed in the succeeding paragraphs.

The recruitment and selection of staff in any organization (be it public or private) sector is of paramount importance to the organization (Omisore & Okofu, 2014). The reason for this is not far-fetched – the employees are the ones that can turn the vision and mission of an organization into reality. Effective organizational or institutional productivity can be a product of effective recruitment and selection and that an effective recruitment and selection process can ensure that the right candidates stand the chance of being hired for a particular job or role (Catano, Wiesner, Hackett & Methot, 2010). Recruitment can be described as the process of generating a pool of qualified candidates for a particular job, while selection can be regarded as the process of making “hire” or “no hire” decision regarding each applicant for a job. The process involves determining the characteristics required for effective performance and then measuring applicants on those characteristics. It may not be enough to recruit the qualified staff. It is also necessary to ensure that the personnel are given the necessary training according to their job specifications.

Research evidence, however, has shown repeatedly that officers responsible for recruitment and selection in organizations and tertiary institutions in particular, do not follow

existing policies and guidelines for carrying out the arduous task in the appropriate manner (Aswathappa, 2007). What results when policies and guidelines are not followed by the officers responsible for recruitment and selection exercises is high labour turnover, high staff absenteeism, high job reworks, high training expenses, high labour unrest and low productivity (Robbins, Judge, Odendaal & Roodt, 2009).

Recruitment and selection as conceived by this researcher makes it possible for organizations including tertiary institutions, to bring into the organization new employees or what has been described as “new blood”. It follows a process without which it may not be possible to achieve the desired objectives. The process which covers several activities requires some competencies to be exhibited by the individual(s) responsible for the exercise and management support. This researcher notes that the exercise can be affected by some factors detrimental to a successful outcome such as undue pressures like pressures to recruit certain persons without regard to merit, pressures based on political, religious and ethnic sentiments and pressures from above like pressures from the owners of the institution or organization as pointed out by Omisore and Okofu (2014). Pressure also exists under the concept of federal character which tends to sacrifice merit in recruitment and selection into government positions as observed by Omisore and Okofu. With rapid job changes in today’s dynamic organizations or tertiary institutions, it requires employees’ skills to be transformed and updated regularly through employee training and development.

Training and development of personnel in an organization is the process of developing qualities in human resources to be more productive and thus, contribute more to an organization’s goals and objectives. Training is 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; training

also assists organizations to have a crucial method of developing the employees towards enhancing productivity (Ezeani & Oladele, 2013).

The mutual inclusiveness of the term: “training and development” has been identified and recognized for usage by Hassan (2016). This researcher aligns with Hassan because training and development leads to the same direction – employee and organizational/institutional productivity. Training is the use of systematic and planned instruction activities aimed at promoting learning (Armstrong, 2012). This approach, in the author’s view, can be summarized as learner-based training which organizations/institutions take to promote learning. Development, on the other hand, is the form of learning activities that prepare people to exercise wider or increased responsibilities (Armstrong, 2012).

This researcher sees training and development as management tools and programmes; when utilized judiciously and following the right process and implemented by the right personnel possessing appropriate competencies, the result is improved employee attitude, competencies and productivity thus, leading to enhanced organizational or institutional performance. It is also important to state that training and development mitigate obsolescence in an era of constant change brought about by technology. Training opportunities for employees, therefore, should not be limited to improving employees’ performance on their current jobs but should also prepare employees for the future together with enhanced compensation. For effectiveness, organizational management or tertiary institutions’ administrators should imbibe the culture of training and developing staff together with appropriate policies.

However, observations made by this researcher suggest that in Nigeria’s tertiary institutions, training and development of employees may not be getting the required attention. Thus, it appears that training and development responsibilities are placed at the shoulders of employees. The researcher also observed that in the midst of Tertiary Education Trust Fund (TETFund), tertiary institutions’ employees attend conferences, exhibitions, workshops,

symposia and seminars by bearing the cost in some if not in most cases. The need to appraise employees at least once a year cannot be overemphasised because it will contribute to increased employee efficiency, effectiveness, productivity and high morale (Akinyele, 2010).

Performance appraisal is used as the basis for a decision about employees' work conditions, including promotions, termination and compensation or rewards. Performance appraisal means evaluating an employee's current and/or past performance relative to the performance standard (Dessler, 2007). Performance appraisal is a process involving deliberate stock taking of the success which an individual or organization has achieved in performing assigned tasks or meeting set goals over a period of time. It calls for serious approach to knowing how the individual is doing in performing assigned tasks for organizational success (Obisi, 2011).

The researcher regards performance appraisal as providing opportunity for the appraisal of employees regarding performance and the expectation by appraisees that promotion or salary increase would follow. Where the exercise ends on a sound note, performance appraisal exercise could be said to be successful and where otherwise, it is unsuccessful. The researcher observed that in tertiary institutions in South-South, Nigeria, however, there tends to be acrimony at the end of performance appraisal exercise; for example, there has been the allegation that some employees are stagnated or stepped down from promotion or from holding a higher office or position for one reason or the other. Besides, the researcher noted that performance appraisal in tertiary institutions could be manipulated by appraisers at all levels. This state of affairs, no doubt, requires competency in performance appraisal exercise. The attraction and retention of talented employees that are dedicated to their responsibilities could be said to largely depend on the compensation packages offered by an employer (administrator) (Pitts, Marvel & Fernandez, 2011).

Compensation of human resources is a useful instrument in management. It motivates the human resource to contribute to organizational effectiveness and can impact positively on

the behaviour and productivity of employees (Greene, 2014). The components of compensation referred to are financial returns and other forms of benefits that employees receive as part of an employee's relationship with an employer.

Compensation, also referred to as reward by some theorists, is used to reciprocate employees for performing organizational or institutional work through pay, incentives and benefits (Akafo & Boateng, 2015). Compensation can be extrinsic and intrinsic; extrinsic components are tangible, taking monetary and non-monetary forms, and intrinsic components include praise for successful performance. The authors argued that compensation could also be tangible taking a direct form or an indirect form. When it is a direct form, the employer exchanges monetary reward for work done and when it is indirect, compensation is given to all employees for being an organizational or institutional member. Employees regard compensation as transcending economic issues to include trust, work-relationships and ethics, and even though compensation makes it possible for employees to exchange their labour for economic benefits, it nevertheless plays the vital social and symbolic functions in any organizational or tertiary institutional setting (Ami, Boaten & Yamoah, 2015).

The researcher regards compensation as everything that employees receive in return for contributing to organizational or institutional performance. Furthermore, the researcher holds the view that the provision of an equitable, just, reasonable and timely compensation to workers no matter the form of compensation enables workers to meet various needs thus, contributing to employee motivation as theorized by Abraham Maslow (1954). Compensation is a morale booster for workers. It would appear however, that organizations or tertiary institutions tend to treat the subject in a manner that regards employees as not deserving whatever is due through compensation in all its forms. The way workers' salaries, salary arrears and pension payment are delayed, for example, seem to support this assumption. In as much as the administrators have a duty to compensate the employees in order to maximize

productivity, they should not lose sight of maintaining discipline in the institutions to control the behaviour of workers.

Employee discipline is the process of either administering an unpleasant stimulus such as a warning letter, a suspension or withholding a reward like not granting a scheduled pay increase because of an employee's job deficiencies (Dessler, 2007). Employee discipline can be regarded as the ability to control the behaviour of workers in the workplace for effectiveness on the job (Emechebe, 2009). Disciplinary action against employees introduces learning that promotes self-control, dedication and orderly conduct in the workplace. Some of the reasons for employee discipline are to avoid conflict, and when conflict arises, resolution is necessary for the benefit of individuals and organizations.

The researcher regards employee discipline as management action to correct the wrong doing of an employee in terms of infringing the contract of employment in whatever form. The discipline under consideration could cover the period of the employment relationship and even from previous employment especially if it was found that an employee was dismissed in the previous employment. Employee discipline should follow a systematic process that should be religiously adhered to failing which charges of unfairness could be alleged. The discipline given to employees for wrong-doing should be just, fair, equitable and timely and conforming to the conditions of employment in order to avoid lawsuit.

The researcher observed that the disciplinary process and procedure in tertiary institutions at times do not seem to pass the litmus test hence, staff promotion and appointment to a higher office, among others, is alleged to be stagnated or stepped down for a long time because of alleged acts of indiscipline until, perhaps, another administration comes in as revealed during interactions with a cross section of employees. It has also been alleged, as observed by the researcher, that because certain disciplinary measures meted against an employee do not follow due process, litigation becomes the order of the day with the employee concerned coming out successful with court verdict. These could be attributed to

competency problem(s) on the part of tertiary institutions' administrators. With various unions existing in the tertiary institutions, conflicts abound or inevitably occur between these unions and the management (administrators).

The workplace has been described as characterized by industrial disputes irrespective of whether unionized or non-unionized as a result of disagreements between the employer and employees (Badekale, Ngige & HammanJoda, 2016), over incompatible goals and objectives (Dahida & Adekeye, 2013). What follows is conflict requiring solution. Tertiary institutions as a part of the educational system and environment are not immune from industrial relations problems and conflicts (Badekale et al.). Conflict itself is a natural condition existing in any multiparty and heterogeneous system and also an inevitable element in any labour-management system requiring resolution (Abolo & Oguntoye, 2016). Conflict resolution involves attempts by tertiary institutions' administrators to find solution to organizational or tertiary institutions' conflicts through considering and utilizing collective bargaining strategy to resolve conflict (Abolo & Oguntoye).

This researcher defines conflicts or industrial disputes as conflicts/disputes occurring in the workplace for many reasons and conflict resolution is efforts put in place to resolve conflict internally, that is, between management and workers or externally through the involvement of third parties whenever conflict occurs at the end of which parties in conflict return to the status quo. The researcher observed that there seems to be regular incidents of conflicts/industrial disputes in tertiary institutions just as it is in other organizations. The reasons for these tend to be that appropriate strategies may not have been put in place to avert conflicts/industrial disputes or that officers responsible for conflict resolution have not grasped the fundamentals of conflict resolution, through training.

For the administrators of tertiary institutions irrespective of gender to effectively manage the available human resources in the areas of employee recruitment and selection, employee training and development, employee performance appraisal, employee

compensation, employee discipline and employee conflict resolution in the workplace, they require appropriate competencies. Due to the perceived increasing negligence of human resource management, administrators of tertiary institutions in Nigeria, South-South, Nigeria inclusive, appear to be lagging behind in recent times, especially in paying due attention to effective management of human resources leading to regular face off between management and labour that could be attributable to incompetency and inadequate training in human resource management.

The researcher, having observed the current human resource management practices by tertiary institutions' administrators, wondered whether these administrators acquired the appropriate competencies needed for the achievement of institutional growth and development. Thus, the researcher was motivated to carry out this study on the extent human resource management competencies in employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution are required by administrators for the effective management of tertiary institutions in South-South, Nigeria.

Statement of the Problem

The success, growth and development of any tertiary institution, undoubtedly, depend, to a great extent, on the proper management of available human resources by the administrators. Perhaps some problems that lead to poor performance by tertiary institutions resulting from the management of human resources can be linked to the administrators. It would appear that this is the case in tertiary institutions in South-South, Nigeria. Tertiary institutions' administrators need to possess appropriate human resource management competencies in performing the functions of employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution, and applying appropriate strategies to

produce the desired results. The extent at which these competencies are possessed is not only invaluable but also a function of exposure, training and retraining.

Administrators of tertiary institutions seem to be incompetent in human resource management functions. This may be due to lack of training or inadequate training or even retraining. This may also be the result of lack of the required participation in conferences, symposia, workshops and exposure in the midst of the problems militating against achieving set objectives. As reported by some researchers, training and/or lack of it has been identified as capable of jeopardizing the quality of education in Africa. The present challenge facing tertiary institution growth in Nigeria and South-South, Nigeria in particular is that the administrators appear not to recognize the importance of human resource management competencies and may even be lacking in these competencies for the achievement of the desired institutional growth. For instance, administrators of tertiary institutions need to recognize, encourage and provide framework for effective and efficient employee training as required by the human resources in order to develop the knowledge, activities and attitudes which will bring about satisfaction in the employees in the educational system.

Tertiary institutions' administrators need to apply the rule of the game in promotion and not necessarily stagnating or stepping down employees, recruit and select the right candidates for employment, regularly train and develop employees to avoid obsolescence, carry out employee performance appraisal regularly with fairness and timeliness, provide an equitable and just employee compensation, follow due process in employee discipline and resolve employee conflicts timely, fairly and with humanely. Unfortunately, the institutions' administrators seem to be deficient in these attributes of quality administration. It could be inferred, therefore, that the administrators may not be employing the required human resource management competencies leading to regular face off between the workers and their unions (Academic Staff Union of Universities [ASUU], Senior Staff Association of Nigerian Universities [SSANU] and Non-Academic Staff Union (NASU) on the one hand and the

management/administrators of the tertiary institutions on the other hand. Whenever any of these happens, the programme of tertiary institutions is thwarted to the detriment of realizing the institutional goals and objectives.

Therefore, this study was carried out to identify the human resource management competencies required by administrators for the effective management of tertiary institutions in South-South, Nigeria.

Purpose of the Study

The main purpose of the study was to identify the extent human resource management competencies are required by administrators for effective management of tertiary institutions in South-South, Nigeria. Specifically, the study determined:

1. The extent human resource management competencies are required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria.
2. The extent human resource management competencies are required by administrators for training and development of employees in tertiary institutions in South-South, Nigeria.
3. The extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria.
4. The extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria.
5. The extent human resource management competencies are required by administrators for employee discipline in tertiary institutions in South-South, Nigeria.

6. The extent human resource management competencies are required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria.

Significance of the Study

The findings of this study would be beneficial to tertiary institutions, administrators and other categories of employees; students of tertiary institutions, researchers and policy makers on tertiary institutions. Tertiary institutions' administrators would acquire appropriate competency levels that would emanate from the findings of this study for use and thus, enhance competencies in human resource management with reference to employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution. Journal publication arising from the findings would be made available for the tertiary institutions' usage to serve the desired purpose.

Academic staff would benefit from the findings of this study in the course of teaching human resource management and in interacting with superior officers and subordinates. This will be made possible as the findings would be produced in book form and journal that would be made available in the tertiary institutions. Other categories of employees in tertiary institutions such as non-teaching staff who are not administrators will also benefit from the study because the findings would be made available for utilization in duties or functions relating to human resource management as copies of the outcome of the study published in online indexed journal would be widely circulated in the tertiary institutions.

Human resource management is a core course in almost all tertiary institutions in Nigeria hence, the students would find the result of the study useful not only in course work, but also in writing projects, theses, dissertations, seminars, assignments and as reading materials for examinations. Accordingly, copies of the online indexed journal that would be

published from the findings of the study would be made available in the institutions' libraries for use by the students.

The findings from this study should guide policy makers on the need to ensure that competency is the watchword in appointing, recruiting, appraising and monitoring administrators of tertiary institutions in South-South, Nigeria. To this end, the researcher would present copies of the online indexed journal that would be published from the findings of the study to the ministry of education at the federal and state levels.

Researchers would benefit from the study as the findings would serve as reference materials in furthering the frontiers of knowledge especially now that research findings can be found on the information highways through information and communication technology. For this purpose, the findings of the study would be published in online indexed journal and placed on the internet as well as public libraries.

Scope of the Study

The study focused on the extent human resource management competencies are required by administrators for the effective management of tertiary institutions in South-South, Nigeria. The specific areas of human resource management where the administrators require competencies were limited to employee recruitment and selection activities, employee training and development activities, employee performance appraisal activities, employee compensation activities, employee discipline activities and employee conflict resolution activities. There are other human resource management competencies such as attracting potential employees, employee counselling, employee coaching and employee exit interview. However, the researcher has limited the scope to the six competencies covered by the specific purposes because the six can be regarded as the core competencies. The tertiary institutions were also limited to public colleges of education, polytechnics and universities in South-South, Nigeria hence, private tertiary institutions were not included in the study. The motivational factors and psycho-social activities necessary for staff appraisal do not form part of the study.

The administrators in this study from which data were collected were Heads of Departments, Heads of Units, Registrars, Bursars, Librarians, Directors of Centres, Deans of Schools/Faculties and Colleges; all the principal officers in the tertiary institutions including Provosts, Rectors, Vice Chancellors, their deputies and associates.

Research Questions

Based on the specific purposes of the study, the following research questions were raised:

1. What is the extent human resource management competencies are required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria?
2. What is the extent human resource management competencies are required by administrators for employee training and development in tertiary institutions in South-South, Nigeria?
3. What is the extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria?
4. What is the extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria?
5. What is the extent human resource management competencies are required by administrators for employee discipline in tertiary institutions in South-South, Nigeria?
6. What is the extent human resource management competencies are required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria.
2. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for employee training and development in tertiary institutions in South-South, Nigeria.
3. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria.
4. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria.
5. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for employee discipline in tertiary institutions in South-South, Nigeria.
6. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human

resource management competencies are required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature for this study was organized and carried out under the following sub-headings:

Conceptual Framework

Human Resources

Human Resource Management

Competency

Effectiveness

Tertiary Institutions' Administrator

Theoretical Framework

Human Resource Management Theory by Frederick Winslow Taylor (1911)

Administrative Management Theory by Henry Fayol (1841)

Hierarchy of Needs Theory by Abraham Maslow (1954)

Theoretical Studies

Competency Areas in Human Resource Management

Employee recruitment and selection

Employee training and development

Employee performance appraisal

Employee compensation

Employee discipline

Employee conflict resolution in the workplace

Empirical Studies

Employee Recruitment and Selection

Employee Training and Development

Employee Performance Appraisal

Employee Compensation

Employee Discipline

Employee Conflict Resolution in the Workplace

Summary of Review of Related Literature

Conceptual Framework

The conceptual framework for the study was discussed under the following sub-headings: human resources, human resource management, competency, effectiveness and tertiary institutions' administrators.

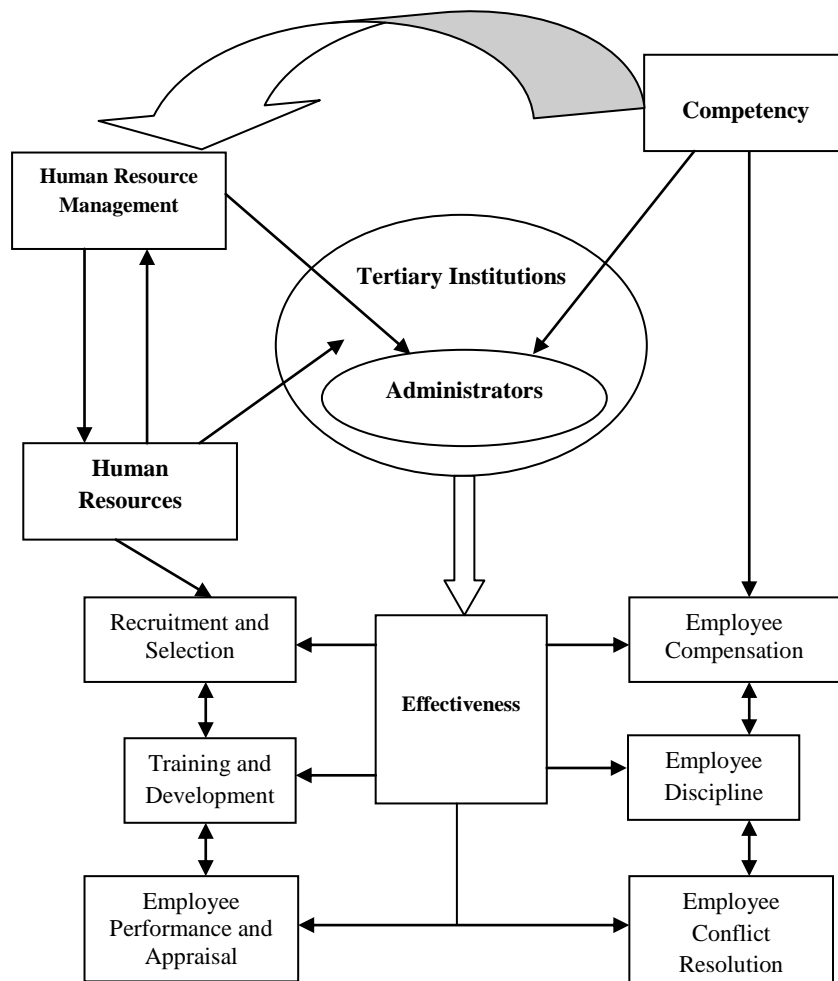


Figure 1: Conceptual Framework

Tertiary institutions such as universities, polytechnics and colleges of education in the society are charged with the mandate of training of students in relevant disciplines to be functional members of the society on graduation. The administrators in tertiary institutions are Vice Chancellors, Rectors, Provost and their Deputies, Registrars, Deans, Directors, Bursars and Heads of Departments among others who are in charge of human and material resource management of the institutions. The administrators' ability to understand employee problems

and the belief in the practice of democratic leadership will go a long way to make the administrator succeed in administrative and supervisory responsibilities. The effective operation of any tertiary institution depends on the quality of human resources. Administrators of tertiary institutions are concerned with mobilizing employees' efforts for the achievement of the educational objectives of the institutions. It is imperative that the administrators cultivate the concept of effective human resource management in specific areas like employee recruitment and selection, employee training and development, employee performance and appraisal, employee compensation, employee discipline and employee conflict resolution to achieve the stated objectives of the institutions on a sustainable basis.

Human Resources

Human resources, according to the report of Chartered Institute of Personnel and Development (CIPD) (2014) consisted of attributes that can make a difference in employees to organizational performance through their contribution by demonstrating the highest levels of potentials. People (human resources) are vital to organizations as they offer perspectives, values and attributes to organizational life; when managed effectively, these human traits can become considerable benefits to organizations. The emerging scenario lends credence to the increasing attention being paid to the people aspect of organizational wealth especially as the development of people, their competencies and the process development of the total organization are the fulcrum of what human resource management entails (Djabatey, 2012).

Human resources are the group of individuals that make up the work force of an organization. Human resources are unusual, exceptional or natural abilities to do something well, especially in creativity that can be developed by effective training. Regarding human resources as the life-blood of any organization will not be out of place because even though majority of organizations are very technology-driven, human resources are at the helm of affairs of the technology (Das & Baruah, 2013). The authors added that human resources are the most dynamic resources possessed by any organization. Furthermore, the authors argued

that in the face of stiff competition, human resources possess the capacity to make organizations to remain competitive. Human resources, also known as employees, have been regarded as the most valuable assets of organizations (Kossivi, Xu & Kalgora, 2016). Human resources are individuals that are responsible for decision-making and planning of activities in an organization (Onipede, 2013); human resources can also be described as organizations' rare, hard to imitate and hard to substitute resources, possessing quality, dedication, enthusiasm, expertise and skill, and that on these resources depended the achievement of sustainable and competitive advantage (Armstrong, 2012).

Human resources play an important part in developing and making an organization or tertiary institution at the beginning or making a success at the end due to the labour provided by employees (Gberevbie, 2010). This is because, in an organization, the human resources are means of production into which additional investment yields additional output. The human resources available to management in an organization are very important resources which must be co-ordinated. There is no doubting the fact that through the combined efforts of human resources, monetary and material resources are utilized for organizational objectives; hence, the effectiveness with which the organization functions depends, to a large extent, on how strongly each member of the organization is committed to the organizational objectives (Oyewole, 2009).

In the context of this study, the researcher defines human resources as the collection of individuals with different backgrounds, competencies and philosophies that manipulate all other organization's resources such as machines and materials to achieve the desired objectives. In this regard, human resources are the life-blood, eyes, ears and pulse of any organization. Human resources also sometimes referred to as human capital, manpower, talents and labour force (employees) are the stock of knowledge, habits, talents, social and personality attributes including creativity embodied in the ability to perform labour so as to produce economic value. Human resources deal with the collection of resources in the form of

all the knowledge, intelligence, training, abilities, experiences, skills, judgement and wisdom possessed by individuals and collectively by group of individuals in a given population.

Human Resource Management

Management can be defined as the processes that organizations use for strategic planning, setting of objectives, managing resources and deploying all resources for achieving desired objectives (Hissom, 2009). Management, through managers and supervisors, as noted by Hissom, perform certain functions in an organization such as recording and storing of data for subsequent use; planning what is to be done and how to do it, organizing, co-ordinating, staffing, directing, controlling, communicating, motivating the workforce, making decisions, forecasting and budgeting. It can be said that every organization's member is involved in one management function or the other (Knowledge Management Terms, 2009) with a view to achieving organizational objectives. This arises from the fact that in the management of tertiary institutions, for example, it is not a one-man task; rather, in a university as an illustration, it is carried out by a management team headed by the Vice Chancellor, staff in various forms; unions and students in various forms (Meenyinikor, Timi-Johnson & Chux-Nyeche, 2014).

Management can be seen as the art or science of achieving organizational/tertiary institution goals and objectives through people (Meenyinikor et al. 2014). In the context of this study, management can be regarded as an art: it deals with competencies and skills; a science: its application is not based on the rule of the thumb but on scientific foundations and a profession and it can be practised. The concept of management can literally be interpreted to mean "looking over" – that is, making sure that people do what they are supposed to do so as to ensure better productivity or continuous improvement.

Management also points to the fact that administrators achieve tertiary institutions' goals by arranging for employees the need to perform whatever tasks that may be necessary (Agbulu, 2015). Furthermore, management is the process of designing and maintaining an

environment in which individuals, working together in groups, effectively and efficiently accomplish organizational and individual goals. It is quite evident from the foregoing that the benefits of effective management are not limited to the achievement of organizational goals but also to the effective management of all available resources, being material or human. The researcher defines management in the context of this study as all the activities undertaken by those placed in authority to manage an enterprise, organization, institution or undertaking in order to achieve the set goals and objectives, whether for profit or non-profit.

Human resource management, on the other hand, are all activities concerned with how the workforce is employed and managed for the achievement of organizational and individual goals and objectives (Armstrong, 2012). Armstrong also contended that human resource management, in line with its original concept is strategic, integrated and coherent approach to employment, training, development and wellbeing of organizational employees. Human resource management constitutes a deliberate and ongoing process that systematically identifies, assesses, develops and retains human talents to meet current and future organizational needs and objectives (Ernst & Young, 2009). In order to maximize individual and organizational goals, human resource management has been designed as a set of programmes, functions and activities (Oyewole & Alonge (2012). A comprehensive definition of human resource management provided by Watson (2010) stated that:

it is the managerial utilization of the efforts, capabilities, knowledge and committed behaviours which people contribute to an authoritatively co-ordinated human enterprise as part of an employment exchange (or more temporary contractual arrangement) to carry out work tasks in a way which enables the enterprise to continue into the future (page 919).

Emphasizing the importance of human resource management in schools (tertiary institutions inclusive), Gberevbie (2010) described personnel/human resource management as a process of getting qualified personnel to provide instructional and other administrative services necessary for the achievement of the goals of the school system. This implies that the

goals of any school system are to provide the society with manpower needed for development and enhance the quality of the conditions of products. Looking at it on the basis of its functionality, human resource management is the implementation of human resource functions by and within the enterprise (Omisore & Okofu, 2014). The authors further stated that the management of human resources covers the act of carrying out personnel/human resource management functions - human resource planning, staffing and appraisal, training and development, salary and wages administration, benefits and service administration, health and safety policies, labour relations, communication and conflict resolution/management, among others. Similarly, human resource management can be considered as being synonymous with recruitment, selection, maintenance, development, utilization and accommodation of human resources by organizations (Oyewole & Alonge, 2012).

Broadly speaking, human resource management may be said to have evolved from the need for an industrial concern to make its administration more effective by centralizing and co-ordinating all aspects of personnel/human resource management and its functions covering all categories of employees in an organization, by giving due consideration to the physical and psychological factors that underline organized human activities (Oyewole & Alonge, 2012). Human resource management programme, therefore, will be meaningful to the extent that it establishes a healthy personnel organization; that is, creating a healthy corporate body in the establishment so that the organizational objectives as well as personal needs are satisfactorily realized. In this study, the researcher defines human resource management as all the functions undertaken to utilize an organization's employees to achieve the set goals and objectives of the organization as well as the employees. These activities are all-embracing, beginning from recruitment and selection to exit interview, including post-employment reference(s).

The administrators of tertiary institutions, for example, have major purposes for human resource management which makes it possible to provide an organization with the human capital that is needed to conceptualize, operationalize and realize the desired future strategic

position (Grant & Lauren, 2007). Human resource management process is a two-way doctrine of recruiting the best people to perform excellent jobs and the initiatives undertaken by the company that would make talented recruits want to stay and grow therein (Cantoria, 2011). Holistically, the management of human resources in an organization is having the right person in the right job at the right time and working towards achieving the strategic objectives of the organization concerned (Carpenter, Talya & Berrin, 2012).

Human resource management has goals such as supporting the organization to achieve its objectives, contributing to the development of a high-performance culture, ensuring that the organization has the required personnel with the right mix and competencies, creating a positive employment relationship and encouraging the application of an ethical approach to people management (Armstrong, 2012). Human resource management is anchored on the philosophy which assumes that competitive advantage is achieved with, and through human resources (Armstrong).

Available researches show that human resource management and organizational performance correlate (Armstrong, 2012), but in an article on human resource management, it was found that after hundreds of research studies, there are still no position to assert with any confidence that performance and human resource management correlate (Guest, 2011). Thus, it was opined that two basic issues affect the determination of a link between human resource management and organizational performance, namely, causal ambiguity and contingency factors, and that these lead to what is known as “the black box phenomenon” (Armstrong, 2012). What happens in the black box remains clouded in the dark. These have been referred to causal ambiguity as the numerous, subtle and often hidden interconnections between the factors influencing cause and effect.

The contingency factors are affected by an organization’s context, that is, the internal and external environmental factors that influence what happens with the particular organization. The internal factors consist of the size, sector, technology, employees and

culture of the organization while the external contexts are competition, economic, social and legal (Armstrong, 2012).

Human resource management can be defined as the systematic attraction, identification, development, engagement, retention and deployment of individuals who are of particular value to an organization, either in view of their 'high potentials' for the future or because they are fulfilling business or operations' critical roles (Armstrong, 2012). The purpose of this is to help an enterprise to meet its legal obligations and its social responsibilities towards its employees with regard to the conditions of work and quality of work life being provided (Armstrong). In this regard, the scope of human resource management in an organization can be seen in three levels:

1. Before Employment: Career choice, work design, technological change, self-preparations and growth-related conflicts;
2. During Employment: Self-development, motivation, leadership, trade unionism, counseling, on-the-job training, conflict management or resolution and workplace communication;
3. Post-Retirement: Exit interview, post-retirement follow-up, pension policies, job redesign and evaluation.

Human resource management in an organization, premised on a two-way doctrine, is described in Figure 2:

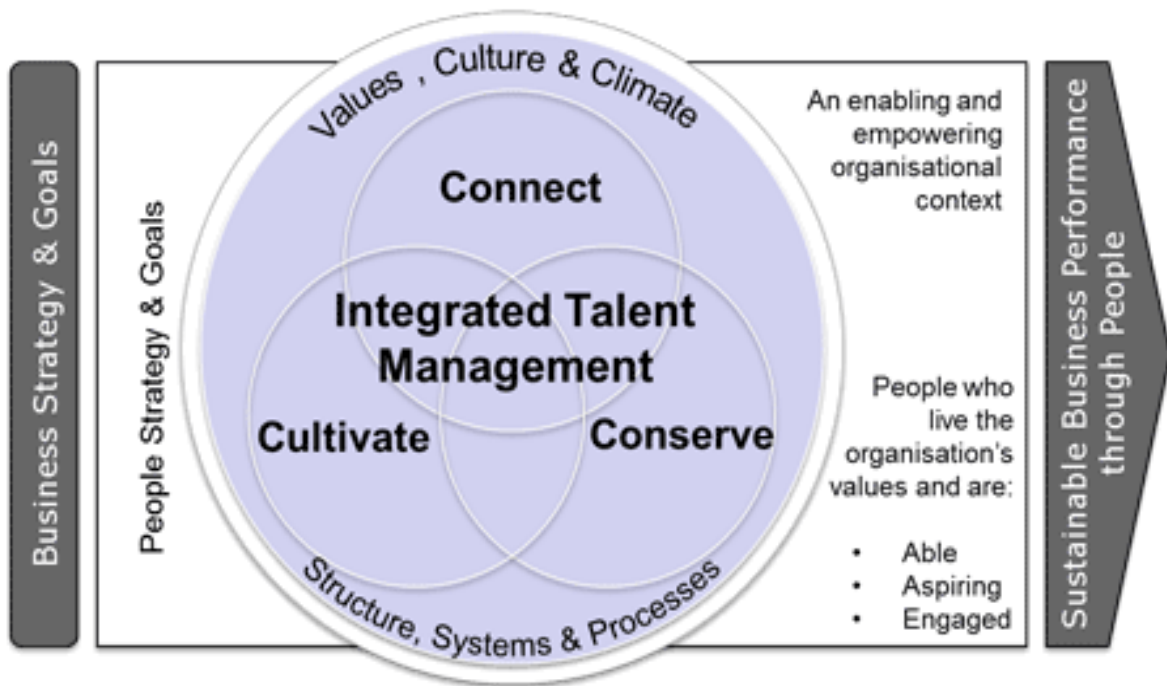


Figure 2: Integrated Human Talent Management Framework
Source: Human Capital Review (2007)

The two-way doctrine in human resource management is referred to as integrated human talent management which focuses on connecting the organization to the right type of employees, cultivating them for the right talent and conserving their talents towards organizational growth and development (Human Capital Review, 2007). The success of integrated human resource management can only be ensured when the organization takes into cognizance, the value, culture of the environment and the prevailing climate. In the context of this study, human resource management activities where administrators of tertiary institutions require competencies are in efforts towards recruitment and selection of appropriate human resources, training and development of human resources, employee performance appraisal and employee compensation. Others are employee discipline and conflict resolution. These activities are carried out by administrators or management bodies of colleges of education, polytechnics and universities to ensure that appropriate human resources are recruited and managed for the achievement of tertiary institution goals and objectives.

Human resource management is thus, defined in this study as all the activities that make it possible for new employees to be brought into an organization, their induction during which the organization and employee handbook is made available to them, training and development, deployment to their place of employment, the appraisal and compensation or reward of the employees as laid down in the organizational policy. Human resource management is also ensuring that there is discipline in the workplace and where there is act of indiscipline, appropriate mechanism is employed at maintaining discipline for harmonious relationship and organizational effectiveness. Furthermore, human resource management deals with the resolution of conflict in the organization because as a social system, organizations are prone to conflicts that have to be resolved for the benefit of all stakeholders; human resource management relates to employee counselling, mentoring and exit interview when the need arises. The need for competency on the part of human resource management practitioners (tertiary institutions' administrators, for example), effective human resource management practices and relevant human resource management policies are key drivers.

Competency

Competence which leads to competency, is the state or quality of being adequately or well-qualified and having the ability to perform a specific role. It is the ability to do something well. Competence from uncountable noun is the ability to do something in a satisfactory or effective way; a person's range of skills or knowledge; and from countable noun, is a skill needed for doing a particular job or carrying out a particular task (Rundell, 2007). From Rendell's definition, skill is a component of competence hence, competency.

The European Commission's Glossary (Cedefop) (2014) defined competency as the ability to apply learning outcomes in a defined context (for example, education and work, personal and professional development). Cedefop further explained that competency is not limited to cognitive elements that involve the use of theory, concepts or tacit knowledge, but it

also encompasses functional aspects that involved technical skills and interpersonal attributes such as social or organizational skills and ethical values.

Competency can be considered as generic in nature (International Bureau of Education (IBE), 2016). The Bureau posited that competencies that are generic possess certain characteristics that vary from country to country such that in Australia, generic skills are key competencies, soft skills or employability skills. In the United Kingdom, they are key skills or core skills. In New Zealand, they are essential skills and in the United States, they are necessary skills, employability skills or workplace know-how. In all, the Bureau identified skills as subsets of competencies.

Generic competencies have been categorized by many authors into organizational competencies (for example, leadership), socio-emotional competencies (for example, team spirit), psycho-emotional competencies (for example, self-confidence), functional competencies (for example, using the computer tool) and many others (IBE, 2016). None of the categorizations can be rated more than the others, yet the functional competencies which deal with the ability to use tool(s) and perform effectively and efficiently cannot be underrated. This is because the whole essence of employees in the workplace, for example, is the ability to perform and the performance should be superlative in nature, and this should apply to tertiary institutions' administrators with reference to competency in human resource management.

Competency is the underlying characteristics of individuals that results in an effective or superior performance (Armstrong, 2012). These characteristics or factors include personal qualities, motives, experience and behaviour. Behavioural competencies are required to deliver results; Armstrong regarded them as 'soft skills'. There are also technical competencies, defined by Armstrong as what people have to know and be able to do them effectively, namely, knowledge and skills; these are known as 'hard skills'. The International Labour Organization Report (ILO) (2009) stated that competency is the knowledge, skill and

behaviour which someone exhibits in doing the job which are factors in achieving the pertinent results. Agreeing with Armstrong (2012) and ILO (2009) on the importance of the behavioural components of competencies, Armstrong (2010) made the point that there existed a long list of specific competencies relating to specific behaviours of employees that have much to do with performance in the workplace.

The concept of competence/competency originated from the United Kingdom as an important process of evolving standards. It specifies minimum standards for achieving tasks and activities that can be observed and assessed (Armstrong, 2012). Armstrong explained that there is also a competency framework which provides the basis for the use of competencies in several domains of human resources and human resource management such as recruitment and selection, training and development, employee performance appraisal and employee compensation. For the purpose of this study, competency is indivisible (knowledge, skills and attitudes that are integrated); the ability of individuals to do something very well, it is subject to change, it is also connected to activities and tasks required for learning and development processes in an inter-related manner.

Effectiveness

The concept of “effective” which leads to effectiveness can be regarded as the capability to produce an acceptable result (Wikipedia, 2019). It can also be regarded as the ability of an individual to produce the desired output. Additionally, something can be regarded as effective when it is able to produce what is intended, when an expected outcome is considered to be effective or when there is a deep, vivid and lasting impression (Dictionary.com, 2011).

The Latin word “effectivus” is the origin of the word “effective”, meaning being creative, productive or effective. The word termed effective emerged in the Middle English era between 1300 and 1400 A.D. (Douglas, 2011). In this context, the subject of being effective or effectiveness which deals with the ability to achieve the desired result is at the

heart of performance, especially in the workplace. For the purpose of this study, the researcher regards being effective as the opposite of ineffectiveness that is inimical to organizational survival. The researcher further defines effective or effectiveness as the ability of an individual or organization to perform optimally with less resources, cost and time.

Tertiary Institutions' Administrator

It is common to use the term: manager(s) with reference to the management of organizations/companies. The use of manager may not be out of place with regard to the management of tertiary institutions. However, for the purpose of this study, tertiary institutions' administrators are the management team and the various officers that see to the day-to-day activities or functions of tertiary institutions. These administrators are both academic and non-academic staff of the tertiary institutions belonging to various professional bodies and specialties. Administrators are the officers responsible for the management of the affairs of an organization which includes tertiary institutions (Encarta, 2009). To that extent, the administrators of tertiary institutions have the onerous responsibility of actualizing the objectives of tertiary institutions in all intents and purposes.

Theoretical Framework

The theoretical framework upon which this study was anchored is Human Resource Management Theory, Administrative Management Theory and Maslow's Hierarchy of Needs Theory.

Human Resource Management Theory

Human Resource Management Theory was propounded by Frederick Winslow Taylor in 1911. Taylor developed a set of principles to enhance workers' productivity. By systematically studying each job and detailing methods to attain higher productivity levels, Taylor's work was the first sense of today's human resource practices. For instance, Taylor advocated that workers need appropriate job training and should be screened according to their ability to do the job.

Taylor also held that human resource management standards and sentiments were more important determinants of workers' output than the wage incentive plan. One can point to the advent of employee benefit offerings, safe and healthy working conditions and the concern by every manager for human relations as originating from Taylor's work. In today's organizations, the influence of management practices affects human resource management practice in a variety of ways. Motivation techniques have an influence on continuous improvement programmes to enhance productivity and have made their way into human resource management activities.

Human resource management theory applies to this study in the sense that for a tertiary institution to achieve its desired goals and development objectives, the human resources (employees) need to be appropriately managed by the administrators because human resources are key in every area of an organization's life. Such functions of tertiary institutions' administrators like employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution in the workplace are components of human resource management hence, human resource management theory thus, justifying its review in this study. This requires that employees should be properly recruited and selected, they should be given training and development and they should be regularly appraised in the right manner.

Employee compensation should, therefore, be fair, just, timely, equitable and suitable for the employees, employee discipline should be reasonable and conforming to labour laws in all ramifications and issues of employee conflict resolution should promote industrial peace and harmony. However, much as human resource management theory is relevant with regard to this study, certain management principles which are invaluable for a study such as this but not covered by the theory reviewed are apt. These principles (division of work, authority, discipline, unity of command, unity of direction, subordination of individual interest [to the general interest], remuneration, centralization [or decentralization], scalar chain [line of

authority], order, equity, stability of tenure of personnel, initiative and esprit de corps) under reference, are found in administrative management theory hence, the need for review and inclusion in this study.

Administrative Management Theory

Administrative management theory was postulated by Henri Fayol (1841 – 1925). Administrative management is the study of creating an organizational structure that leads to high efficiency and effectiveness; organizational structure being the system of task and authority relationships that control how employees use resources to achieve organizational goals. Fayol focused on the personal duties of management at a much more granular level. Regarded as the “father” of what has come to be called the Administrative Process, Fayol believed in the universality of certain principles of administration when he first published these principles such as authority, discipline, division of work, scalar chain and esprit the corpse in France in 1916 in his first and most influential book, *Administrative Industrielle et General*, translated General and Industrial Administration (1916) and the second translation was General and Industrial Management (1949).

Fayol looked at the management of human resources as constituting the functions of planning and forecasting, organizing, directing, controlling and co-ordinating. Fayol’s principles were not meant to be exhaustive; rather, the aim was to provide managers or administrators with the necessary building blocks to serve as guidelines for managerial activities. The principles emphasized creating a work setting that promotes efficiency and effectiveness in utilizing organizational resources; concerns for order, stability, equity and fairness that could be adopted by administrators in human resource management in a tertiary institution.

In essence, administrative management theory focuses on the total organizational development through the management of human resources which makes the theory relevant to the present study. For example, in carrying out human resource management functions, the art

and science of administrative management cannot be isolated because of the complementary roles each plays thus, justifying the review of administrative management theory in this study. Nevertheless, human needs as enshrined in the hierarchy of needs theory by Maslow which were not covered by the Administrative Management Theory cannot be ignored in the workplace. These needs play significant roles in spurring workers to be productive, loyal and dedicated when they are met. The need for tertiary institutions to meet these needs cannot be over-emphasized. It therefore becomes necessary to review Maslow's needs theory because irrespective of the work setting which the administrative management theory is all about, certain needs have been found to motivate employees.

Maslow's Hierarchy of Needs Theory

Abraham Maslow propounded the theory of hierarchy of needs in 1954. The theory is composed of five human motivational needs, namely, physiological needs, safety/security needs, belonging and love needs, esteem needs and self-actualization needs. This theory accurately describes many realities of personal experiences. It is believed that humans strive for an upper level of capabilities which means that, humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This can be aptly labelled as "fully functioning person", "healthy personality", or "self-actualizing person".

Maslow set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, aesthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied, and so on. From this set of hierarchy or model developed by Maslow, it means that basic lower-level needs such as physiological requirements and safety needs should be satisfied before higher-level needs such as self-fulfilment. The diagrammatic representation of Maslow's Theory of Human Needs is presented in Figure 3:

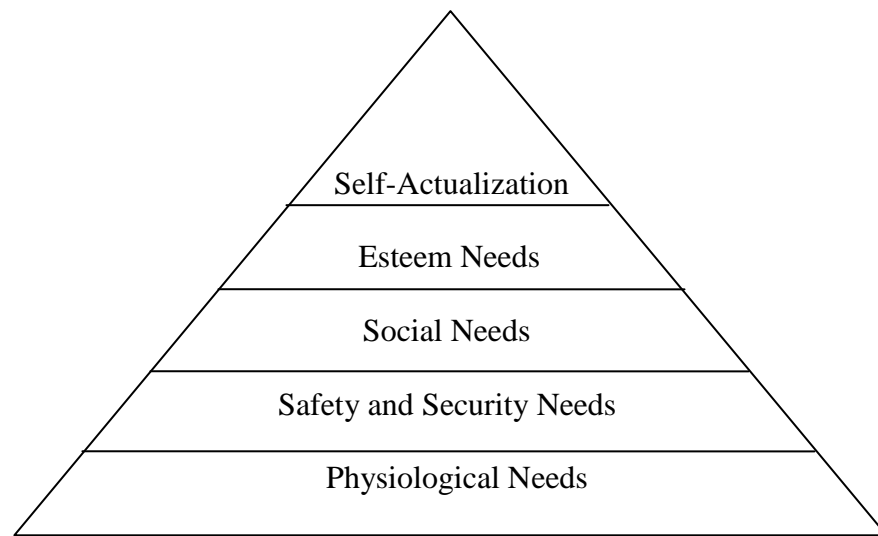


Figure 3: Maslow's Hierarchy of Needs Theory
Source: Abraham Maslow (1954)

Maslow placed the basic human needs in an ascending order of importance. Therefore, only needs not yet satisfied can influence behaviours and when such needs are satisfied the person will be motivated. It is important for administrators in tertiary institutions in South-South, Nigeria to understand the needs being pursued by each human resource in their institutions. To motivate any human resource, the administrators should be able to recognize the needs level at which the human resource is operating and those needs as levels of motivation.

Maslow's theory of hierarchy of needs relates to the present study because when an employee's needs are satisfied by tertiary institution administrators, it will no doubt go a long way to motivate employees for optimum performance. It is pertinent to state that employee needs play significant roles in spurring workers to be productive, loyal and dedicated. The imperatives for tertiary institutions' administrators to meet workers' needs, therefore, cannot be over-emphasized.

Theoretical Studies

The theoretical studies for this study are presented in the succeeding section. They covered competency areas in human resource management such as employee recruitment and

selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution in the workplace.

Competency Areas in Human Resource Management

In considering the competency areas of human resource management, it is pertinent to point out that in spite of the overwhelming advantages of human resource management to organizational growth, it is important to note that there are still notable challenges to the management of human resources. Some of such challenges which organizations face in the course of managing their personnel are corporate work forces becoming more global yet human resource management is not keeping pace, organizations struggle to invest strategically in human resource management yet measuring the effectiveness of human resource management remains a challenge and the skills and competencies required by business and/or organization leaders are changing (Ernst & Young, 2009). Furthermore, some, if not most organizations, appear to lack robust succession plans to identify the next generation of leaders (Ernst & Young).

The challenges already described notwithstanding, there are some core human resource management functions that have to be carried out for the proper functioning of organizations, including tertiary institutions as discussed in the succeeding sections. Besides, there are strategies for effective human resource management in an organization. In the midst of the challenges of managing human resources in the work environment, some steps can still be taken by management in this regard such as developing an integrated and proactive human resource management strategy, keeping various retention factors in balance, tracking the organization's turnover rate and knowing what factors are likely to contribute to the retention of human resources of the organization (Gberevbie, 2010).

The competency areas in human resource management competencies which were derived from both the specific purpose and research questions for the study were presented and discussed in the succeeding sections.

Employee Recruitment and Selection

The recruitment and selection of staff in any organization be it public or private sector is of paramount importance to the organization (Omisore & Okofu, 2014). This is because it is the staff that turn the vision and mission of the organization into reality. Thus, the objectives of any organization can only be realized through the effective co-ordination of the human resources (staff) of the organization. Therefore, recruitment and selection are vital functions of human resource management for any type of organization or tertiary institution (Gamage, 2014). Recruitment is the process of finding and attracting suitably qualified people to apply for job vacancies in an organization in order to meet its work force (Opatha, 2010); it is a set of activities an organization uses to attract job candidates with the needed abilities and attitudes. Recruitment, in the context of organizational existence and performance, is the process of generating a pool of qualified applicants for organizational job vacancies (Ekwoaba, Ikeije & Ufoma, 2015).

Recruitment and selection processes can be regarded as crucial because they ensure that the right employees join an organization thereby helping to achieve short and long-term objectives (Brewster & Mayrhofer, 2012). Recruitment and selection are two different things; to Ofori and Aryeetey (2011) and Niles (2013), recruitment is the process of generating a pool of competent individuals to apply for employment in an institution; selection on the other hand, is the process of choosing from among applicants the best qualified individual or individuals to fill particular positions (Marquis & Huston, 2009). Selection involves the use of one or more methods to assess applicants' suitability in order to make the correct selection decision and can be alternatively seen as a process of rejection as it rejects a number of applicants and select only a few applicants to fill the vacancy; recruitment and selection functions may be negative functions rather than positive functions (Gamage, 2014).

The general purpose of recruiting and selecting employees as explained by Gamage (2014) was to provide an organization with a reservoir of potentially qualified job candidates.

The quality of human resources in an organization highly depends on the quality of applicants attracted because organizations select employees from those who were attracted to them. Recruitment can be perceived as the entry point of manpower into an organization and the path an organization should follow in order to make sure that it attracts the right individuals for its culture and values and thus, achieve overall strategic goals and objectives (Henry & Temtime, 2009).

Recruitment is the process of finding and engaging organizational employees and selection is that part of the recruitment process concerned with deciding on the applicants that are best suited or not suited for employment (Armstrong, 2012). Recruitment and selection is a process because it is systematic and patterned along some stages as observed by Armstrong; these are: (a) defining requirements, (b) attracting candidates, (c) sifting applications from applicants, (d) interviewing and testing applicants, (e) assessing candidates, (f) obtaining references, (g) checking applications, (h) offering of employment letter subject to receipt of favourable references, and (i) follow-up.

Recruitment and selection involves searching for a suitable person to fill a vacant position; it is the process of discovering potential candidates for actual or anticipated organizational vacancies and a linking activity of bringing together those with jobs to fill and those seeking jobs. The recruitment and selection process should be preceded by a well-designed human resource planning to identify an organization's human resource needs. Once these needs are known, an organization will want to do something about meeting them. This activity makes it possible for an organization/institution to acquire the people necessary to ensure its continued operation. The need for recruitment and selection always arises as a result of vacant positions created by those who leave the service as a result of retirement, withdrawal from the service or other reasons. During this process, efforts are made to inform the applicants fully about the selection criteria of the required competencies that will lead to

effective performance as well as career opportunities the organization can provide the employees.

The objectives of recruitment and selection are essentially to get the right person for the right job, establish and maintain a good image as a good employer and maintain the selection process as cost-effective as possible (Gamage, 2014). Recruitment and selection is an extremely important aspect to consider for businesses due to a number of reasons. Often the performance of businesses relates directly to the people working within it, meaning that the right people need to be hired to ensure institutional or organizational success (Henry & Temtime, 2009). It is vital that organizations get the process right the first time around because resources are scarce. Selecting the right applicant can be a difficult task but at the end of the day, the organization's reputation is held by the people it employs to fill its vacant positions.

A clear knowledge of the job helps the potential employees to put in their best when employed because it is only when you know what you are going to do that you can understand not only how to do it but how to do it well (Yaro, 2014). This is because recruiting and selecting the wrong candidates that are not capable come with a huge negative cost which organizations cannot afford. Thus, the overall aim of recruitment and selection within the organization is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organization at minimal cost (Ofori & Aryeetey, 2011).

The sources for recruiting candidates have been identified by Chartered Institute of Personnel and Development (2011); they are corporate (organization's) website and notice board as well as bulletin as practised in the university system, recruitment agencies, local and national newspapers, employee referral schemes, commercial job boards, special journals, Jobcentre Plus, executive search consultants (head hunters), assessment centres and links with educational establishments and social networking. Another major related source is what Armstrong (2012) described as "recruitment process outsourcing" through which an

organization commissions a provider to take charge of the 'end-to-end' delivery of the recruitment process, covering vacancies and selection.

Sources of employees for recruitment can also be classified into two types, internal and external (Mustapha, Ilesanmi & Aremu, 2013). The methods of recruitment and selection will depend upon the source(s) of recruitment the organization intends to utilize. Where an organization decides on a policy of recruitment from within as noted by Mustapha et al., the methods of recruitment will include job posting on notice boards in order to inform all employees and thus, allow open competition; the secret review of the records of employees and giving the jobs to chosen employees; finally, announcement to employees and unions that there are vacancies and that new hands will be welcome. Employees and unions are then in a position to inform friends, relations and colleagues. These methods of recruitment will work well for filling low-paid positions in an organization.

It is often argued that a policy of internal recruitment is superior to a policy which looks outside the boundaries of the organization because it allows for individual development. Filling a job opening from within the firm has the advantages of stimulating preparation for possible transfers or promotions, increasing the general level of morale and providing more information about job candidates through analysis of work histories within the organization. An internal search of the computer personnel data bank can flag personnel with minimum qualifications for the job opening. Such system is more compatible with adapting the organization to the needs of individuals.

A job posting system has a number of advantages. From the view point of the employees, it provides flexibility and greater control over career progress. For the employer, it should result in better matches of employees and jobs, in addition to meeting requirements for equal opportunity for advancement of all employees. While this argument is generally valid, it is well to remember that occasions often arise when existing employees do not possess the skills for the required tasks or giving them such skills will entail considerable costs to the

organization. It has been argued that no matter how much a company may design its manpower requirements to take account of internal skill developments, it still becomes necessary to bring in new talents into the organization through external recruitment.

There are some advantages of filling vacancies internally rather than externally as they provide for better motivation of employees because their capabilities are considered and opportunities are offered for promotion, there is better utilization of employees as the organization can often make better use such employees' in a different job (Shafritz, Russell & Borick (2007). Additionally, internal recruitment has a greater reliability as compared with an external recruitment because a present employee is known more thoroughly than an external candidate and a present employee is also more likely to stay with the organization than an external candidate (Shafritz, Russell & Borick).

Advantages exist for an organization having a policy to recruit and select employees from within; first, the individuals recruited from within are already familiar with the organization and its members and this knowledge increases the likelihood that they will succeed. Secondly, a promotion from within policy fosters loyalty and inspires greater efforts among organization members. Thirdly, it is usually less expensive to recruit or promote from within than to hire from outside the organization.

Certain disadvantages of internal recruitment also exist - it limits the pool of available talents. In addition, it reduces the chance that fresh viewpoints will enter the organization and it may also encourage complacency among employees who assume that seniority ensures promotion. The methods of external recruitment are varied and depending upon the category of staff being solicited for (Ejiofor, 2009). The methods usually include advertising in the mass media - newspapers, radio, television, trade magazines and journals; send recruiters to colleges and universities, utilizing employment agencies, recruitment consultants and head hunting in conferences and seminars.

Another method of external recruitment is relying upon the name and image of the organization in the community to attract unsolicited applications by post and by applicants presenting themselves at the employment office of the organization. 'Head-hunting' (CIPD, 2011), which consists of sending recruiters to conferences and seminars or other such places, is often used for attracting highly talented and skilled staff away from the organization in which they are employed. This usually works well with professional and managerial personnel. This class of personnel can also be attracted through advertisements in the mass media or through direct recruiting on the campuses of higher institutions; this method has the following advantages of head hunting:

1. Head hunters possess expert knowledge of the salary levels and fringe benefits necessary to attract good calibre of candidates. Also, they will analyze the vacancy and offer an opinion about the type of person required, will conduct initial screening, administer psychometric tests and a host of others. This saves the client many administrative costs and advertising expenses.
2. Possibly, top managers already in employment will not bother to read job advertisements, newspapers and other conventional media and hence, cannot be reached by these means.
3. Senior managers considering a move sometimes make this known to leading head hunters even though they would not openly apply to competing companies.
4. If a targeted candidate does not want the job, the individual may suggest someone else who is equally suitable and who may, in fact, be interested.
5. Recruiting firms are assured that candidates presented to them will almost certainly be well-equipped for the vacant position.
6. The anonymity of the recruiting organization is reserved until the final stages in the procedure.

In carrying out external recruitment, it is important that where advertisements are used, all the relevant information relating to the job and the organization are given to prospective candidates. Blind advertisements which ask applicants to respond to addresses other than those of the employers themselves place some applicants in a situation where they subsequently discover that they are responding to advertisements placed by the organization in which they are currently employed (Mustapha, Ilesanmi & Aremu, 2013). It is also important that recruiters as well as the advertisement of jobs do not oversell the jobs and the organization because such recruitment can only be justified to the extent that it enables the organization to have an injection of new ideas or to deal with shortages in skills and efforts which current employees cannot supply.

An organization's decision on whether to adopt internal or external recruitment depends on many factors such as:

1. The quality, number of staff and positions to be filled.
2. The financial position of the company; well-to-do companies can afford to travel overseas, advertise in several news media and even employ the services of professional agencies.
3. Availability of required staff within the country.
4. Peculiar circumstances of the staff required. Some quality staff required are often bonded, have children at school or other commitments that would make the assumption of duty in the company not feasible immediately.

Some factors that can be considered as determinants of the sources of recruitment can be found in an organizational policy regarding recruitment and the availability of the required staff within the organization and its effects on the overall organizational efforts (Mustapha et al. 2013). Others are the level of the position to be filled and the number of job positions to be filled as pointed out by the authors.

The recruitment process should start with the organization notifying the “public” that vacancies exist. The organization wants to get its information out such that a large number of potentially qualified applicants can respond. After several interactions with the most promising of the candidates, employees are hired. The candidates will best demonstrate the activities, knowledge, abilities and talents embedded in them to successfully perform the jobs. For the recruiting process to work effectively, there should be a significant pool of candidates from which to choose. The first goal of recruiting, therefore, is to communicate the position(s) in such a way that job seekers can respond. A recruitment programme should attract qualified individuals who are best suited for the job requirements and not the unqualified.

Selection activities typically follow a standard pattern, beginning with an initial screening interview and concluding with the final employment decision. Each step represents a decision point requiring some affirmative feedback for the process to continue; each step in the process also seeks to expand the organization’s knowledge about the applicants’ background, abilities, motivation, talents and it increases the information from which decision makers will make their predictions and final choice. All selection activities exist for the purpose of making effective selection decisions. Each activity is a step in the process that results in a prediction - managerial decision makers seeking to predict which job applicants will be successful if hired to ensure the achievement of the desired organizational growth.

While the ideal recruitment effort will bring in a satisfactory number of qualified applicants who will take the job when it is offered, the realities cannot be ignored. For example, the pool of qualified applicants may not include the “best” candidates; or the “best” candidates may not want to be employed by the organization. These and other constraints on recruiting efforts limit human resources recruiters’ freedom to recruit and select candidates of choice. However, five specific constraints that can be identified are worth mentioning; these constraints are the image of the organization (attractiveness of the job), internal organization

policies, government influence, recruiting costs and the competencies of the recruiting officers.

The researcher defines recruitment and selection, in the context of this study, as a process through which ‘new blood’ or employees are brought into an organization. The process is systematic thus, making it possible to recruit and select the right person for the right position. For the process to pass the litmus test, there has to be a policy, and the policy should take care of the interests of all stakeholders, namely, the particular organization, existing employees, the candidates to be considered for eventual employment, compliance with government statutes and regulations such as federal character, the need for cost control and the avoidance of biases of any sort.

Employee Training and Development

Manpower is the basis of all resources and it is the indispensable means of converting other resources to man-kind’s use and benefits. Manpower is the pivot of every human institution. Even in the developed and industrialized nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential (Comma, 2008). Training, therefore, holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. Training and development is a course of diet and exercise for developing employees’ affective, cognitive and psychomotor skills to assist organizations have a crucial method of developing employees towards enhancing productivity (Ezeani & Oladele, 2013).

Training is the use of systematic and planned instruction and activity aimed at improving a person’s ability to do the present job while development, on the other hand, is an activity aimed at upgrading the skills of employees so that they will be able to move up in the organization and meet its future needs. Development is also a form of learning activities that prepare employees to exercise wider or increased responsibilities. This description applies to all establishments and organizations. Training is one of the most pervasive methods for

enhancing the productivity of individuals and communicating organizational goals to personnel (Ekaterini, 2009), and formal training is indeed only one of the ways of ensuring that learning takes place hence, it is justified (Armstrong, 2012). Training is the crucial area of human resource management; it is the fastest growing segment of personnel activities (Obi-Anike and Ekwe, 2014), especially as it deals with the utilization of a systematic and planned instruction activities to promote learning: the approach that can be summarized in the phrase “learner-based training” (Armstrong, 2012).

Human resource training plans allow organizations to identify what is needed for employee performance before the training begins. A good training plan deals with the following questions (Usman, 2014): Is there really a need for the training? Who needs to be trained? Who will do the training? What form will the training take? How will knowledge be transferred to the job? Where will the training take place? How will training outcomes be evaluated?

Training and development is mutually inclusive (Kossivi, Xu and Kalgora, 2016); it has become an important factor in the business world today because it increases the efficiency and effectiveness of both employees and organizations (Gunu, Oni, Tsado & Ajayi, 2013). Training is a systematic restructuring of behaviour, attitude and skills through learning - education, instruction and planned experience. Training is designed to change or improve the behaviour of employees in the workplace so as to stimulate efficiency and effectiveness. Training and development is a very important tool for an organization to compete in a challenging and changing world (Raja, Furqan & Khan, 2011). To face fierce competition and ever-rapidly changing market environments, large corporations must find ways to improve productivity, effectiveness, efficiency, customer service, staff retention and other key drivers of corporate profitability (Nguyen, 2009). Training makes it imperative to ensure that there is an adequate supply of staff that are technically and socially competent and capable of career development into specialist departments or management positions (Ezeani & Oladele (2013).

Recent trends indicate that today's employees have desire to obtain fresh skills that come from training, especially technical skills because skills allow for job security compared to seniority hence, employees look for employers ready to provide opportunities for training as well as development (Terera & Ngirande, 2014). The net result of the training and development under reference, according to Coetzee and Schreuder, (2013), is affective commitment because employees will strongly identify with organizations that meet the goals of employees.

Training and development of organizational or tertiary institutional human resources has been acknowledged to be an important component of organizational performance (Gunu et al. 2013). However, training is not an end to a goal rather; it is a means to an end – the end being productive human resources, efficient and effective work organizations populated by informed employees considered as significant stakeholders in organizations' success. Training is basically directed at employees but its ultimate impact goes to organizations because the end users of its benefits are the organizations (Raja, et al. 2011). Training will have the greatest impact when it is bundled together with other human resource management practices and these practices are also implemented following sound principles and practices based on empirical research (Abang, May-Chiun & Maw, 2009).

Many studies have garnered support on the benefits of training for organizations as a whole (Herman & Kurt, 2009). The authors listed the benefits as improved organizational performance (for example, profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly to reduced costs, improved quality and quantity or indirectly to employee turnover, organization's reputation, social capital and performance. Training and development also affects retention and commitment (Deery, 2008) and employee loyalty (Leidner & Simon, 2013).

Educational institutions have come to view training and development as key to their survival and success. In Nigeria and other countries around the globe, training has become

increasingly important to prepare workers of educational institutions for new jobs. For some jobs, more training is needed to help them have the necessary skills and competencies as the case may be. Many employers view the skill level of their workforce as the top priority for planning. Training focuses on learning the skills, knowledge and attitudes required to initially perform a job or task or to improve upon the performance of a current job or task. While development activities may not be job-related, yet they concentrate on broadening employees' horizons. The need to develop staff for professional growth can be said to be a major factor or reason for the advent of training and development/education in an organizational/institutional setting (Ebi, 2007).

Training involves induction of new employees and formal training of staff which may include on-the-job training. Dessler (2008) affirmed that effective training in human resource management involves a learning experience that is planned and designed in response to identified needs. Ideally, training is also designed to meet the goals of the organization while simultaneously meeting the goals of individual employees. Such opportunities do not have to be linked to improving employees' performance on their current jobs. The focus of development is on a long-term to help employees prepare for future demands while training often focuses on the immediate period to help fix any current deficits in employee activities. The most effective organizations look at training and career development as integral part of a human resource development (HRD) programme carefully aligned with corporate business strategies. Training and development of human resources can be considered as having four components, namely, Orientation, Employee Training, Employee Development and Career Development, as follows:

Orientation: Orientation is the process by which a new employee learns about the employer and it is widely agreed that a new employee's first week or month on the job is crucial to future performance. As soon as the new person arrives, the process of orientation and socialization begins. Orientation is a procedure for providing new employees with basic

background information about the establishment or firm in which they find themselves (Dessler, 2008). Orientation is necessary not only for newly recruited staff but also for old staff who should be oriented to new innovations introduced or into higher positions of leadership arising from promotion as well as to new materials, equipment for proper handling and new production process(es) (Ejeh & Okoro, 2016). During the orientation processes, new employees are informed about their roles and responsibilities, that is, what is expected of them, in an effort to ease their transition to the firm or institution. The purpose of placing new employees in an orientation programme is not only to familiarize them with supervisors and co-workers, establishment policies and procedures but also to the requirements of the jobs and the organizational culture as well as increase the employees' satisfaction (Dessler, 2007).

Employee Training: Every organization or educational institution needs to have well-adjusted trained and experienced people to perform the activities that must be done. As jobs in today's dynamic organizations are more complex, the importance of employee education has increased. When jobs were simple, easy to learn and were influenced only to a small degree by technological changes, there was little need for employees to upgrade or alter their activities, but such situations rarely exist today. Instead, rapid job changes are occurring, requiring employees' skills to be transformed and frequently updated. In organizations, this takes place through what is called employee training. This is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. It is typically said that training can involve the changing of activities, knowledge, attitudes or behaviour.

Employee training can be categorized into two types: on-the-job and off-the-job training (Raja et al. 2011). On-the-job training is the most widely used training method that takes place on the job. The popularity of this method is attributed to its simplicity and the impression that it is cheap or less costly to operate. This method of training places the employee trainees in the actual work situation and makes them appear to be immediately

productive; it is learning how to do by doing. Off-the-job training, on the other hand, covers a number of training techniques such as classroom lectures, films, demonstrations, case studies, simulation exercises and programmed instructions.

Employee Development: Employee development entails the development of the abilities of employees and overall growth of the employees thus, leading to organizational development (Hameed & Waheed, 2011). Employee development is human resource programmes designed to enhance the value of employees after employment into an organization; the programmes include orientation (Bingilar & Etale, 2014). By design, employee development is more future-oriented and more concerned with educating employees of job-specific-training. Development tends to focus more on employees' personal growth. Successful employees who are prepared for positions of greater responsibility have analytical, human, conceptual and specialized activities. It is imperative to state that all employees, regardless of level, can be developed through educational and training processes. The two basic methods of employee development techniques are on-the-job technique with procedures such as job rotation, assistant to positions and committee assignments. Off-the-job technique uses procedures such as lectures, seminars, simulation exercises and out-doors training. Furthermore, Hameed and Waheed pointed out succinctly that there exists a direct relationship between employee development and employee performance because well-developed employees are more satisfied with the job; more committed and performance increases. There are also some pathways that can be used for employee development such as coaching, training and development, empowerment, participation and delegation, under the aegis of participative management (Hameed and Waheed, 2011).

Closely related to employee development is management development that is concerned with improving the performance of those in management positions in their present roles as well as preparing them with a view to taking higher and greater responsibilities in the future and also developing their leadership skills (Armstrong, 2012). The objective of

management development has to do with ways in which organizations can produce from within managers or administrators with regard to tertiary institutions that are better equipped to perform well at all levels.

Career Development: The term: career, has a number of meanings. Career in popular usage can mean advancement of a profession or stability over time. Career development is a life-long series of activities (such as workshops) that contribute to a person's career explorations, establishment, success and fulfilment (Dessler, 2007). Career development programmes tend to have new focus today. Corporate career development programmes are used to focus on employees' future with the particular firm or institution. In Dessler's view, managing an employee's career requires that employers provide the tools, environment and the skill development opportunities for employees hence, better equipped to serve the organization and build it to its potential. Career development may also promote employee commitment. One of the best things an employer can do to maintain the employees is to emphasize how it will partner with the employees in continuously developing their activities and knowledge to ensure the achievement of organizational growth on a sustainable basis.

Various training methods which can be used to effect training have been identified (Ezeani & Oladele (2013). The particular training method to be used will depend on time, cost, efforts, instructors' preferences, number of trainees, depth of knowledge needed and background of the trainees, among others (Igwegbe, 2009). There are many approaches to training and the types of training commonly used in today's organizations (Ezeani & Oladele). These include on-the-job, skills, retraining, cross-functional, team, creativity, literacy, diversity, crisis and customer service training. The types of training are inclusive of orientation/induction courses, in-house-training, workshops, seminars, conferences (off-the-job-training) and off-the-job pupilage training.

Training can also be categorized into two types, namely, pre-service and in-service training. Pre-service training appears to be more academic in nature and is offered by formal

institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma. In-service training, on the other hand, is offered by organizations from time to time for the development of skills and knowledge of the incumbents. In-service training includes induction/orientation, foundation, maintenance or refresher, career or development training.

Off-The-Pupilage Training Programmes: These are for officers in administration, accounts, co-operatives and engineering departments that are trained in recognized institutions of higher learning. They are long-term training programmes.

Induction/Orientation Training: This is given immediately after employment to introduce new staff members to their position; it is also useful for old employees.

Foundation Training: This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership skills and many others.

Maintenance/Refresher Training: This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.

Career or Development Training: This is designed to upgrade the knowledge, skills and ability of employees to help them assume greater responsibilities in higher positions. This is departmentally arranged.

On-the-Job-Training: This is an ad hoc or regularly scheduled training such as fortnightly training under the training and visit (T&V) system of extension for superior officers or the subject-matter specialists to the subordinate field staff.

Off-the-Job Training Programmes: These are refresher courses involving officers in the management cadre such as administrative officers, accountants and professionals. The training is usually a short-term programme like three - five days. No matter the type of training

involved, the fundamental aims of training are to assist the organization achieve its purpose by adding value to its key resources such as the people it employs.

Organization training and development philosophy, strategic focus in training, relevance of training, training processes, identifying training needs and training needs analysis, identifying training objectives and evaluation of training have been listed as necessary requirements for effective employee training and development (Obisi, 2011).

Organizational Training and Development Philosophy

Philosophy is the starting point to wisdom. Any organization or educational institution that does not have a training philosophy does not believe in training and does not have any deliberate effort to encourage training of its employees (Obisi, 2011). An organization with a strong training philosophy would attach great importance to training of employees for organizational growth and development.

Training activities in a tertiary institution, for example, should be a continuous process and not a once and for all activity; training should be an ongoing process for new, old, transferred and promoted employees (Obisi, 2011). Training strategy obviously takes a long-term view of what skills, knowledge and levels of competencies employees of the organization need. Training should be an integral part of the management process which in turn requires managers/administrators to review regularly with their teams and the individuals reporting to them performance in relation to agreed standards.

The relevance of training is an important issue that organizations should critically look at if they really want to improve the effectiveness of employees; training should be designed to solve problems and to fill gaps in employee performance. Training should make things happen and bring about changes that would enhance organizations' effectiveness (Obisi, 2011). The need for training in tertiary institutions, no doubt, cannot be overemphasized because the knowledge of the administrators in the context of competence-based training environment is invaluable for effective recruitment and selection of employees with what is called

“occupational experience” (Wilkin and Nwoke, 2011), acquisition of pedagogical skills (Runhaar and Runhaar, 2012), acquisition and utilization of professional competencies (especially as it relates to human resource management competencies) (Kohont and Nadoh-Bergoc, 2010) and the implementation of the right compensation package (Tafida, Clement & Raihan, 2015).

Planned training can be considered as the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training which is the same as systematic training model consists of some steps such as identifying and defining training needs, defining the learning required in terms of what skills and knowledge that have to be learnt and what attitudes need to be changed, defining the objectives of the training and planning training programmes to meet the required needs and objectives by using the right combination of training techniques and locations (Armstrong, 2012). Other steps are deciding who to provide the training, evaluating training, amending and extending training where necessary.

The schematic representation of the process of planned training is presented in Figure 4:

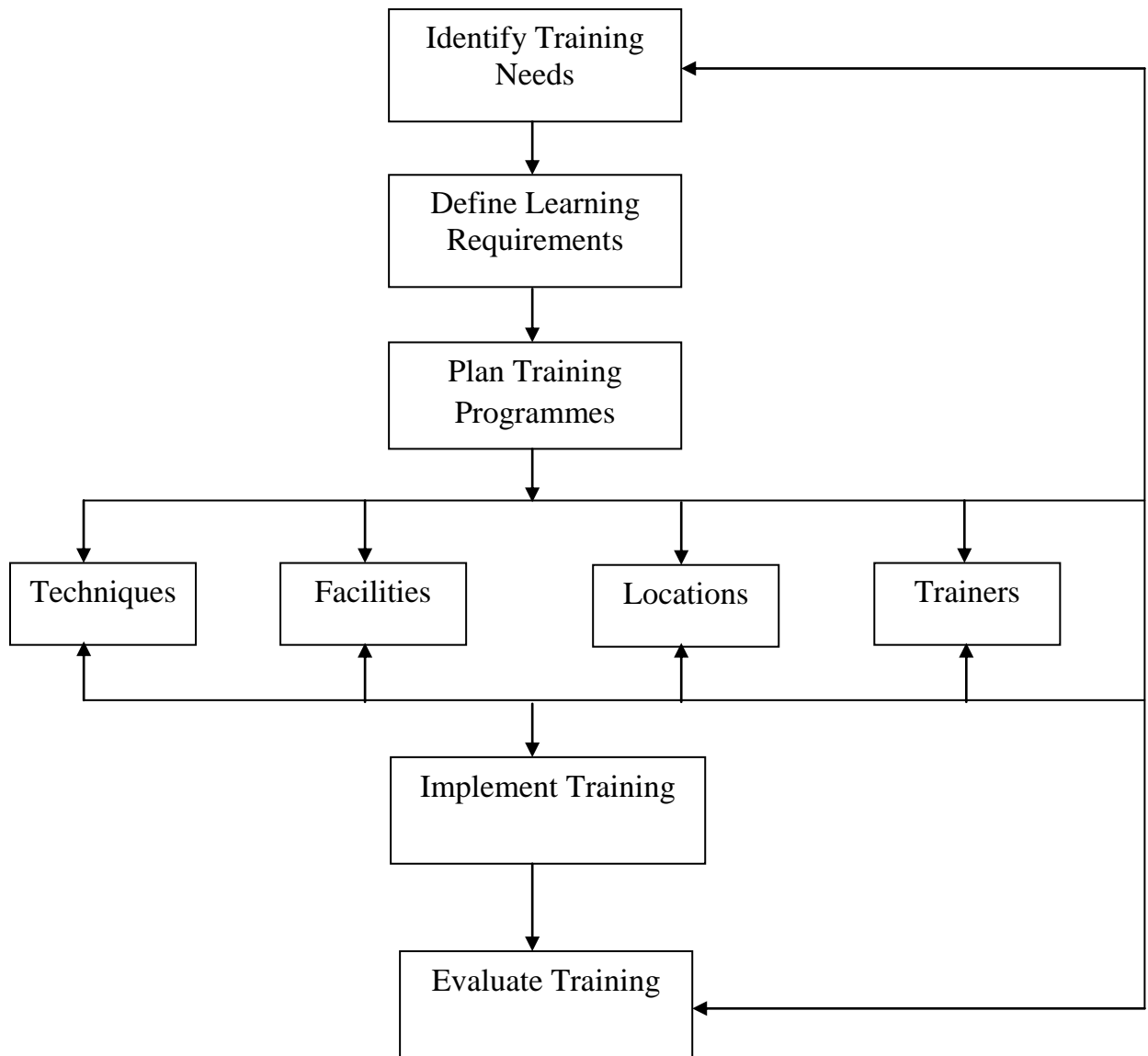


Figure 4: The Process of Planned Training

Source: Armstrong, M. (2012). A Handbook of Human Resources Management Practice

Employee performance appraisal outcomes should be able to reveal strengths and weaknesses (Armstrong, 2012). The weaknesses revealed will form training needs. Whenever there is a gap or vacuum between what employees are doing and what they should do, there is a training need. For a clearer understanding, Figure 3 shows what is known as training needs. In the figure, it was presented that the gap between what people know and can do and what people should know and be able to do are called training needs. The point has to be made that when an organization observes that there is a gap between what is happening and what should happen, then there is a training need which can be analyzed in an organization from some

ways, namely, job analysis (what the job entails), performance appraisal (appraising employees for training, counselling, discipline and reward), conducting training surveys and business and human resources analysis, analysis of strategic plan and designing and implementing training plan as can be seen in Figure 5 (Obisi, 2011). Training should be analyzed first for the organization as a whole - first for corporate needs, second, for department, teams, functions or occupations within the organization - group needs and third, for individual employees - individual needs.

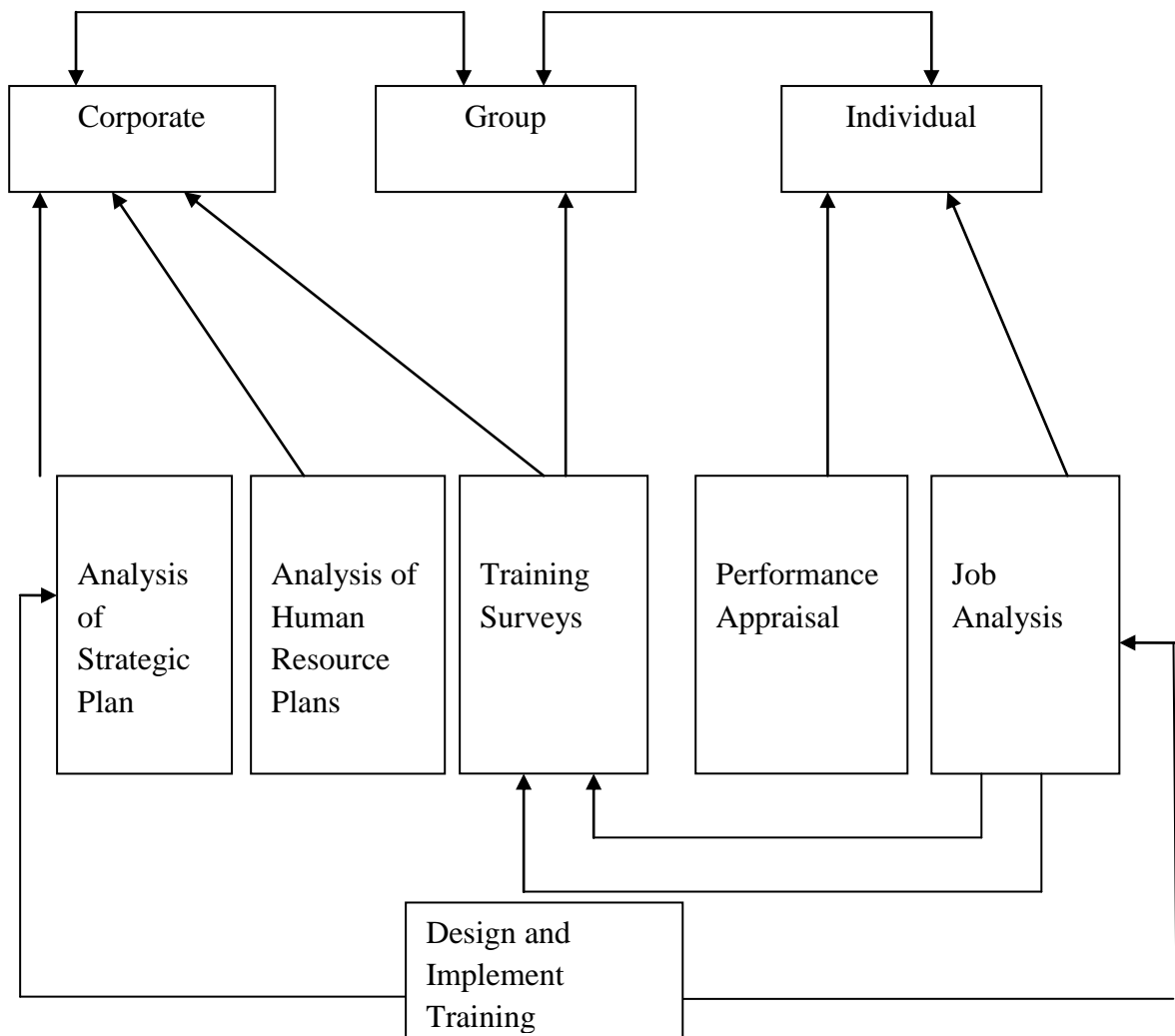


Figure 5: Training Need Analysis: Areas and Methods
Source: Obisi (2011)

The objectives of training are what employees would achieve and gain after undergoing a training programme (Obisi, 2011). The benefits of a training programme refer to the objectives. Before an institution embarks on any training programme for the employees, it

is assumed that there are challenges. If the challenges are overcome after undergoing the training programme, it means that the training objectives have been achieved. Training objectives and methods are arising due to the modern-day revolution in the economic, labour and technological world of workforce (Abecha & Bariha, 2012). These changes demand putting theory and practice behind, while prioritizing the more global, integrated, flexible and vocational training for the actualization of the stated objectives. To achieve the objectives of training, therefore, the training programme should be effective and systematic, that is, designed, planned and performed in such a way as to match specific needs; it should be delivered by individuals with the relevant background and training results should be carefully evaluated.

An organization is seen to be effective and efficient if there is demonstrable increase in productivity. Productivity can be seen as the reason for human resource training and development since it provides how effectively and efficiently production input are used in an economy. As the development is focusing more in the employees' personal growth, successful employees prepared for positions of greater responsibilities should have analytical, human, conceptual and specified skills. For this reason, educational institutions such as colleges of education, polytechnics and universities in South-South, Nigeria, should be concerned with employee training and development because it is regarded as an indicator of effectiveness and efficiency. The importance of employees' productivity in institutional growth can hardly be over-stated (Babaita, 2010). The truth is that knowledge, competencies and skills are not static but dynamic; that which is acquired today can become obsolete tomorrow. This is the more reason why tertiary institutions should expose their employees to training for maximum productivity in the system.

Training and development, therefore, is defined by the researcher for the purpose of this study as a holistic, systematic and continuous activity employed by employers to ensure that employees acquire or possess knowledge, competencies and skills in addition to those

previously possessed to enhance performance and thus, contribute to sustainable organizational and personal growth and development.

Employee Performance Appraisal

Performance appraisal is a human resource management activity which enables an organization to determine an employee's performance over a given period. Performance appraisal can be defined as the formal assessment and rating of individuals by super-ordinate officers or superiors (Armstrong, 2012). In this regard, Armstrong added that performance appraisal is concerned basically with the individual's performance during a set period to identify areas of strengths and weaknesses and establish targets for achievement within the overall corporate objectives of the organization.

Performance appraisal should be seen as an objective method of judging the relative worth or ability of an individual employee in performing assigned task; it should, therefore, be an organization's designed programme involving the organization and employees for the improvement of both parties (Seniwoliba, 2014). The author added that performance appraisal is a vital element of the human resource management system such that beside distribution of rewards, developmental guidance given to employees should be based on performance appraisal and employees should be able to freely express their perception on it.

Performance appraisal is an important human resource management function which provides management with a systematic basis for effectively recognizing and evaluating the present and potential capabilities of human resources (Akinyele, 2010). Very importantly, too, the author stated that performance appraisal is the only tangible metric way by which an organization can know the level of performance of its diverse members of staff. This is because performance appraisal of employees acts as an information-processing system, providing vital data for rational objectives and efficient decision-making regarding improving performance, identifying training needs, measuring careers and setting levels of rewards. Performance appraisal can be referred to as the form of assessment which refers to a process

by which data are collected and reviewed about an individual employee's past and current work behaviours and performance (Bratton & Gold, 2009). This allows appraisal that can be seen as an analysis of overall capabilities and potentials, allowing a decision to be made in line with a purpose. In reality, both assessment and appraisal are likely to be synonymous in many organizations. Performance appraisal, no doubt, serves some specific. As an illustration, It helps managers to effect better promotion and reward decisions, it brings about job satisfaction as a necessary ingredient for increased job performance, it helps to generate a sense of effectiveness and efficiency in the use of human resources and it also helps to reduce tension and stress by the creation of a feedback process on employee performance (Gluck, 2008). Finally, it helps to specify ability levels necessary for effective job performance by employees as noted by the author under reference.

In recent times, performance appraisal has become a key feature of an organization's drive towards competitive advantage through continuous performance improvement and human resource management. In many organizations, this has resulted in the development of an integrated performance management system (PMS), usually based on competency framework. Indeed, discussing appraisal performance is one of the means used in assessing competencies. Several reasons have been given for appraisal or performance review (Bratton & Gold, 2009). These reasons, according to the authors, are the assessment of training and development needs, helping to improve current performance, reviewing past performance, assessing future potentials and promotability; assisting in career planning decision, setting performance objectives and assessing increases or new levels in salary.

In some organizations, performance appraisal takes place formally at predetermined intervals and it also involves a discussion or interview between a manager and an individual employee (Francis, 2015). The purpose of such discussion can be categorized into the making of administrative decision concerning pay, promotions, career and work responsibilities. Performance appraisal should be a continuous function (Akinyele, 2010). The supervisors or

administrators should continuously determine how effectively their subordinates are performing different tasks. Employees should be appraised at least once a year as this will contribute to increased employee efficiency, effectiveness, productivity and morale.

In the Nigerian university system for instance, performance appraisal process offers a valuable opportunity to focus on work activities and goals as well as identify and correct existing problems and encourage better future performance in the system (Akinyele, 2010). Universities in Nigeria, for example, are said to have administrative and professional faculty performance appraisal system designed to provide documented and constructive feedback regarding performance expectations, spur growth and development as well as provide a fair and equitable means to determine rewards for contributions to the universities, the “senior staff” and faculty (Akinyele). However, whether the system is effective or not is a different issue altogether because the researcher observes that the doctrine of “publish or perish” and stepping down promotion or stagnation of employees for one reason or another and sometimes with unjustified and unfair reasons are the subject of discussion by not only senior academics but also junior academics or staff generally.

Three main objectives can be associated with employee performance appraisal, such as:

1. Providing an opportunity for the manager or supervisor and subordinates to review the latter's work in the light of set objectives. The employee will be told the performance level on the job and this will involve a discussion of areas of strengths and weaknesses.
2. Encouraging the supervisor or manager to think analytically about personal areas of strengths and weaknesses in order to better understand them, establish potentials and thus, be in a position to base the planning of work in the department or unit on an appreciation of each individual's competence and

suitability. This can aid the organization in formulating its manpower development plans.

3. Providing an opportunity for individual employees to realize their own potentials and decide what aspects they need to consider carefully if they are going to develop in their present job and perhaps be considered at a later date for promotion.

There are basically three types of appraisal: confidential or secret appraisal, open appraisal and semi open and semi secret appraisal (Obisi, 2011), as follows:

Confidential Appraisal: In confidential appraisal, the individual is not involved in the appraisal exercise as the appraisal outcome is not communicated to the person being appraised as it should be. In essence, the person's strengths and weaknesses are not communicated as it ought to be. Some managers and supervisors involved in performance appraisal could ignore periodic counselling after an incident has taken place.

Open Appraisal: Open appraisal system reveals to the appraisee strengths and weaknesses; contributions and failures which are discussed during performance appraisal counselling interview. Open appraisal method would reveal and create self-awareness which is a process of giving insight into one's own performance (Obisi, 2011). It helps employees to become more reflective and objective about future planning and this establishes an action plan for the coming year in terms of fixing targets, activities and responsibilities to mention but a few. It also makes the employees to be aware of key performance areas and the contributions being made to the organization.

Semi Open and Semi Secret Appraisal: This is an appraisal process whereby performance appraisal procedure would be made open at the beginning and later made secret (Oberg, 2012). For instance, if an appraisee is asked to fill an appraisal form and the superior rates the subordinate and returns the rating to the subordinate to sign, after signing, the subordinate would not hear anything again until, perhaps, the final performance appraisal

outcome (Obisi, 2011). In some cases, the subordinate would be given the form to fill and after filling and returning the form, the subordinate receives no further communication. These types of appraisal appear to be common in tertiary institutions in South-South geopolitical zone and perhaps Nigeria as a whole.

The appraisal of employees' performance in an organization could be in four stages as follows:

Stage One: The first of the appraisal process is the job description (Dessler, 2008). A job description highlighting the main responsibilities of the job and regularly brought up to date is essential in an appraisal system. Every job has its particular elements or characteristics. These include, among other things, the level of education required for the effective performance of the job, the experience, knowledge and talents needed and the responsibilities involved in the job.

When employees are appraised, it should be done in relation to the factors above in order to see how well the individual is able to carry out the duties of the particular job. With regard to appraising individuals, it is necessary to confirm the original opinion of the employee when first joining the particular organization; in the case of a transferred employee, it is wise to confirm organization's earlier opinion formed when the employee was moved into the job and it is also important to relate the individual's level of performance to the requirements of the job so as to determine potentials (Dessler, 2008).

It is essential to define clearly the responsibilities of each job. Some managers shy away from this idea on the grounds that it leads to rigid organizational structures. The average employee will be quite happy to have the area of authority clearly defined and to know to whom accountability is made. A situation where job responsibilities overlap because of lack of proper job definitions creates unnecessary conflicts and this cannot be in the interest of the organization (Francis, 2007). Employees, especially young ones, learn much from their supervisors and managers. Therefore, the example of effectiveness, efficiency and

administrative ability which supervisors and managers set personally will affect the way in which a subordinate employee develops on the job.

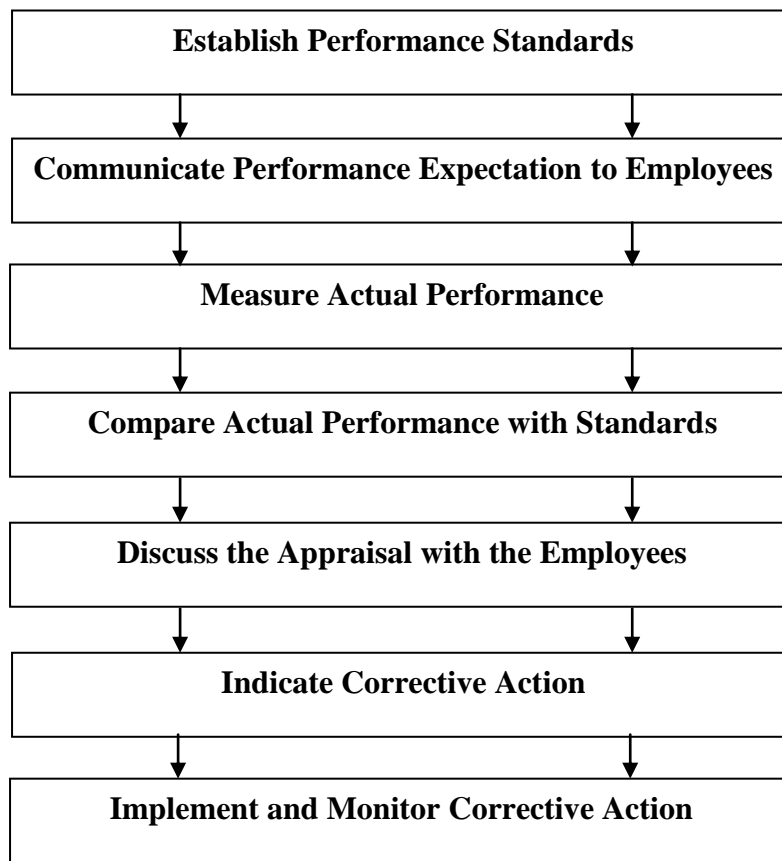
Stage Two: The second stage of employee performance appraisal covers the setting of objectives. On the basis of the work-schedule and in the light of departmental objectives, the manager and the subordinate sit down together to agree on the subordinate's objectives for the coming year. It is the objectives so agreed that will form the basis of the appraisal at the end of the year. Once the individual objectives have been agreed, the employee has targets and something to work towards. However, the setting of individual objectives to be achieved on the job should not allow the manager to abandon important role of counselling and guiding the employee towards set goals.

Stage Three: The third stage is the completion of the appraisal form which normally takes place at the end of one year. It is important for managers to assesses the extent subordinates have achieved the agreed objectives and how (Ebi, 2007). Each organization should decide on an appropriate form but it should be designed in such a way that in relation to the elements to be appraised, an individual's total performance can be classified as 'outstanding', 'very good', 'satisfactory' or 'unsatisfactory'. It is true that in certain cases, the personality of the individual may affect performance on the job, but this should be related to, and associated with those things that cause the employee to either achieve or not to achieve the expected results. Consequently, appraisal should be approached with the intention of strengthening the strong points of employees and thus, improve on weak points and talents.

Stage Four: The fourth stage is concerned with the appraisal interview. The completed appraisal form should form the basis for this interview (Dessler, 2008). As for any interview, the interviewer should prepare carefully and the interviewee should be informed of the date, time and venue of the interview at least one week in advance. For such interview to be successful, it should be held in a relaxed atmosphere. The interview should cover, among other things, the extent to which the objectives of the job have been achieved, the strengths and

weaknesses in the performance, including the factors which influenced performance and the subordinate's career prospects which should include a discussion of the subordinate's ideas about the future (Brumbark & Vincent, 2013). Finally, the manager or superior should let the subordinate know of the plans for the latter's development and agree to a new set of objectives for the year ahead (Oberg, 2012). Notes on the interview should be entered on the appraisal form immediately after the interview; these are efforts towards managing the talents of the employees in an organizational setting.

The procedure for evaluating employee performance may take the form or procedure outlined in Figure 6. The procedure entails establishing performance standard that should serve as a guide, communicating performance expectation to employees, measuring actual performance compared to actual performance with standards, discussing the outcome through the process of performance appraisal, indicating corrective action through counselling as well as implementing and monitoring corrective action(s).



**Figure 6: Employee Performance Evaluation Procedure
Adapted by the Researcher (2017)**

The practice of using the superior to effect performance appraisal of a subordinate is by far the most widely employed and will continue to enjoy this popularity (Callaghan & Coldwell, 2014). But the purpose for which the performance appraisal is undertaken may contribute in deciding which may be applicable in each case (Chaudhary, 2012). Thus, if the primary purpose is development, a tertiary institution, for example, may want to combine superior appraisal with subordinate or self-appraisal for success. Also, if reward is the purpose of the appraisal, an organization might consider the addition of peer appraisal to superior's rating. It needs to be emphasized that the key to effective performance appraisal is an accurate knowledge of those to be appraised and the ability of the appraisers to know what to do in using appraisal to effectively manage talents of employees for organizational growth and development (Brevis & Vrba (2014).

The researcher defines performance appraisal for the purpose of this study as a process involving deliberate stock-taking of the success which an individual or an organization has achieved in performing assigned tasks or meeting set goals over a period of time. Because it is a process, it is systematic; flowing from an appropriate policy that should be objective and requiring that officers involved in the implementation of the policy and the exercise must be familiar with what is involved. It therefore shows that performance appraisal practices should be deliberate and not by accident. It calls for serious approach to knowing how the individual is doing in performing assigned tasks. Of all the activities in human resource management, performance appraisal appears to be arguably the most contentious and least popular among those who are involved. Managers do not seem to like doing it; employees see no point in it either because of the acrimony that does result at the end of appraisal exercise as noted by the researcher.

Employee Compensation

Employees are an organization's key resources and the success or failure of organizations centres on the ability of employers to attract, retain and reward appropriately talented and competent employees through the concept of compensation. Compensation in the form of its packages is defined as consisting some fundamental characteristics that make employees satisfied on the job such as salaries, bonuses, incentives, allowances, promotion and recognition that have significant impact on employee performance (Yamoah, 2013). Compensation can be said to directly or indirectly contribute to employee satisfaction and intention to remain in a particular organization (Osibanjo, Adeniji, Falola & Heirsmac, 2014). Some theorists have equated reward with compensation hence; the two concepts are mutually inclusive and related. In this study, therefore, compensation and reward which mean the same thing has been used interchangeably (Akafo & Boateng, 2015).

Compensation refers to the financial benefits that are given to staff for the jobs they have performed. In organizational setting, fixing of salaries is a continuous exercise as

positions and posts keep changing due to growth and functional advancement (Ebi, 2007). Compensation has been described as one of the oldest and commonest factors responsible for employees' turnover (Issa & Adebola, 2014). Employees have been found to quit employment for economic reasons (Manu, Clad and Kuri, 2012) and Hissom (2013) argued that the most common factor for employees' turnover being high is salary which is a component of compensation. The implication is that there is a symbiotic relationship between compensation that offers good salary and high employee turnover. Compensation is an exchange relationship because employees trade labour and loyalty for financial and non-financial benefits that cover a wide spectrum, from employment (Ami et al 2015). Employees receive compensation from employers in return for work performed.

Compensation is a crucial instrument for the attraction and retention of talented employees that are dedicated to their responsibilities in the employment (Abayomi and Ziska, 2014); although in a research by Moncraz, Zhao and Kay (2009), it was found that compensation was not one of the top factors influencing non-management turnover, yet compensation can also serve as a crucial factor in reducing managerial turnover and increase commitment. Importantly, too, compensation can be regarded as a predictor of employee turnover (Pitts, Marvel & Fernandez, 2011). Employees' willingness to stay on the job, therefore, could be said to largely depend on the compensation packages offered by an employer.

Compensation management is a useful instrument in the hand of management of tertiary institutions to contribute to organizational effectiveness and can impact positively on the behaviour and productivity of employees (Bustamam, Teng & Abdullah, 2014). This is because compensation determines the retention of employees to achieve the objectives of an organization; it is also the basis for the involvement of individuals to reinforce the performance of employees (Shaw, 2014). Compensation, therefore, is a major factor in attracting and retaining staff. The design, delivery and use of compensation, no doubt, have

undergone major shifts to accommodate the motivational aspects of employee performance that promotes improved organizational performance (Ami et al. 2015). The broad aims of compensation should be to encourage and retain employees to enhance the overall effectiveness and efficiency of an organization (Abayomi & Ziska, 2014), while compensation management should serve as a tool to improve organizational performance (Idemobi, Onyeizugbe & Akpononu, 2011).

Employees regard compensation or reward as transcending economic issues to include issues hinging on trust, work relationships and ethical considerations; it plays vital social and symbolic roles in an organization (Akafo & Boateng, 2015). Employees that experience high levels of job satisfaction are more committed and dedicated to their responsibilities and, through training and development, are able to take decisions independently. Brevis and Vrba (2014) noted that job satisfaction is achieved by allowing employees a measure of control over what they want to do and how to do it. An ideal compensation strategy should be able to encourage employees to work harder with more determination and dedication to their duties (Khan, Aslam & Lodhi, 2011). Job satisfaction resulting from compensation as reported by Abayomi and Ziska (2014) is expressed as the “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating one’s job values”. This is also corroborated by Yadav and Aspal (2014) who noted that job satisfaction is a function of diverse specific satisfactions that emerge as a result of different dimensions of compensation from employers.

Compensation should be legal and ethical, adequate, timely, motivating, fair and equitable, cost-effective and able to provide employment security to employees. An employee has talents, activities, attitudes and potentials available to be offered in the employment; the employer also has the money and is looking for someone whose activities are required to perform some specific jobs. At the end of the process, each tries to see how the other meets each other’s minimum expectations until a compromise is struck resulting in employment contract. Compensation should be able to serve a number of purposes for employees such as

being a means for the acquisition of necessities and luxuries for self and family, a means of determining one's social standing and as an important factor which influences people's job performance and commitment.

Compensation, therefore, is the monetary reward which an organization pays to employees in return for their labour. This brings about effective management of talent embedded in the employees. Its objective is to create a system of rewards that is both equitable to the employer and employee and that is capable of motivating employees in the job performance. Researchers have found a relationship between employees' job satisfaction and compensation (financial and non-financial) hence, an ineffective compensation management will most likely affect employees' satisfaction and de-motivate their performance outcome (Ibrar & Khan, 2015). In order to ensure effectiveness, compensation should, as much as possible be adequate, that is, being able to meet minimum governmental and organizational levels, equitable, that is, payment made to each person should be fair and in line with the individual's efforts, abilities and training, balanced, that is, being able to provide a reasonable total reward package, cost-effective, that is, pay not being excessive but consideration being made is based on what the enterprise can afford and secure, that is, pay being able to meet basic security needs and such other basic needs which pay can satisfy (Gluck, 2008). Furthermore, compensation should be incentive providing, this requires that pay should be able to provide effective and productive work and acceptable to employees, that is, acceptance by the employees that the pay system is reasonable for the individuals and the organization (Gluck, 2008)

Having known what the basis for compensation is, it is equally important to know in what forms such should be disbursed for organizational efficiency and effectiveness. Taylor (1911) in his scientific management advocated the piecework system as a means of achieving greater productivity because the workers were found of loafing on the job or they were "soldering". Therefore, a number of compensation modes have become operational not only to

advance this philosophy but also to develop a satisfied and productive work force. Taylor held that the modes of compensation to manage human resources in organizations are:

Payment for Time Worked: This is the oldest type of compensation to employees. An employee's hourly rate is multiplied by the number of hours spent for a period, usually daily, weekly or monthly. This method of compensation is useful where the productivity of the job is not easily quantifiable. Time clocks are used to determine this; although results of studies about the effectiveness of the use of time clocks as a means of regulating productivity under this circumstance are mixed. As a result, regular work tends to be stretched beyond the period allocated for it in order to accommodate overtime. This is dysfunctional to organizational efforts.

Piece Work Plan: Piece Work plan is the easiest to administer; it gives the greatest incentive to producers. Here, the worker is paid per unit produced. The total wage now is the number of units produced multiplied by the piece rate. The system, however, does not take cognizance of the quality of work. This sometimes lends it to manipulations by employers who may reduce the price per piece for all types of reasons, including poor quality.

Compensation has been delineated to three major categories (Abayomi & Ziska, 2014), namely:

Financial Compensation: This is concerned with financial rewards and incentives. Financial rewards provide financial recognition to people for their achievements in the shape of attaining or exceeding their performance targets or reaching certain levels of competence or skill while financial incentives aim at motivating people to achieve their objectives, improve performance and enhance competence or skills by focusing on specific targets and priorities. A discussion on financial compensation without promotion will be incomplete because promotion adds financial benefits to an employee's income and, as observed by Issa and Adebola (2014), an employee that remained stagnant in a particular position for a long time without promotion will certainly be unsatisfied.

Non-Financial Compensation: This type of compensation does not directly involve money and is usually related to the work itself. It includes achievements, autonomy, recognition and the scope of the work; other forms of non-financial compensation include skills development, training and career development opportunities. Non-financial compensation has been listed as flexible schedules, job responsibilities, change in status, praise and feedback, a good boss and a nurturing organizational culture (Akafo & Boateng, 2015). This category of reward aims at boosting employee morale (Danish & Usman, 2010).

Compensation and the Individual: Researchers are of the view that firms that seek to improve employees' productivity should link remuneration with personal efforts (Bartlett & Ghoshal, 2013). Rewards and bonuses for personal efforts are the most visible ways of acknowledging an employee's efforts.

There are other variations to the piece work plan. In some cases, lower rates are set up to certain standards and thereafter the piece rate is increased beyond original standard. These include the differential piece rate and the multiple wage plans. In other cases, the emphasis is on time saved rather than the units produced. Compensation methods and incentive plans are organizational policy matters. They are also strategic because such decisions set a pattern for an organizations' ways of doing things and commit the organization for a long period of time (Danish & Usman, 2010). Such matters, therefore, are within the purview of top management. For example:

1. Employee compensation is the most single expensive item of costs, hence, there is need to ensure that rewards are from actual services performed;
2. Compensation programmes should be able to bring about increased productivity on the part of the workforce;
3. Management should design effective compensation policies because the organization's ability to pay depends on the resourcefulness of the company and general economic situations.

For the purpose of this study, the researcher defines compensation or reward as the sum total of all that an employer provides for its employees; these include recognition, financial and non-financial rewards, intrinsic and extrinsic benefits that make employees to be productive, loyal and want to remain in the employment. All these require that management has to set up policies that would strike a balance between what it can afford and what it takes for its employees' talents to be effectively managed to perform. It means that within tertiary institutions, for example, and depending on their strengths and missions, the management of tertiary institutions can decide to be pacesetters, followers or competitors in respect of employee compensation offerings. Compensation packages applicable to employees have motivational effects on human resource management. Attention has to be directed much more towards the management of human resources in an organization because of the level of effects human resources have on the achievement of institutional growth and development. Hence, it is imperative to state that the achievement of the objectives of tertiary institutions in South-South, Nigeria, to a great deal, will be determined by the extent to which the administrators of the institutions are able to manage their human resources based on their compensation packages.

Employee Discipline

Discipline is the regulation and modulation of human activities to produce a controlled performance. The real purpose of discipline is to encourage employees to conform to established standards of job performance and to behave sensibly and safely at work (Richard, 2009). Dessler (2008) maintained that discipline is employee learning that promotes self-control, dedication and orderly conduct in the workplace. Discipline can be regarded as the process of either administering an unpleasant stimulus, such as a warning letter or a suspension, or withholding a reward, such as not granting a scheduled pay increase because of an employee's job deficiencies. Richard stated further that discipline is the force that prompts individuals or groups to observe rules, regulations, standards and procedures deemed

necessary for an organization. It involves procedures that correct or punish a subordinate because a rule of procedure has been violated.

Discipline in the workplace is the means by which supervisory personnel correct behavioural deficiencies and ensure adherence to established company rules. The purpose of discipline is to correct wrong behaviour (Richard, 2009). It is not designed to punish or embarrass an employee. Examples of misconduct in organizations which could result in discipline as observed by Richard include excessive tardiness, failure to notify an absence, insubordination, rude or abusive language in the workplace, sexual misconduct, failure to follow organizational rules or policies, dishonesty, financial misappropriation and theft.

Disciplining employees is a necessary matter in every organization. Effective discipline can help to correct employee behavioural issues and can also increase productivity (Lucerna, 2016); effective discipline helps to protect organization against wrongful termination lawsuits. Hero (2012) reported that it is important to have a strategically designed discipline policy so that employees know what is expected and what will happen if expectations are not met. Having a degree of consistency will provide organizations with a sense of stability that all employees, managers and human resource personnel will appreciate.

Employee discipline arises as a result of infringement of the employment contract that borders on acts of indiscipline; gross misconduct and poor performance by employees; when opened up, acts of employee indiscipline are wide-ranging. It is important to make the case that the reasons for employee infringing on the contract of employment may be as a result of a real or imagined slight from managers/administrators or colleagues, a feeling of being put upon and a belief that the contribution being made is neither appreciated nor compensated properly in terms of pay, promotion and recognition (Armstrong, 2012). The reasons could also be a resentment at what was perceived to be unfair criticisms and anger that is directed at the employer or manager or administrator as the case may be because what was considered to

be a reasonable request such as promotion or training was turned down, or because of an unfair accusation, in the view of Armstrong (2012).

For disciplinary measure to be meted on an employee, the (acts of employee indiscipline should be defined and the principles of natural justice should prevail hence, the employee should be informed of the nature of the complaint, the employee should be given the chance to present a defence and also given the opportunity to improve except for cases of particularly gross incapability or wilful misconduct (Armstrong (2012). It is also important to warn the employee of the consequences if there is no significant improvement such whatever happens thereafter, the employer should take any mitigating circumstances into consideration as counselled by the author.

The immediate supervisor should be responsible for maintaining discipline and morale among the employees being supervised as well as initiating appropriate disciplinary action where the facts warrant such action. Similarly, line supervisors should be responsible for the enforcement of organizational rules and policies on the employees (Business Management, 2014). It is an important responsibility requiring impartiality, good judgement and courage. Disciplinary action should, therefore, be done by the line supervisor. However, to avoid embarrassments and violation of company policies and rules as well as union contract, before taking disciplinary action involving warning letter, suspension or dismissal, the supervisor should first consult with the personnel or human resources manager. Supervisors should thoroughly understand the purposes of disciplinary action and should also be given training on the techniques of handling day-to-day disciplinary problems (Dessler, 2008). Such training may be in the form of role-playing, case studies, films and lecture discussions by outside experts (Lucerna, 2016). Supervisors who possess the qualities of leadership are able to handle the discipline function properly.

Certain factors should be taken into account by management when deciding to use discipline on an employee such as whether the employee clearly understood the rule or policy

that was violated, whether the work rules or policies were provided to the employee prior to the violation, whether the rules or policies were consistently and fairly enforced by management, whether the employee knew that violating the rule or policy could lead to disciplinary action and the seriousness of the offense in terms of violating company rules of conducts or company obligations (Hero, 2012). For example, being a few minutes late for a shift would not be viewed as being as serious an offense as striking another employee or stealing university property. The length of service of the employee needs to be taken into consideration; the employee's previous good (or bad) work record is worthy of consideration, whether the employee was pushed into acting rudely or violently as a result of management actions: this is a very common defence for employees involved in acts of insubordination and whether the employee admitted to the misconduct and apologized (Hero, 2012).

In carrying out disciplinary action against any erring personnel, Lucerna (2016) highlighted the major steps to be taken, such as:

Oral Reprimand: This should be given as soon as an administrator notices an issue with an employee's performance or behaviour. Oral reprimand should be given tactfully so that employees understand that such reprimands are constructive criticism and not personal attacks. It may be helpful for employers or managers to design a verbal reprimand form so that written documentation can be kept of oral reprimands.

Written Warning: If an employee does not respond to a verbal reprimand favourably or begins to exhibit further negative behavioural or performance issues, it may be necessary to issue a written warning (Lucerna, 2016). An effective written warning should detail exactly what the undesirable aspects of the employee's behaviour or performance are, how the employee should correct these issues and what will happen if the employee fails to effect correction. Employees should be given a copy of the written warning that has been signed by a manager, a witness and the offending employee (Hero, 2012).

Final Documentation: If an employee continues to exhibit poor performance after receiving a written warning, the supervisor should issue final documentation. When final documentation is given, employees should be shown all other times that reprimands have been given and documented, while managers pointedly explain how they were instructed to act and how they failed to meet the expectations (Business Management, 2014). Employees should understand that they may face termination if the behaviour continues, but should still be given a chance to meet the expectations.

Suspension With Probation: If an employee still continues to fail to meet expectations after final documentation has been given, the supervisor may wish to give the employee one final chance in the form of a suspension with a subsequent probationary period (Lucerna, 2016). The probationary period may include a reduction in pay, continuous supervision or retraining efforts. Before an employee is suspended, the human resource professionals should be consulted.

Termination: If an employee continues to exhibit the same behaviours after the suspension period or does not respond favourably to retraining, it is unfortunately the time to move on to termination. When an employee is terminated, the final meeting should be in person and the employee should be given documentation and an explanation as to the exact reasons for the termination (Lucerna, 2016). If all behavioural issues have been documented at every step of the way, an employee that is disciplined should not be able to collect unemployment or file a wrongful termination lawsuit (Hero, 2012).

The researcher will conclude by defining employee discipline as any action taken by employers systematically and following due process to correct employee wrong doings; the wrong doings should be verifiable and should be able to pass the litmus test. In the event of litigation by an aggrieved employee because of the type of disciplinary measure meted by management, it behoves on management to ensure that it is just, fair, equitable and commensurate with the alleged offence. In addition, employees should be provided with the

Employment Handbook containing both the rubrics and terms and conditions of employment. Administrators or managers to interpret and utilize the handbook should be versed in it and must be competent.

Employee Conflict Resolution in the Workplace

Conflict is a state of resistance or opposition between two or more individuals; within the same group (intragroup conflict) and between two or more groups as it is between labour and management (intergroup) (Ekwoaba, Ideh & Ojikutu, 2015). It is a struggle between individuals or parties over values or claims to status, power and scarce resources in which the aims of the conflicting parties are to assert their values or claims over those of others. Organizations that are regarded as family units have different people, different goals and interests as opposed to those of organizations and these are in perpetual conflict with each and/or one another resulting in the breakdown of peace, law and order as explained by Ekwoaba et al.

Conflict is an inevitable occurrence in any social organization because it functions by means of adjustments and compromises among competitive elements in their structure and membership (Armstrong, 2012). Taking the workplace as a case study, the relationship between employers and employees is inherently conflictual in nature hence, conflict cannot be swept under the carpet by the social partners in industrial relations (Ekwoaba et al. 2015). The various unions in the tertiary institutions in Nigeria, and particularly federal universities: Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU) and Non-Academic Staff Union of Universities (NASU) have been found to be in constant conflict with either management or the federal government (Abolo & Oguntoye, 2016). The researcher observes that state universities and other categories of public tertiary institutions such as polytechnics and colleges of education, whether owned by the federal or state governments, are not insulated. That conflict cannot be avoided by any management in either the public or private sectors of any economy has been explained by

Ekwoaba et al with the fact that what is gain to employers is regarded as loss to employees and vice versa.

The occurrence of conflicts has been defined as a natural condition that exists in any multiparty and heterogeneous system hence, universities and governments as well as their agents; that is, management, are said to be in regular conflicts (Abolo & Oguntoye, 2016). There is creative conflict based on new or modified ideas, insights and approaches, and solutions can be raised by a joint re-examination/evaluation of different points of view as well as rational exchange of information and opinions (Armstrong, 2012). In the nation's tertiary institutions as it is in other nations, it can be stated that conflict has become a struggle; latent and potent conflict that can escalate if not resolved timely and fairly (Anih, 2008). The causes of conflicts in the workplace have also been traced to what has been described as the "unique subcultures that establish 'us vs. them' situations" (Oni-Ojo, Iyiola & Osibanjo, 2014).

Conflict in the workplace has been described as a recurring factor; using Nigerian polytechnics as a case study, this is because of policies, political undertones that lay behind management and funding system (Adebile & Ojo, 2012). The Nigerian tertiary institutions generally are not left out of conflict because the administrators that are in-charge of managing the affairs of the institutions have often been found to be on a collision course with unions on many issues ranging from allocation of funds to high-handedness (Badekale, Ngige & HammanJoda, 2016). The authors added that in the academic settings, conflict is inevitable because there are different interests being pursued by different parties/unions and the consensus of opinion concerning rules governing tertiary institutions, for example, seldom exists among the participants, namely, management, academic and non-academic staff.

Two major types of conflicts have been identified – internal and external (Abolo & Oguntoye, 2016). Internal conflicts usually occur between employees and employers arising from what could be termed as incompatible goals in the management-labour relations; external conflicts which seem to be the "crux" of the crises in the universities and they occur at an

alarming rate on the other hand as an illustration, occurs between employees and other bodies outside the employment such as the government and in some cases, employers' association(s). Abolo and Oguntoye were of the view that while examples of internal conflicts abound between management and their employees in the universities, external conflicts occur between the university unions and the federal and state governments, owners of majority of the universities in Nigeria. These scenarios appear to be the case with other types of tertiary institutions in the country.

Empirical findings showed that organizations can be adversely affected by conflicts in relation to performance and wastage of scarce resources; at the same time, organizational conflicts such as those occurring in the Nigerian universities do have positive effects as they can increase innovativeness and also improve the quality of decisions (Ongori, 2009). The immediate effect of conflict can be seen in the distortion of academic calendar in most universities hence, the overall impact of conflict on staff effectiveness also relates to value distortion and system dissonance and when the system and values are distorted significantly, the effect can be enormous and frightening to staff morale and productivity (Abolo & Oguntoye, 2016). The authors added succinctly that:

most conflicts have led to fatigue and lowering of professional standard; the constant resort to conflict resulting in the closure of the universities can be referred to as a vicious cycle of strike, negotiation, arriving at agreement, postponing strike, waiting, non-implementation of agreement, warning strike and full blown strike (page 30).

Conflict is not necessarily evil; hence, it has been cautioned that it becomes unnecessarily unhealthy when it is centred on individuals and not on ideas (Anih, 2008). Conflict can become counter-productive when it is based on personality clashes, or when it is treated in an unseemly mess to be hurriedly cleared away. Rather, conflict should be seen as a problem to be worked through (Armstrong, 2012). When workplace conflicts remain unresolved, it has the potentials to lead to litigation with its attendant problems and the

willingness of employees to sue their employer have exposed almost all employers to an increasing volume of litigation related to workplace conduct or the human resource decisions made on a daily basis (Oni-Ojo et al. 2014). An understanding of conflict and how to manage or resolve it should be an integral part of what and how managers/administrators should learn; such understanding becomes essential for the personal well-being and success of individuals as well as the long-term success of organizations (Singleton, Toombs, Taneja, Larkin & Pryor, 2011).

Conflict resolution deals with ways of settling differences between groups, individuals, team members and parties (Armstrong, 2012). The author has also advanced some ways or methods for resolving conflicts as follows:

1. Peaceful Co-existence – smoothing existing or perceived differences and emphasizing the common ground; though this is ideal but it may not be practicable in many respects.
2. Compromise – issues in dispute are resolved by negotiation or bargaining hence, collective bargaining, and neither party wins or loses.
3. Problem Solving – here, attempt is made to find a genuine solution to the problem instead of accommodating different points of view.
4. Withdrawal – one party in conflict withdrawing leaving the other party; a classic case of win/lose situation.
5. Smoothing Over Differences – pretending that no conflict exists even when no visible attempt was made to tackle the root causes leading to a likely re-emergence of the issue and the battle recommences.
6. Reaching a Compromise – bargaining to reach a compromise: win some and lose some points; here, several tactical approaches are used by the parties.
7. Counselling and Constructive Confrontation - here, third parties that have a key role to play are engaged. Third parties must avoid the temptation to support or

appear to support either of the parties in conflict, and must adopt the following counselling approaches:

- (a) Observe, listen attentively and actively,
- (b) Help parties to understand and define the problem by asking pertinent open-ended questions, recognize parties' feelings and allow feelings to be fully expressed
- (c) Help parties to define the issues as they see them (pages 594- 595).

Conflict resolutions can be defined as efforts or strategies that ensure peaceful relationship between or among parties with diverse aims and interests in order to manage conflict when it occurs. Conflict resolution can be said to involve the management of already established conflict between aggrieved individuals or parties; it could be elaborate and wide in conception and application; it utilizes communication and analytical thinking to manage and peacefully resolve conflicts between and among the parties involved. It is more of a long-term arrangement involving institutionalized provisions and regulative procedures for dealing with conflicts wherever they occur. A conflict management style will also refer to the various manners in which individuals, especially leadership, handle conflicts within a relationship. When a conflict is not resolved, the effects would include low morale of employees, poor relationships, fight, injury, deaths, disablement, displacement and poverty increase which have both short and long-term effects on organizational growth and the society at large (Abolo & Oguntoye, 2016).

When a conflict remains unresolved within tertiary institutions, it has the potential of resulting to serious consequences on staff effectiveness such as high employee labour turnover, low morale, reduced productivity, quality problems, reduced collaboration, passive/aggressive behaviour, insufficient management credibility, negative upward attention and distrust (Cram & McWilliams, 2011). There are ways of resolving conflicts that can take place in five stages. These are: becoming aware of the conflict or problem, setting limits,

negotiation, compromise and follow-up (Anyakoha, 2007). There are also conflict resolutions practices required of a leader that involve listening carefully before taking action, expressing strong feelings appropriately, asking relevant questions, being rational in passing judgement and maintaining a spirit of give and take (Wilmot & Hocker, 2008). Others as stated by the authors are avoiding harmful or inflammatory statements when settling conflict, avoiding telling others one's opinion, recognizing the power of initiating a co-operative move to ensure settlement, identifying conflict patterns and engaging in negotiations of agreement and subsequent settlement.

Some strategies for conflict resolution that can be applied by administrators or managers in the workplace are staying calm while listening to the parties involved in conflict, listening to really understand the arguments, stating the case tactfully as administrators or managers and attacking the problem and not the person during resolution (Berman, 2009). Other strategies as mentioned by the author are avoiding the blame game on either of the parties involved in conflict, focusing on the future and not the past to bring about lasting peace among conflicting parties, asking the right questions in order to pass objective judgement with a view to make rational amendments and being confident as an administrator or a manager in mediating among the parties in conflict.

Conflict is naturally embedded in the life of human beings and cannot be separated from social processes but should always be prevented and resolved when it occurs. Therefore, conflict resolution in the work environment, is defined by the researcher as constituting part of the major responsibilities of managers and tertiary institutions' administrators and the steps taken to ensure resolution to enable the parties return to the status quo. The resolution of conflict could be by the parties using such methods as smoothing and accommodation, or the involvement of third parties.

Related Empirical Studies

The review was carried out in relation to the specific purpose of the study, as follows:

Employee Recruitment and Selection

Omisore and Okofu (2014) assessed staff recruitment and selection process in the Nigerian public service and what is to be done. The study was based on five objectives; five research questions were answered, there was no test of hypothesis. The mixed methodology approach was adopted by drawing from both primary and secondary sources for the study. The population included federal and state ministries and their extra-ministerial offices operating in Lagos State out of which a sample of 120 was randomly selected and used. Questionnaire was employed to collect the data for the study; the data collected were analysed using descriptive statistics.

The study found that although there were stipulated periods for recruitment and selection into the public service, they were often sidelined. The study also found that recruitment and selection in the public service is characterized by high level of political interference and manipulation by the political class, top administrative echelon and others, through the exploitation of such factors as ethnicity, nepotism, favouritism, institutional and state politics, top governmental connection and outright corruption in determining who gets engaged into the service. The study found and considered the state of affairs to be anachronistic and dysfunctional as it promotes sectionalism with consequential effects and negative implications for human resource competence, capability, quality decisions and service delivery.

Based on the findings of the study reviewed, it recommended that the Nigerian Public Service Commission should discourage any of unlawful discrimination in the recruitment and selection process on the grounds of sex, ethnic origin and religion, but based on merit. The study also recommended that political office holders and other top government functionaries should minimize or stop constant interference in the issues relating to the recruitment and

selection of staff in the public service in order to avoid what it called the very sad experience of the Nigerian Immigration Service selection process when several applicants died early in 2014. Furthermore, the study recommended that the parameters used for recruitment and selection should be sound, up to date and not biased.

The study by Omisore and Okofu (2014) is related to the present study because it relates to recruitment and selection as one of the functions of human resource management in organizations. However, the two studies differ in terms of the number of research questions, area of study and scope of study. The study reviewed did not test any hypothesis, the present study tested six hypotheses; the study reviewed covered less population and sample compared to the present study which covered more population and more sample. The reviewed study was carried out in Lagos, using the public service; the present study was carried out in South-South, Nigeria, using public tertiary institutions. The present study provided information to fill the gap in the study that was reviewed.

Kanyemba, Iwu and Allen-He (2015) investigated the impact of recruitment and selection on organizational productivity, evidence from staff of a university in the Western Cape Province of South Africa, using a quantitative research method that measures variables in order to obtain scores usually based on numerical values that are submitted for statistical analysis, summary and interpretation. There was no hypothesis for the study; the researchers used the Likert-type questionnaire to collect data for the study that were analysed using percentages and mean. The questionnaire was validated by an expert from another institution; to ensure that the instrument was reliable, each questionnaire item was given a code value which was captured into computer software and analysed with SPSS. The university chosen for the study had five faculties out of which one of the biggest faculties was used; the chosen faculty had a staff population of 370, consisting of both academic and non-academic staff. A systematic sampling technique was used to select 106 as the sample for the study.

One research question based on the impact of recruitment and selection processes on organizational productivity guided the study. The findings of the study showed that recruitment and selection had a huge impact on organizational productivity. Based on the findings from the study, the researchers concluded that there was a significant relationship between recruitment and selection processes and organizational productivity. The researchers thus, recommended that officers responsible for recruitment and selection of employees should be aware that organizational (university) productivity can be affected by the calibre of staff recruited and selected and that employees should be provided with clearly defined job roles and responsibilities which can contribute positively to organizational productivity.

The study by Kanyemba et al. (2015) is related to the present study because it examined one of the functions of human resource management which is employee recruitment and selection, requiring appropriate competency level by the officers responsible for the function except that it was carried out in a university in Western Cape Province of South Africa, using only faculty staff members, one variable, one research question and no testing of hypotheses. The study reviewed used Likert-type questionnaire for data collection and SPSS was used to analyse the data collected; the population for the study was 370 while the sample was 106. The present study, however, was carried out in South-South, Nigeria using public tertiary institutions made up of universities, polytechnics and colleges of education.

The present study used more variables such as employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution in the workplace; more research questions and the testing of hypotheses. Unlike the study reviewed, the reliability of the instrument for the present study was determined and the result was provided. The population and sample for the present study are more than the study reviewed. The study reviewed and the present study did not cover private tertiary institutions. Nevertheless, the present study provided information to fill the gap not covered in the study by Kanyemba et al. (2015).

Ekwoaba, Ikejje and Ufoma (2015) also investigated the impact of recruitment and selection criteria on organizational performance, using a commercial bank in Lagos, South-West, Nigeria. The study adopted survey research design and structured questionnaire was used to collect data; the questionnaire was validated by three experts and the reliability coefficient was 0.84. The research population was 3,756 out of which a sample of 132 staff was selected using table of random numbers. A total of 132 copies of the questionnaire were administered on the respondents out of which 130 copies were validly filled and returned. Data collected were analysed using descriptive and inferential statistics; Chi-square was used to test the hypotheses.

The result from the analysis indicated a strong agreement that the bank has a policy which guided the recruitment activities but that staff were not always aware of the existence of vacancies in the bank. This information gap, according to the finding, occurs as a result of non-involvement of employees in making decisions regarding the recruitment of staff. The study also found that recruitment and selection has significant impact on organizational performance, and that the bank encourages external influence in its recruitment and selection exercises.

The study reviewed is related to the present study because recruitment and selection is a common variable, both studies employed questionnaire to collect data for the studies. The former study was conducted using a commercial bank in Lagos, South-West, Nigeria; the present study was conducted using public tertiary institutions made up of universities, polytechnics and colleges of education in South-South, Nigeria. The population and sample of the study reviewed were less than those of the present study; unlike the former study, the present study employed mean, standard deviation and ANOVA to analyse the data collected. The present study also covered more variables compared to the previous study. There, is therefore, information gap in the reviewed study which the present study provided information to fill.

Yaseen (2015) carried out a study on recruitment and selection process of higher education sector and its impact on organizational outcomes using a university in Faisalabad, Pakistan, as a case study. Five research questions guided the study, there was no test of hypothesis; the population of the study was made up of employees of the human resource department of the university chosen for the study, that is, G. C. University of Faisalabad out of which a sample of 60 was selected using convenience sampling technique. The research method applied for the study was exploratory, and it was based on primary and secondary data method of data collection. The data collected were analysed using SPSS software.

The findings indicated that the recruitment and selection process was systematic in nature but influenced by political factors thus, overrunning a fair system. The study also found that recruitment and selection impacted on motivation and performance one way or the other. The study concluded that the university required the review of its recruitment and selection process; there is an effective recruitment and selection system but it can be improved upon, and that the system should be confidential so that before time, the names of individuals selected should not be announced to prevent political agents from wrongly forcing their way to select incompetent candidates. Based on the findings and conclusion, the study recommended that there should be a proper and formal written recruitment and selection process, the process and system should also be free from political influence and personal biases that are capable of imposing the wrong candidates. The study further recommended that only qualified as well as experienced applicants should be considered in any recruitment and selection process.

The study reviewed is related to the present study except that the reviewed study was carried out in Pakistan; no hypothesis was tested; only one variable and one tertiary institution (university) were considered. Furthermore, polytechnics and colleges of education were not covered. The present study, however, differed from the study reviewed in many respects because it was carried out in South-South, Nigeria; it covered more variables, more scope and

there was hypothesis testing. Therefore, the present study filled the information gap not covered by the study reviewed.

Otoo, Assuming and Agyei (2018) carried out a study on the effectiveness of recruitment and selection practices in public sector higher education institutions: evidence from Ghana. The study was guided by two research questions and quantitative research approach was employed for the study with descriptive survey design. Questionnaire was used to collect data for the study while stratified and simple random sampling techniques were used to select a sample of 128 from the targeted population. The sample was made up of teaching and non-teaching staff as well as heads of the human resource division of the universities where the study was carried out because the recruitment and selection procedures of the categories of the employees differ. The data collected were processed using software SPSS Version 22.

The study found and concluded that public sector higher education institutions in Ghana with regard to recruitment practices were not effective because the reliance on recommendation to publicise vacant positions or making use of recommendation as the predominant mode of selection could lead to issues of favouritism, partiality or bias recruitment. The study averred that this finding might not be able to attract the best talents as many people might be privy to the information of any vacant position in the universities. The study also found that the identification of available vacancies and delay in feedback after interviews were challenges associated with recruitment and selection that demand urgent attention from the human resources department of the universities involved in the study.

The study recommended that public sector higher education in Ghana should minimize the use of friends and family in publicising their vacant positions, employee referrals (recommendation) even though useful, should be reduced to cater for a certain number of people rather than a whole scale opportunity in order to reduce the incidence of favouritism. The study also recommended that the universities should make use of adverts (either print or

electronic or both) to publicise vacant positions in order to attract the best talents from far and near and that the universities should put in place, strategies aimed at minimizing delays due to organizational feedback and political sorting. The study reviewed and the present study is similar with reference to recruitment and selection as a common variable and the use of questionnaire but dissimilar in the area and scope covered; variables, the size of the population and sample together with hypothesis that was not tested in the reviewed study but tested in the present study. Accordingly, the study reviewed has information gap that the present study covered.

Additionally, Rwothumio, Musaazi and Orodho (2016) carried out a study on academic staff perception on the effectiveness of recruitment process in Kyambogo University, Uganda. One purpose and three research questions guided the study. A close-ended questionnaire based on a 5-point Likert type scale was the instrument employed to collect data for the study; the university administrative management was also interviewed in order to reinforce the data collected for the study. The questionnaire employed for the study was pre-tested and validated to determine its validity and reliability. The reliability yielded a coefficient of 0.70. A cross-sectional survey design was used for the study. The population for the study was 350 academic staff drawn from five faculties of the university chosen for the study while stratified random sampling technique was used to select 150 respondents as sample of the study. The sample consisted of academic staff. The survey research design, based on case study, was used for the study because only Kyambogo University was involved in the study. The survey design was also used because samples were selected from various faculties at the university. Data collected were analysed and presented in texts, tables and percentages.

The study found that recruitment and selection procedures were guided by the standards set by the Ugandan National Council for Higher Education. However, it was found that most academic staff generally tended to indicate that the recruitment practices at the university were not satisfactory and that the selection procedures were not being objectively

done hence, ineffective, manifesting in negative performance of academic staff. The study, therefore, recommended that the university should consider the establishment of a transparent and accountable recruitment process to avoid the negative perception among academic staff and that the university should develop a comprehensive policy on induction of both serving and new staff to help enhance their performance. The study also recommended that the university should promote and encourage the concept of equal opportunity policy for outsiders to join the academic staff by advertising vacancies in the national and international media.

The study reviewed is related to the present study because both have recruitment and selection as a common variable; they were carried out using only public tertiary institutions and both used structured questionnaire that was trial-tested by determining its validity and reliability. However, they differed because the reviewed study was carried out in Uganda with only one research question and no hypothesis was tested unlike the present study. They also differed because the area of the study covered, scope, population and sample are not the same. There is, therefore, information gap in the study reviewed which the present provided information to fill.

Employee Training and Development

Bingilar and Etale (2014) investigated the impact of human resource development or training and development as defined and used interchangeably by the investigators on the performance of academic staff of universities: a study of selected universities in Bayelsa State of Nigeria, using the Federal University, Otuoke and Niger Delta University, Wilberforce Island (a state-owned university), both in Bayelsa State, as a case study. Three research questions and three hypotheses guided the study. The survey design was used for the study. The design matrix of the study was framed with human resources development and the performance of academic staff of universities in Bayelsa State; human resources development was the independent variable while performance of academic staff of universities was the dependent variable. The researchers used the two universities as the population and sample of

the study. Data for the study were collected from the annual reports of the universities under study for the period:- 2010 – 2014, and the data were analysed using multiple regression – the statistical computer software (Statistical Package for Social Science [SPSS 20]) was used to run the analysis.

The findings of the study based on the coefficient of determination R^2 showed that the explanatory variables explained approximately 97% of the relationship between human resources development and performance of academic staff in Nigerian universities hence, human resources effectiveness (HUREE) has statistically significant positive relationship with academic staff performance in Nigerian universities. The study, therefore, recommended that the management of tertiary institutions should formulate policies on training and human resources development programmes for their academic staff because of its positive influence on the institutions.

The study reviewed is related to the present study because training and development is one of the human resource management functions of administrators of tertiary institutions (colleges of education, polytechnics and universities) being investigated. However, the study reviewed did not cover the entire South-South, Nigeria. The study reviewed used secondary data obtained from the annual reports of the universities studied. The data collected were analysed using SPSS. The present study, on the other hand, covered all public tertiary institutions in South-South, Nigeria. Primary data collected through the use of structured questionnaire were used for the present study, the instrument (questionnaire) was validated, and the reliability was determined, unlike the study reviewed. The study reviewed and the present study did not cover private tertiary institutions. There is, therefore, information gap which the present study provided information to fill.

Obi-Anike and Ekwe (2014) investigated the impact of employee training and development on organizational effectiveness using selected public sector organizations in

Nigeria. The study adopted survey research method. The population for the study was made up of the staff of three selected public sector organizations in Enugu State, Nigeria, which were Department of Petroleum Resources (DPR), Nigerian National Petroleum Corporation (NNPC) and National Emergency Management Agency (NEMA). The sources of data were both primary and secondary. The primary data were collected through questionnaire administration supported by personal interviews while secondary data were obtained from journals, textbooks and internet. The questionnaire which was validated by three experts yielded a reliability coefficient of 0.81; it was designed on a 5-point Likert scale format. The population/sample was 66; 66 copies of the questionnaire were administered, 55 were duly completed and returned while 11 were not duly completed and returned. The data generated from the field were presented and analyzed with descriptive statistics while the corresponding hypotheses were tested with chi-square, Pearson Product Moment Correlation coefficient and linear regression at 0.05 alpha levels.

The findings indicated that there was positive relationship between training and development and organizational effectiveness. The increase in job satisfaction and reduced employee turnover were some of the benefits of training and development in the public sector. Inter-personal relationship and teamwork were the effects of training and development on organizational performance. The study concluded that effective training was an investment in the human resources of an organization with both immediate and long-term returns. However, mere investment is not enough; organizations need to manage training programmes more effectively so that they can get the highest returns from their investment. The present study is related to that of Obi-Anike and Ekwe except that while the former study was carried out using three public sector organizations in Enugu State, Nigeria, the present study was carried out using tertiary institutions in South-South, Nigeria. Private sector organizations or institutions were not covered by the two studies. The variable investigated in the previous

study is also in the present study; the present study provided information on more variables than the previous study hence it provided information to fill the gap in the study reviewed.

Halidu (2015) assessed the impact of training and development on workers' productivity in some selected Nigerian universities using Tertiary Education Trust Fund (TETFund) Academic Staff Training and Development 2010 Sponsorship of some selected Nigerian universities as a case study. One null hypothesis was tested for the study. A sample of 10 Nigerian universities was taken using university level data on staff training and development, indicating fifty post-graduate TETFund academic beneficiaries. The study adopted a retrospective design through indirect observation. Data collected were from secondary data from TETFund academic staff training and development 2010 sponsorship; Frederick Taylor's Scientific Management Approach on Training and Development was adopted as a framework for the study.

The study found and concluded that training and development correlates workers' productivity in the academia in Nigerian universities because it improves employees' skills and performance in the workplace, it enhances employees' knowhow/wherewithal to withstand the challenges of contemporary times thus, an effective tool for sustaining and enhancing workers' productivity in the academia. The study concluded that academic staff can only work effectively if given the right training required for the assigned task and that academic staff will be able to discharge their designated responsibilities effectively if the academic system/environment fosters academic fellowships, workshops, seminars and conferences. Therefore, the study recommended that Tertiary Education Trust Fund (TETFund) should improve on its training policy in its entire ramification because in recent times, academics were being faced with new innovations and techno-scientific developments in order to keep pace with emerging trends and circumstances.

The study by Halidu (2015) is related to the present study because it covered training and development which the present study covered. However, the study reviewed differed

significantly from the present study in the area and scope covered; the variables and method. The two studies did not cover private tertiary institutions. The present study, therefore, provided more information to fill the gap created by the study reviewed.

Ozurumba and Amasuomo (2015) carried out a study on the relationship between academic staff development and output in state universities in South-South, Nigeria, using two structured 60-item questionnaire each that were administered to elicit information from staff on staff development and productivity and the other to elicit information from students concerning academic staff output in the areas of research, teaching and community service. Two experts in measurement and evaluation validated the instruments while the reliability which yielded a reliability coefficient of 0.70 and 0.92 each was carried out using Cronbach alpha method. Three research hypotheses were tested for the study. The ex-post facto survey design was adopted for the study. The study area was South-South Nigeria, covering Rivers State, Akwa Ibom State, Cross River State, Bayelsa State and Delta state. However, three state universities namely, Rivers State University, Port Harcourt, Cross River State University of Technology, Calabar and Delta State University, Abraka, were chosen for the study. The population comprised 2,894 academic staff from three state universities chosen for the study; the sample was 409 academic staff, selected using simple random sampling technique. The data collected for the study were analysed using one way analysis of variance (ANOVA).

The findings of the study revealed that significant relationships exist between staff development and the productivity of academic staff in the areas of research, teaching and community service. The study also found that when staff are exposed to the opportunity of attending conferences and workshops, it will enhance their output and contribute tremendously to their professional growth and development, and that such employees are likely to acquire more knowledge and skills as well as the capacity to face challenges as the need arises. Based on the findings and conclusion of the study, the researchers recommended that government, in collaboration with educational stakeholders, should provide adequate staff development

policies and programmes for academic staff in the educational management process. The researchers also recommended that there should be adequate provision of funds for staff development programmes in order to motivate them for increased output in the university system.

The study by Ozurumba and Amasuomo (2015) is related to the present study with regard to the area covered; however, the scope, variables, research design, population and sample of the study are not the same. As an illustration, the present study covered federal and state tertiary institutions made up of universities, polytechnics and colleges of education, unlike the study that was reviewed. The two studies did not cover private universities. The study reviewed has information gap that the present study provided information to fill.

Khan and Abdullah (2019) investigated the impact of staff training and development on teachers' productivity with a university faculty in Erbil in the Kurdistan region of Iraq as a case study. Four research questions guided the study. Data were collected for the study through primary and secondary method. The study was based on survey research design. The sample, selected through simple random sampling method for the study was 64. The data collected were analysed using statistical software (SPSS Version 16). The study found and concluded that training and development is an essentially important element of human resource management for every teaching institution and there existed a powerful connection between training and development of teachers' productivity and performance. The study also found and concluded that for training and development to have profound influence on teachers, the teachers need to be regularly motivated for training and development programmes. Based on the conclusion of the findings, the study recommended that the university and by extension, universities generally, require to invest in training sessions for teachers. The study also recommended that it is important to assess and review the effectiveness of training methods implemented in the institutions and also obtain regular feedback from the teachers in order to ensure best results.

The study investigated is related to the present study because training and development is a common variable in both studies; both studies covered only public tertiary institutions, private tertiary institutions were included, the instrument used in both studies is a structured questionnaire. However, both studies differed significantly because the former was carried out in Iraq unlike the present study that was carried out in South-South, Nigeria; the scope covered was widely different from the present study and no hypothesis was tested. The population used in the study reviewed was small compared to that of the present study. The study reviewed covered only one tertiary institution (that is, one university) whereas the present study covered more tertiary institutions made up of public universities, polytechnics and colleges of education. The information gap present in the study reviewed was provided in the present study.

Employee Performance Appraisal

Akinyele (2010) investigated the purpose of performance appraisal in private universities and identified relevant factors for achieving an effective performance appraisal system/exercise. A cross-sectional survey was used for the study because it was easy to undertake compared to longitudinal survey and the result from the sample can be inferred to the larger population. The target population for the study was administrative staff of Crawford University in South-West Nigeria. The university is one of the privately-registered missions' universities in Nigeria. The university employed various staff with different specialties, and at various levels. The population was 100; because the population was small, it formed the sample of the study without the need to use any sampling method.

Structured questionnaire which was validated by three experts and pre-tested in Covenant University, Ota, Ogun State Nigeria, was used to collect data from the respondents. The data were analysed and presented using descriptive statistics, frequency tables, percentages and pie charts. Based on the data collected and analyzed, the study found that performance appraisal system was the only tangible metric way by which an organization can

know the level of performance of its diverse members of staff. The effectiveness of performance appraisal systems in private universities are only based on training the members of staff involved in the rating/appraising processes and are multi-rating systems; this was recommended by the study.

The present study is related to that of Akinyele (2010) except that the previous study was carried out in a private university in South-West, Nigeria, with only one human resource management function. The present study used public tertiary institutions; it also covered more human resource management functions. The instrument used for the present study was structured questionnaire that was validated, the reliability was determined and the result was provided. The present study also had a population and sample that were larger than that used by the study reviewed. Therefore, the present study provided more information to fill the gap not covered in the study by Akinyele.

Nyaoga, Kibet and Magutu (2010) investigated the effectiveness of performance appraisal systems in private universities in Kenya; the study was carried out in Kabarak University, Kenya. The university is privately-owned. Three main objectives and three research questions guided the study. Structured questionnaire that was pre-tested in Egerton University, Njoro, Kenya, was used to collect data for the study. The research design for the study was a cross-sectional survey. The population of the study was 100; because of the size of the population, the entire population formed the sample for the study. Data collected were analysed and presented using descriptive statistics, frequency tables, percentages and pie charts.

The study found and concluded that there existed an appraisal system in the university but its existence was just for formality; the system did not address the important purpose upon which it was designed and private universities are not effective to be able to measure employees' performance hence making it difficult to achieve the intended human resource management objectives. Sequel to the findings of the study, it was recommended that

performance appraisal should be used as a tool to evaluate employees' performance and a decision support system used for renewing the employees' contract of employment thus, contributing to ensure that the right employees are retained for the job. The study also recommended that that the performance appraisal system in the university should be able to guide the universities in identifying employees' training needs, their execution and evaluation as to whether or not they achieve their intended objectives. Other recommendations were that in the process of designing performance appraisal system in private universities, management should consider all factors of an effective performance appraisal system in order to achieve the goals upon which they are designed and that the system should be void of biases; the process and procedures for the system should be rateable. The study also recommended the need for staff involvement in performance appraisal system.

The study reviewed is related to the present study because employee performance appraisal is a common variable in both studies; structured questionnaire that was pre-tested for the purpose of validity and reliability was employed to collect data for the studies. However, the study reviewed was carried out in a private university in Kenya with 100 respondents as the population and sample. The reviewed study had three purposes and three research questions and no hypothesis was tested; a cross-sectional survey method was utilized for the study. The present study differed significantly from the study reviewed because the present study was carried out in South-South Nigeria – a different area of study, the present study covered more variables and more scope, more research questions and there was hypotheses testing unlike the previous study. Public tertiary institutions such as universities, polytechnics and colleges of education were involved in the present study; descriptive research method was employed and the population and sample of the study were more than the study reviewed. The present study, therefore, provided more information to fill the information gap created by the study that was reviewed.

Owusu-Ansah and Gogo-Ashirifia (2014) carried out a study on the effect of performance appraisal system on staff performance in Ghanaian academic libraries, with the University of Cape Coast chosen for the study. Four specific purposes, three research questions and two hypotheses were employed for the study. Survey research design was adopted for the study; the population and sample for the study was the entire staff of the university library, numbering 101. The instrument utilized to collect data for the study was a structured questionnaire that was validated by two professionals in the library environment, measurement and evaluation, the reliability analysis of the instrument yielded a coefficient of 0.81. The data collected for the study were analysed with the use of computer software package (SPSS). The study found that performance appraisal was necessary because it assisted in determining the extent of the performance of staff as well as making it possible for management to appreciate the performance of its workforce; the study found that performance appraisal enhances the clarification of job description for workers and that there was never counselling by the appraisers after conducting appraisal exercise. The study also found that training or orientation on performance appraisal was never organized for staff and that organizations should demonstrate a commitment to their employees by continuously revamping and improving their performance appraisal management systems.

Based on the findings and conclusion from the study, the researchers recommended that attention must be given to the performance appraisal system in the academic libraries, and that this should be done through clarity of the rating criteria or qualities, training of appraisers, conducting appraisal interviews or discussions and counselling and the periodic review of the appraisal system. The study also recommended that performance appraisal would be beneficial to employees requiring the introduction of the right mechanism.

The study reviewed is related to the present study because both have staff performance appraisal as a common variable, the same method was adopted for both studies. However, the reviewed study was carried out in Ghana covering one public tertiary institution, four specific

purposes, three research questions and two null hypotheses. The area covered by the present study was South-South Nigeria. The scope covered by the study under review was less than that of the present study; more research questions and hypotheses were covered in the present study compared to the study reviewed. The two studies adopted descriptive survey research method; the population and sample for the present study were far more than the study reviewed. The present study, therefore, provided information to fill the information gap in the study reviewed.

Sajuyigbe (2017) carried out a study on the impact of performance appraisal on employee performance in Nigerian telecommunication industry, using MTN, Nigeria, as a case study. Three objectives and one hypothesis were employed for the study; there was no research question. Questionnaire was used to collect data for the study. Two measurement instruments, that is, a Likert 5-point rating scale: Performance Appraisal System Scale with a reliability coefficient of 0.91 using Cronbach alpha method and Employee's Performance Scale with a reliability coefficient of 0.91 using Cronbach alpha method, were employed for the study. The performance appraisal system scale has its validity determined by Bekele, Shigutu and Tensay (2014) while the validity of the employee performance scale was determined by William & Anderson (1991).

The population of the study was 1,300 employees of MTN and the sample was 260 randomly selected based on the formula suggested by Mugenda & Mugenda (2003). The data collected were analysed with the aid of frequency, percentage, mean, standard deviation and linear regression. The findings of the study led to the conclusion that there is significant relationship between performance appraisal and organizational performance. The study also revealed and concluded that the inability to provide on time feedback, lack of objectivity during appraisal exercise, favouritism and bias of the supervisors/those involved in carrying it out, lack of reward for hard work and the absence of continuous documentation are major short comings of performance appraisal system in MTN, Nigeria. Based on the findings and

conclusion, the study recommended that MTN, Nigeria should provide regular feedback as well as offer career development to enable the employees identify areas of strengths and weaknesses and that there should be objectivity during appraisal exercise. The study also recommended that MTN, Nigeria, should continue to evaluate and audit the performance of its employees and thus, helps the organization to win the desired competitive advantage, and that employees that perform well should be rewarded with a view to installing confidence in the appraisal system.

The study by Sajuyigbe (2017) is related to the present study because performance appraisal is a common variable in both studies. However, the area and scope of study is different in the two studies. The study reviewed had three objectives and one hypothesis that was tested; there was no research question that was answered unlike the present study which has six research questions that were answered and six hypotheses that were tested at 0.05 level of significance. The study reviewed was carried out in a private sector service provider but the present study was conducted using public tertiary institutions. The method of data analysis in both studies is not the same; the population and sample of the study together with the sampling method are dissimilar. There is, therefore, information gap in the study reviewed hence, the present study provided information to fill the gap.

Khan, Ismail, Yusoff, Hussain and Yunus (2018) assessed the impact of performance appraisal on employee job performance in public sector universities of Khyber Pakhtunkhwa, Pakistan. Specifically, the purpose of the study was to investigate the relationship between performance appraisal and fairness of performance appraisal with employee job performance in public sector universities in Khyber Pakhtunkhwa, Pakistan. Two hypotheses were used for the study. The sample of the study was the entire population of 300 faculty members upon whom copies of structured questionnaire were administered while 150 copies of the questionnaire were completely completed, retrieved and used for the study, representing 50% return rate. The study utilized survey research design in order to evaluate thoughts and

opinions of participants. Three measurement items were used for the study; these were performance appraisal system scale, employee job performance scale and fairness of performance appraisal scale. The data collected were analysed using both correlation and regression analysis.

The study found a correlation coefficient of 0.64 between employee job performance and performance appraisal, and a correlation coefficient of 0.82 between fairness and employee job performance, both findings indicated strong positive relationship. With the findings, the researchers accepted the two hypotheses employed for the study and concluded that there was a positive impact on employee job performance and that fairness of performance appraisal has a positive impact on employee job performance. The study also concluded that even though the performance appraisal system used in Pakistan is known as Annual Confidential Report which lacks employee learning and improvement strategy, performance appraisal system should be able to identify that employees are the most important human resource. Therefore, the concept of performance appraisal should be premised on a consistent effort in coaching, counselling and uniform interaction between the employees and the supervisors. The study thus, recommended that employee performance appraisal system in the university should be managed and planned in a manner that it is anchored on fairness, improvement, incentive-based and competitiveness because anything to the contrary makes it difficult to achieve the desired output from the employees.

The study reviewed is related to the present study because employee performance is a common variable and the two studies employed survey research method; the area and scope of study are different, the population and sample of study for both studies are also different. The two studies were carried out using public tertiary institutions except that the study reviewed used one tertiary institution, the present study used tertiary institutions made up of universities, polytechnics and colleges of education. The study reviewed tested two hypotheses unlike the present study that tested six hypotheses and also answered six research questions; the study

reviewed did not answer any research question. The present study, therefore, provided information not covered by the study reviewed in order to fill existing gap.

Employee Compensation

Türk and Roolaht (2007) carried out a study on appraisal and compensation of the academic staff in Estonian public and private universities: a comparative analysis, using four public universities and two private universities that were selected on the basis of their importance in Estonian society, especially in teaching social sciences. One research question guided the study, there was no hypothesis. The researchers adopted the use of questionnaire consisting of 19 questions, including multiple choice and open-ended answer questions that were based on a four-point scale. The population of the study which was also the sample was 41; the instrument used to collect data for the study was a structured questionnaire that was administered on the respondents that were regarded as experts which explained the size of the sample. Mean and standard deviation were used to answer the research questions.

The study found that Estonian universities do not have a unified appraisal system hence the universities and their faculties adopt various appraisal systems in accordance with their specific needs. The university staff usually accepted appraisal if it is oriented towards personal and organizational development and not towards stricter control. However, the university councils usually approve the procedures and the main rules for the implementation of the academic staff appraisal, but in several universities, the faculty councils establish more detailed system on the basis of these rules. The study further found that no appraisal-compensation interlinks was yet to improve, although in some faculties, there were no unified university-wide compensation rules that would incorporate the entire compensation package. The study also found that although staff attitudes towards appraisal were positive, but the systems were often underdeveloped and also fail to encompass the whole organization. Based on the findings of the study, it was recommended that faculty compensation systems should

strive for procedural, distributive and social justice as well as facilitating not only individual efforts, but also co-operation and teamwork.

The study reviewed and the present study were related because both have compensation as a common variable. The study reviewed was carried out in Estonia, using four public and two private universities as a case study, the present study was carried out in South-South, Nigeria, using only public tertiary institutions made up of universities, polytechnics and colleges of education. The area and scope of the present study were different and more than those of the study reviewed; the present study answered six research questions, unlike the reviewed study which answered only one research question. Six null hypotheses were tested in the present study; the previous study did not test any hypothesis. The design of the former study and the present study also differ in the areas of population and sample sizes; the present study employed mean and standard deviation to answer the research questions and the hypotheses were tested using ANOVA. There are six variables in the present while the study by Türk and Roolah (2007) has one variable. There is, therefore, information gap in the study reviewed which the present study provided information to fill the gap.

Adeoye and Fields (2014) studied compensation management and employee job satisfaction using an insurance company in Nigeria as a case study. Four research questions and four null hypotheses guided the study. The data for the study were collected from employees of the insurance company operating in South-West, Nigeria, using questionnaire that was validated by three experts and having a reliability coefficient of 0.86. The questionnaire was administered on 250 employees of the company that constituted the population and sample of the study. The statistical analysis revealed that compensation management and employees' job satisfaction have significant impact on motivation, job satisfaction of employees and productivity. The study recommended for the consolidation of the gains of implementing compensation and remuneration packages for the employees.

The study reviewed and the present study were related because compensation is a common variable; the present study covered more variables compared to the study reviewed. However, the previous study was carried out in an insurance company in South-West Nigeria while the present study was conducted in South-South Nigeria; using public tertiary institutions hence the present study provided more information to fill the gap in the previous study.

Osibanjo, Adeniji, Falola and Heirsmac (2014) carried out a study on compensation packages as a strategic tool for employees' performance and retention in a selected private university, namely, Covenant University, Ogun State, South-West, Nigeria. Six research questions and six hypotheses were used for the study. The survey design adopted for the study was case study research design in which qualitative and quantitative evaluation were utilized thus, leveraging subjective approach in order to collect relevant and substantive data.

One hundred and fifty-six copies of structured questionnaire were administered on the faculty members of the studied respondents, out of which 110 copies were retrieved, representing a response and return rate of 70.5%. Simple random sampling technique was adopted for the study. The questionnaire was based on a five-point Likert-type scale. The hypotheses were tested using some commonly used model fit indices such as Normed Fit Index (NFI), Goodness of Fit (GFI), Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA) in structural equation model (SEM) analysis. The IBM statistical package for the social sciences (SPSS) which is based on structural equation model (SEM) was used to analyse the data collected. The researchers stated that the SEM was suitable for testing of both theory and development which represents different models in assessing the validity of theories with empirical data.

The study found and concluded that salary has positive impact on employee performance, bonus has positive impact on employee performance, incentives have positive impact on employees' performance, there is a positive relationship between allowances

offered to employees' satisfaction and retention, fringe benefits have positive impact on employees' retention and satisfaction and that performance has positive impact on employees' satisfaction and retention. The study also found and concluded that because of the strong relationship between the components of compensation packages studied and performances, performances are affected positively and this is a strong predictor of employee retention. The study further concluded that there is a link between compensation/benefit packages and employee satisfaction levels and turnover, and that organizations that have better compensation systems cum-policies in place put a very positive impact on their employees thereby committing them to the organization hence such employees are not likely to leave the employment. The study recommended that management and decision makers should endeavour to regularly review compensation packages at various levels in order to earn employees' satisfaction and prevention of high labour turnover among the members of staff.

The study reviewed and the present study were related in terms of the variables in the former study and the present one, namely, compensation packages, employees' performance and retention. However, the area and scope of study of the two studies are dissimilar; the study reviewed was carried out using a private university in South-West, Nigeria while the present study was conducted in South-South, Nigeria, using public tertiary institutions made up of universities, polytechnics and colleges of education. The present study also involved more variables unlike the previous study; mean, standard deviation and ANOVA were used to analyse the data collected for the present study. The present study, therefore, provided information to fill the gap created by the study reviewed.

Ami, Boaten and Yamoah (2015) assessed compensation determinants and its impact on employee commitment in private tertiary institutions in Ghana, using descriptive survey method. Primary data were collected using structured closed-ended questionnaire administered to the respondents of the study. The study had three objectives, three research questions and three hypotheses that were tested at 0.05 level of significance. One way

analysis of variance (ANOVA) was used to test for difference between the group means and the level of significance.

Six private universities out of ten private universities affiliated to the University of Ghana were selected for the study. The six private universities had a population of 210 teaching and non-teaching staff. The sample for the study was the entire population hence, an intact population. The total of 210 copies of the questionnaire were administered on the sample out of which 167 (74.8%) were returned. Descriptive and inferential statistics such as frequency counts and percentages were used to describe, analyse and present the data collected.

The study found that significant relationship exists between what constituted compensation packages on the one hand and job title, job description and employee organizational commitment on the other hand, of academic staff of private universities in Ghana. Based on the findings and conclusion from the study, it was recommended that compensation should not be determined by only commitment and other internal factors but also on agreed standards of performance. The study also recommended that performance appraisal should be employed to identify individual developmental needs for reward (compensation) and recognition.

The study reviewed and the present study were related because compensation is a common variable except that while the study reviewed was carried out in private universities in Ghana, the present study was carried out in public tertiary institutions in South-South, Nigeria. The present study covered more human resource management functions such as recruitment and selection, training and development, employee performance appraisal, employee discipline and employee conflict resolution. Structured questionnaire was used for the present study; the population and sample were larger than the study reviewed. Furthermore, the present study used more research questions and hypotheses as against the study reviewed. The study reviewed used private tertiary institutions whereas the present study

used public tertiary institutions hence, both studies differed. The present study, therefore, provided more information to fill the gap not covered in the study reviewed.

Employee Discipline

Ebuara and Coker (2012) carried out a study on the influence of staff discipline and attitude to work on job satisfaction of lecturers in tertiary institutions in Cross River State, using Cross River College of Education and Cross River University of Technology, as a case study. Four major purposes, four research questions and four research hypotheses that were tested at 0.05 level of significance, guided the study reviewed while the present study was guided by six purposes, six research questions and six hypotheses. The instrument used for data collection for the study under review was a 40-item structured Likert-type of 4-point scale questionnaire and the present study used a 70-item structured Likert-type of 5-point scale questionnaire. The reliability of the instrument used for the study reviewed was established using split-half reliability method; the reliability was determined using Pearson Product Moment correlation co-efficient statistics and a co-efficient of 0.73 and 0.93 respectively were obtained; Cronbach Alpha reliability method was used to determine the reliability of the present study which yielded an overall reliability of 0.81. The research design adopted for the reviewed study was ex-post-facto, the population of the study was 750 teaching staff, and stratified sampling technique was used to select 400 as the sample of the study.

The present study adopted descriptive survey research design; the population was 1,736 administrative staff and the sample was 868, representing 50% of the population. The data collected for the study under review were analysed using Pearson Product moment correlation co-efficient and analysis of variance (ANOVA); however, mean, standard deviation and analysis of variance (ANOVA) were employed to analyse the data collected for the present study.

Based on the findings from the study reviewed, the study concluded, among others, that lecturers' job satisfaction was not dependent on the level of staff discipline, especially where

the atmosphere was conducive. The study thus, recommended that a proper disciplinary enforcement mechanism should be set up to ensure compliance with school rules and regulations that will in turn create a safe and conducive environment for job satisfaction and that lecturers' attitude to work should be recognized by constituted school authority to enhance performance.

The study under review is related to the present study because both have employee discipline as a common variable; attitude to work covered in the previous study was not covered in the present study. However, the former study was carried out using only two public tertiary institutions (one university and one college of education) in Cross River State while the present study was carried out using public tertiary institutions, that is, universities, polytechnics and colleges of education, all in South-South, Nigeria. Private tertiary institutions were not covered by the study reviewed and the present study. The present study covered more scope in terms of human resource management functions such as employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution, requiring appropriate competencies by tertiary institutions' administrators hence, it provided additional information thus, contributing to fill existing information gap. The scope covered by the study reviewed was staff discipline and attitude to work.

Idris and Alegbeleye (2015) investigated the relationship between employee discipline and organizational effectiveness in the public sector, using Nigeria Customs Service as a case study. Descriptive research survey and case study design were employed by the researchers. The study was carried out at the Ikeja Command of Nigeria Customs Service where 136 respondents were selected as the sample, using the simple random sampling method. Four specific purposes and three null hypotheses guided the study. Data for the study were collected using questionnaire that was validated by three experts; the questionnaire had a reliability coefficient of 0.85. Test statistics of frequency and percentages were used to

answer the research questions while chi-square goodness of fit statistics technique was used to test the null hypotheses at 0.05 level of significance.

The study found that there was a positive relationship between the effects of discipline and officers' performance and effectiveness in Nigeria Customs Service. The study also found that transparency in the disciplinary procedures can check indiscipline among officers in the organization studied and that self-discipline can be more effective than the enforced discipline of the personnel. Further findings from the study showed that godfatherism and favouritism cause indiscipline in the workplace. Therefore, the study recommended, among others, that employee disciplinary actions based on set policies, rules, regulations and procedures should be enforced; senior officers should not give preferential treatment to some employees based on religious or tribal affiliation and there should be no godfatherism. Other recommendations were that disciplinary cases should be handled promptly and any officer found wanting should be sanctioned appropriately; records of disciplinary cases should be properly documented and maintained for reference purposes in the event of promotion and posting exercises.

The study reviewed and the present study were related in terms of employee discipline as a common variable. However, the former study was carried out in Lagos, using employees of Nigeria Customs Service; the present study was carried out using administrators of public tertiary institutions in South-South Nigeria and more variables were covered hence it provided information to fill the gap created by the study reviewed.

Uhoman (2017) investigated the level of discipline among university academic staff as a correlate of university development in Nigeria; the study was carried out within universities of the North Central Geo-political Zone (commonly referred to as the Middle Belt) of Nigeria. Six specific purposes, six research questions and three hypotheses guided the study. Purposive sampling technique was used to select four public universities from the zone where the study was carried out; the target population was 2,301 university academic staff while the sample was 576. Stratified random sampling technique was used to select 287 senior academic staff

and 289 junior academics, numbering 576. The instrument employed to collect data for the study was a researcher-designed 52-item four-point rating disciplinary inventory questionnaire, using the Likert type scale. The instrument was trial-tested in another university in the zone and it yielded a reliability coefficient of 0.88; experts determined the validity. Data obtained were analysed using mean and standard deviation to answer research questions 1, 2, 4, 5 and 6, whereas Pearson r was used to analyse the data for research question 3. Hypothesis 1 was tested using Pearson r statistics whereas hypotheses 2 and 3 were tested using t-test statistics, all at 0.05 level of probability.

The study found significant relationship between the level of discipline among academic staff and the level of development within the universities hence, where there is increase in the level of discipline, there was increase in the level of development and vice versa. The study also found marked differences in the level of discipline of academic staff in universities located in urban and rural areas in favour of those located in urban areas, and junior academics had higher level of discipline than their senior counterparts especially as senior academics take lead in both positive and negative activities to demonstrate their supremacy. The study concluded that with the rate and type of discipline in the university system and their consequences generally, trained personnel migrate to other areas of the country in order to curb hardships.

The findings and conclusion of the study led to three recommendations. Firstly, the various governments (local, state and federal), educational philosophers, curriculum planners and developers should from time to time review the curriculum in order to inject into the school experiences, much of the moral and social values. Secondly, that the concept of discipline and development as far as the university system was concerned should be taken seriously such that anything that may jeopardise their good intentions should be avoided as much as possible by all stakeholders. Thirdly, universities should be provided with adequate and functional facilities and good housing for staff.

The study by Uhuman (2017) is related to the present study because employee discipline is a common variable; however, the areas of study and the scope for both studies are different. The two studies have research questions and hypotheses but the number and items are different in each case; the population and sample of study in each study also differed. The method of data analysis differed; there is, therefore, information gap in the study reviewed which the present study provided information to fill.

Simatupang and Saroyeni (2018) assessed the effect of discipline, motivation and commitment to employee performance, using employees of the General Administration Bureau of Rectorate of Cenderawasih University, Indonesia, as a case study. Three hypotheses were tested at 0.05 level of significance. The population and sample for the study was 78, using a saturated sampling technique. Data were collected using questionnaire as the instrument that was validated and its reliability was established. The data collected for the study were analysed by means of multiple linear regression; in carrying out the analysis, SPSS, version 22.0 for Windows was employed.

The result of the test of hypothesis one found that discipline has a positive effect on the performance of employees in the university because discipline and employee performance are mutually influential with each other hence, the better the work discipline as perceived by employees the more there is the tendency to improve employee performance. The result of the test of hypothesis two showed that motivation has a positive effect on the performance of employees in the university because motivation and employee performance influence each other closely. The study thus concluded that the better the work motivation as perceived by employees, the more there is the tendency to improve employee performance and vice versa. The result of the test of hypothesis three showed that organizational commitment has a positive effect on the performance of employees in the university where the study was carried out. This is because organizational commitment and employee performance influence each

other, suggesting that the better the organization's commitment to employees, the more likely employee performance will improve.

The study concluded that there is employee performance problem that is related to disciplinary level because the employees are not fully aware of disciplinary issues; there is poor organizational image and lack of employee involvement in the disciplinary matters as they affect the employees. It was, therefore, recommended that there should be employee sensitization with regard to issues on discipline, the image of the institution should be enhanced, employees should be given full authority in their spheres of operations in the university to boost morale and that rules and regulations that relate to employee discipline in its fullest should be regularly reviewed.

The study by Simatupang and Saroyeni (2018) is related to the present study because employee discipline which is an important human resource management function is common to both studies. However, the study reviewed was carried out in Indonesia, using one public university, three hypotheses with no research question and a population and sample that are less than those of the present study. Unlike the study reviewed, the present study was carried out in South-South, Nigeria; it covered more scope and variables. Six research questions and hypotheses each were employed in the present study; the population and sample together with sampling technique differ significantly from the study reviewed. The method of data analysis also differs from the study under reference. The present study, therefore, provided information to fill the gap in the study that was reviewed.

Nduka, Okorie and Ikoro (2019) investigated workplace discipline and organizational effectiveness: evidence from Abia State Polytechnic, Aba. One research question and one hypothesis guided the study. The content scope concentrated on workplace discipline such as verbal warnings, written reprimand, reassignment, suspension, demotion, de-hiring, dismissal and termination. Survey research design was adopted for the study; structured questionnaire

and interview were the instruments. The study sample was 250 purposively selected. Descriptive statistics and Pearson Product Moment correlation were utilized for data analysis.

The study found lack of effective supervision, unfair management practices, nepotism on critical issues and inadequate attention to staff grievances and wrong delegation of authority, among others, as causes of indiscipline in the institution. The study concluded that an organization can only be effective towards achieving its predetermined goals if employees are able and made to comply with the laid down rules and policies. Based on the findings and conclusion from the study, it was recommended that management should pay early attention to the yearnings and grievances of its staff; credible and qualified personnel should also be employed into the system. The study also recommended that sanctions should be imposed on staff found violating established rules and regulations; however, such sanctions should be seen to be fair and just, and that due process, merit and objectivity should prevail at all times. The study further recommended that management should endeavour to create opportunities that would meet the needs of employees as it would go a long way to spur oneness and adherence to rules and regulations.

The study reviewed is related to the present study with reference to workplace discipline that is common in the two studies; the reviewed study employed questionnaire as the instrument for data collection as the present study did, however, the former study was carried out in a public polytechnic in Abia State, using one research question and one hypothesis unlike the present study that employed six research questions and six hypotheses, hence the present study covered more variables and more scope than the study reviewed. The area covered by both studies differed; furthermore, the present study covered universities, polytechnics and colleges of education. Both studies covered public tertiary institutions. The study reviewed, therefore, has information gap that the present study provided information to fill.

Employee Conflict Resolution in the Workplace

Ajike, Akinlabi, Magaji and Sonubi (2015) investigated the effect of conflict management on organizational performance of banks in Nigeria, using Access Bank Plc as a case study. The study employed two research questions and hypotheses each. Descriptive survey design was used for the study. A sample of 81 drawn from different branches of the bank using random/probability sampling technique was used for the study. The sample was drawn from all the departments of the bank encompassing top management, middle management and junior management cadre to ensure adequate representation of views and generalizations.

Questionnaire of the Likert-type of 5-point scale was the instrument used for the study. Cronbach-Alpha method was used to determine the reliability co-efficient of the instrument and the value of 0.85 was obtained for conflict management scale and 0.82 was obtained for organizational performance scale. Three experts in human resource management validated the instrument. Frequency count and percentages were employed to answer the research questions while the research hypotheses were tested at 0.05 level of significance, using correlation analysis and simple regression analysis. The analysis was carried out with the aid of Statistical Package for Social Sciences (SPSS).

The study revealed that the main sources of conflict in the bank related to perception and value problems and that conflict management impact positively on organizational performance. The result also indicated a notion that the effectiveness of conflict handling style does relate to the situation and context of the job environment. Other findings bothered on employee compensation, welfare and inadequate information; the conflict management strategies in place in the bank have been relatively useful in minimizing the incidence of disruptive conflict while conflict management strategies have positive impacts on workers' productivity. The study also found that there was significant positive relationship between conflict management and organizational performance; conflict can be dysfunctional if not

properly managed because both management and employees mutually depend on organizational survival.

Based on the findings, the study recommended that management should develop diverse but appropriate strategies to resolve and manage conflicts as they arise before escalating to unmanageable level; management should be flexible in the adoption of conflict management styles. Conflict preclusion structures should be put in place to address issues that can produce conflicts before they break open. Bank officers should also disseminate information or give clear instructions regularly to give employees a clear understanding and correct interpretation of all information and instructions.

The study and the present study are related because conflict management or resolution is a common variable in the two studies. However, while the former study was carried out using a commercial bank in Lagos, South-West Nigeria, the present study was carried out in South-South Nigeria, using public tertiary institutions. The study reviewed employed two research questions and hypotheses unlike the present study which employed six research questions and hypotheses each. The present study employed more variables hence it filled the information gap created in the study reviewed.

Bampoh-Addo and Ansah-Koi (2015) assessed conflict resolution in higher institutions: the case of Ghanaian public universities, using one objective of study and three research questions. Descriptive research design was adopted for the study; questionnaire was used to collect quantitative data and in-depth interviews were employed to obtain qualitative data from the respondents. The use of the mixed method for data collection, as pointed out by the researchers, was to overcome any weakness associated with the other. Six public universities were used for the study; the population was senior members in Ghanaian public universities (faculty members and senior/key administrators) from which 240 randomly sampled academic staff members and 18 purposively sampled senior administrators from the six universities, numbering 258, was selected for the study. The quantitative data collected

were coded and analysed using SPSS Version 20 programme for Microsoft Windows. Descriptive statistics, including frequencies, simple percentages, mean and standard deviation were employed to present the results of the data analysed.

The study found and concluded that job performance sometimes fall below the expected levels because of the manner in which promotion-related conflicts are handled although there is the appeal system that serves as the mechanism instituted to resolve promotion-related conflicts in Ghanaian public universities. The study also added that the faculty, in practice, resorted to other alternatives including confronting, smoothing and withdrawal for resolving conflicts bordering on promotion and not the appeal system because the appeal system is not problem-solving. Furthermore, the study concluded that the choice of the faculty not using the appeal system in resolving faculty promotion-related conflicts was because of some inadequacies or shortfalls in the existing mechanisms, including delays, communication lapses, lack of transparency and the absence of clear guidelines on faculty promotion modalities.

The findings and conclusion of the study prompted the researchers to recommend that the National Centre for Tertiary Education of Ghana (NCTE) that prepares the conditions of service for senior members of Ghanaian universities and Ghanaian public universities should organize seminars, workshops and conferences on a sustainable basis to discuss conflict resolution in general and promotion-related conflicts in particular. The study also recommended that the university management should provide a policy direction which is contingent in approach and transparent in nature, that the universities should create a conflict resolution desk/unit in the division/directorate of human resource management to take care of grievances, tensions and misunderstandings emanating from promotion exercises and that the university faculties and colleges should have a conflict resolution expert at that level to avoid conflict escalation, among others.

The study by Bampoh-Addo and Ansah-Koi (2015) is related to the present study because it was anchored on conflict resolution in the workplace; however, the study reviewed was undertaken in Ghana, using one objective, three research questions and six public universities. No hypothesis was tested in the study reviewed unlike the present study that tested six hypotheses and also answered six research questions. The present study was carried out in six South-South States of Nigeria; it covered more scope and more variables. Descriptive research design was employed in the study reviewed as well as the present study, the use of questionnaire as the instrument used to collect data from the respondents is common in the two studies; however, the reviewed study adopted the use of interview guides in addition to questionnaire to collect the data.

The target population of the study reviewed was the senior members of six Ghanaian public universities and the sample was 240 randomly selected faculty members of staff and 18 purposively sampled senior administrators, totalling 258 respondents. On the other hand, the present study involved a population of 1,736 and a sample of 868, selected using random sampling technique. The tertiary institutions involved in this study were universities, polytechnics and colleges of education. Data collected for the study reviewed were analysed with SPSS Version 20; frequencies, simple percentages, mean and standard deviation, but the present study employed mean and standard deviation to answer the research questions and ANOVA was employed to test the null hypotheses at 0.05 level of significance. The present study, therefore, provided information to fill the gap in the study that was reviewed.

Abolo and Oguntoye (2016) assessed conflict resolution strategies and staff effectiveness in selected federal universities in Nigeria, using the three South-West first generation federal universities as a case study. Three research questions and two hypotheses guided the study. Two instruments were used to collect data for the study: a questionnaire titled "Conflict and Staff Effectiveness Questionnaire" and an interview schedule conducted

through one-on-one questions and answers using a prepared questions and responses were recorded.

The study adopted the survey research design method; the instruments used were presented to management experts for validity check while test re-test method was used to establish the reliability of the instruments which yielded an overall reliability co-efficient of 0.85. The population of the study were all the academic and non-academic staff of the three unions of Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU) and Non-Academic Staff Union of Universities (NASU), totalling 10,659 out of which a sample size of 1,358 was selected, representing 13%. The research questions were answered using descriptive statistics of percentages, frequencies and means while the hypotheses were tested at 0.05 level of significance using inferential statistics such as t-test and Pearson Product Moment Correlation. The analysis of the data collected was carried out using the Statistical Package for Social Sciences (SPSS).

The study found that significant relationship existed between conflict resolution strategies and staff effectiveness because constant conflicts mean that the resolution strategies were not adequate resulting in staff demands not being met requiring the need to boost staff effectiveness through a variety of programmes such as training. The study also found significant differences in staff effectiveness among the unions (ASUU, SSANU and NASU) after each resolved conflict thus; confirming that each of the unions in the tertiary institutions played significant roles and that at other times, the context of struggles dictated distinct and separate roles and values. The study considered the implications of the findings on educational planning and recommended that university management should be able to assess the weight of staff ineffectiveness and address conflict issues with a more intelligent approach by learning from previous experiences. The study also recommended that university administrators would have to consider the collective bargaining strategy and other alternative strategies for resolving

conflicts to avoid the after-effect of low job effectiveness. In-service training programmes were also recommended to enhance staff morale which relates to productivity.

The study reviewed centred on conflict resolution and it is related to the present study because staff (employee) conflict resolution function of human resource management is among other human resource management functions such as employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation and employee discipline that the present study investigated but were not covered in the previous study. These human resource management functions require desirable competencies. The present study was on human resource management competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria. The study under review was carried out in three South-West first generation federal universities, using three staff unions of ASUU, SSANU and NASU.

The present study, however, was carried out in South-South, Nigeria, using public tertiary institutions in Nigeria made up of universities, polytechnics and colleges of education that are owned by the federal and state governments, and covering tertiary institutions' administrators, private tertiary institutions were not covered by the previous study as well as the present study. The descriptive survey research design was adopted for the present study; the population was 1,736 administrative staff and the sample was 868, representing 50% of the population. The instrument used to collect data for the present study was a 70-item structured 5-point Likert-type questionnaire with an overall 0.81 reliability coefficient, using Cronbach Alpha method. Six research questions and six hypotheses each guided the present study; the data collected were analysed using mean, standard deviation and analysis of variance (ANOVA). The present study, therefore, provided more information thus, contributing to fill existing information gap.

Okoli, Okeke and Nuel-Okoli (2017) carried out a study on conflict management and employee commitment among academic staff in public universities in South-East, Nigeria;

two broad objectives and two hypotheses were employed for the study. Five public universities made up of three federal and two state universities selected using table of random numbers, were used for the study. The instrument used for the study was a structured questionnaire of Likert-type scale that was validated, using face and content validity; the reliability was measured using Spearman Brown Split Half Technique. The study adopted the survey research design; the population was all academic staff of the Faculty of Management Science/Business Administration of the five selected universities, numbering 460, while the sample was 210, selected using Krejcie and Morgan (1970) formula. The copies of the questionnaire administered were 210 while 190 copies were retrieved and analysed for the study, using Pearson's Moment Correlation Coefficient.

The result from the test of hypothesis one indicated that emotional intelligence has a significant positive relationship with employee commitment, signifying that the more employees are emotionally aware of the feelings of others and also regulate their own feelings so that the best solution that favours everybody is sought, the more committed the employees that are involved will be to duties. The result of the test of hypothesis two revealed that integrating style which is a type of conflict management strategy has a significant positive relationship with employee commitment, indicating that if the conflict management style adopted seeks or encourages a win-win situation; a situation where the parties in conflict have high concern for themselves and for others, then this will influence the commitment level of the employees positively towards the organization. The study thus, concluded that there is a significant positive relationship between emotional intelligence and employee commitment among academic staff in selected public universities in South-East, Nigeria. There is also a significant positive relationship between integrating style and employee commitment among academic staff in public universities in South-East Nigeria.

Based on the findings and conclusion of the study, the researchers recommended that the academic staff of the studied universities should always put the feelings of others into

consideration while resolving conflict as this will go a long way in leaving the parties happy. The study also recommended that various styles of conflict management should be taught and applied by the management of the universities to enable the people in conflict choose the best approach. Similarly, the study recommended that emotions should be kept, controlled and regulated to promote being sensitive to certain issues in order to make conflict management an enjoyable engagement.

The study reviewed is related to the present study because conflict management is a common variable in the two studies; however, the area of study and the scope of study differed significantly because the study reviewed was carried out in South-East, Nigeria and the scope of the study reviewed was small compared to the present study. The study reviewed has two objectives and two hypotheses with no research questions, unlike the present study that employed six specific purposes, research questions and hypotheses each. The population and sample of study of the two studies differed as the reviewed study has 460 as the population and 210 as the sample whereas the present study has 1,736 as the population and 868 as the sample. Both studies employed questionnaire that was validated and the reliability was determined as the instrument for data collection. The two studies adopted similar research method but the methods of data analysis are dissimilar; only public tertiary institutions were covered by the two studies. Unlike the study reviewed which utilized only universities, the present study covered universities, polytechnics and colleges of education. There is, therefore, information gap in the study reviewed and the present study provided information to fill the gap.

Igbinoba, Salau, Falola and Olokundun (2019) also assessed workplace conflict management and administrative productivity of staff of selected ICT-driven public universities using three public universities in South-West, Nigeria. Five research questions and hypotheses each were used for the study. Questionnaire was the instrument used to collect data for the study; it was validated by management experts while the test re-test method was

used to establish the reliability. The population was 1,848 administrative staff of the selected universities from which a sample size of 320 that was randomly selected and representing 17% of the population was used for the study. The survey research design method was adopted for the study; proxies of workplace conflict management as used for the study were compromise, collaboration, avoidance, competition and accommodation.

Data collected for the study were analysed using Partial Least Square (PLS-SEM) and all the findings were held significant at 0.05 probability level. From the findings, the study concluded that accommodation and collaboration strategies do not influence administrative staff productivity in the universities where the study was conducted. The findings also show that there are other several connections between conflict management strategies and staff productivity hence, the study further concluded that constant conflicts indicate that conflict resolution strategies are not adequate resulting in employee demands not being met. Based on the findings and conclusion, it was recommended that a compromising and an integrating strategy will go a long way to resolve or manage workplace conflicts in the universities studied.

The study by Igbino et al. (2019) is related to the present study because employee conflict management in the workplace is a common variable; both studies involved public tertiary institutions except that the reviewed study used three universities in South-West Nigeria, while the present study used tertiary institutions made up of universities, polytechnics and colleges of education in South-South, Nigeria. The two studies did not cover private tertiary institutions. The study reviewed and the present study differ in scope and area of study; the population and sample of study as well as method of data analysis of the two studies are also different. Therefore, the present study provided information to fill the gap in the study reviewed.

Summary of Review of Related Literature

Related literature on human resource management competencies required by administrators for effective management of tertiary institutions was reviewed. The conceptual framework of the study was made to cover the concept of human resources, human resource management, competency, effectiveness and tertiary institutions' administrators. The competency areas in human resource management covered were employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution in the workplace.

The theoretical framework of the study was based on Human Resource Management Theory, Administrative Management Theory and Maslow Hierarchy of Needs Theory. The wealth of the literature reviewed provided input in the development of the questionnaire used for data collection towards identifying human resource management competencies required by administrators for the effective management of tertiary institutions in South-South, Nigeria.

There appears to be less of empirical work and local studies that have been done, to the best of the knowledge of the researcher, in the areas of the identification of required competencies for the effective human resource management by the administrators of tertiary institutions in South-South, Nigeria. Most of the few empirical studies that attempted to investigate human resource management focused on organizations such as those in the banking sector and did not target educational institutions at the tertiary education level. Furthermore, the area and scope covered by most of the empirical studies reviewed were other than South-South, Nigeria, as it were unlike the present study; the variables were not the same as the present study and the method adopted were also not the same with the present study. Few of the tertiary institutions reviewed were public and private tertiary institutions; however, the present study did not cover private tertiary institutions. Most of the empirical studies reviewed differ, to a great extent, in terms of scope, area of the study, ownership of tertiary

institutions and method used for the studies, from the present study hence, there is information gap thus, justifying the present study.

The present study, therefore, was focused on identifying the extent human resource management competencies are required by administrators for the effective management of tertiary institutions in South-South, Nigeria to bridge the existing information gap in knowledge.

CHAPTER THREE

METHOD

This chapter describes the procedure used in carrying out the study under the following sub-headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The design adopted for this study was descriptive survey research design. Nworgu (2015) defined survey research design as one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The design was suitable for this study because it involved the collection of needed information on human resource management competencies required by administrators for effective management of tertiary institutions. Information gathered as reported by Eboh (2009) must be generalized to the whole population and thus, a survey design is useful for development and planning purposes. The use of survey research design for the study was also justified by the fact that any data required for accurate analysis and meaningful comments relating to tertiary education institutions in Nigeria have to be elicited from the facts and people on ground as pointed out by Meenyinikor, et al. (2014).

Area of the Study

The study was carried out in South-South geopolitical zone of Nigeria. The South-South zone is made up of six states, namely, Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. The South-South States are bounded in the east and south by the Atlantic Ocean, in the north by South East, Nigeria and in the west by the Atlantic Ocean and South-West, Nigeria. The major occupations of the people in the zone are fishing, farming and trading as well as office employment. The people also embrace education as a catalyst for sustainable development hence; there are several public tertiary institutions in South-South,

Nigeria. These include colleges of education, polytechnics and universities at the federal, state and private levels with various classifications of teaching and non-teaching human resources who have to be effectively managed for the realization of higher education objectives.

The choice of the area for the study was its proximity to the researcher and the need to enhance the level of competencies required by tertiary institutions' administrators while carrying out human resource management functions of recruitment and selection of employees, training and development of employees, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution in the workplace. The researcher also holds the belief that cumulatively, the findings of the study will enhance the achievement of the goals and objectives of tertiary institutions in the area to the benefit of all stakeholders, including the researcher.

Population of the Study

The population of the study comprised 1,736 administrators from public tertiary institutions in the six South-South States of Nigeria (Establishment Division of the Tertiary Institutions, 2018). The distribution summary of population (and sample) of the study is presented in Appendix A (see page 189). The population was made up 796 administrators from public universities (federal and states), 382 administrators from public polytechnics (federal and states) and 558 administrators from public colleges of education (federal and states).

Sample and Sampling Technique

The sample of the study was 868; representing 50% of the population. The sample was drawn from the study population of 1,736 administrators. Okorodudu (2013) argued that a sample size of 50% of a given population was not only in order, but was quite representative enough of a finite population.

Simple random sampling technique was used to draw 50% of the population from each of the tertiary institutions used for the study. This translated to 398 administrators from public

universities (federal and states), 191 administrators from public polytechnics (federal and states) and 279 administrators from public colleges of education (federal and states), totalling 868 as the sample of the study. Appendix B presents the institutions' distribution summary of the population and sample of the study (see page 190). The use of the simple random sampling technique, according to Nworgu (2015), makes it possible for each element in the population of any study to have equal and independent chance of being included in the sample.

Instrument for Data Collection

The instrument that was used for data collection was a structured questionnaire titled: Human Resource Management Questionnaire (HRMQ). The questionnaire items were raised based on the information gathered from the review of related literature. The questionnaire was grouped into two parts - A and B. Part A was used to collect information personal to each of the respondents while Part B was structured into six clusters (B1 – B6) in line with the six specific purposes of the study and research questions. Consequently, B1 collected data on competencies in recruiting and selecting competent human resources; B2 collected data from respondents on the competencies required for employee training and development activities, B3 solicited information on competencies in employee performance appraisal and B4 was used to seek the responses of the respondents on the required competencies in employee compensation. Similarly, B5 obtained data on competencies in employee discipline and B6 collected data on the competencies required for employee conflict resolution activities for human resources management for institutional growth in tertiary institutions in South-South, Nigeria.

The Part B (B1 – B6) of the questionnaire was structured on a 5-point rating scale of Very Highly Required (VHR), Highly Required (HR), Moderately Required (MR), Less Required (LR) and Not Required (NR) with corresponding values of 5, 4, 3, 2 and 1 respectively (see appendix D, page 192). Appendix C is the Letter of Transmittal (see page

191) with which the instrument was forwarded to the respondents requesting them to kindly complete the instrument for the study.

Validation of the Instrument

The instrument was face-validated by three experts (validates). These included two academic staff of Michael Okpara University of Agriculture, Umudike, Abia State and a measurement and evaluation expert in Nnamdi Azikiwe University, Awka, Anambra State, all in South-East Nigeria. Each of the experts/validates was given a copy of the questionnaire items, purpose of the study, research questions and hypotheses. They were requested to indicate any ambiguous statement or item in the instrument. The experts were also requested to make suggestions for improving the research instrument towards meeting the purpose of the study. Their observations/suggestions were incorporated into the final copy of the questionnaire before it was administered to the respondents.

Reliability of the Instrument

To obtain the reliability of the instrument, it was trial-tested by administering twenty copies of the questionnaire on a similar group of respondents in University of Nigeria, Nsukka, Enugu State in South-East, Nigeria. The choice of South-East was informed by the number of common factors and management characteristics of tertiary institutions between the two zones. For the purpose of obtaining the internal consistency of the instrument, Cronbach Alpha reliability method was used in which a coefficient of 0.85 was obtained for cluster B1 (recruitment and selection of employees), 0.90 was obtained for B2 (employee training and development), 0.84 was obtained for B3 (employee performance appraisal) and 0.87 was obtained for B4 (employee compensation). A coefficient of 0.68 was also obtained for B5 (employee discipline) and 0.73 was obtained for B6 (employee conflict resolution). An overall reliability coefficient of 0.81 was obtained for the entire instrument (Appendix E, see page 197). According to Nwanna in Nworgu (2015), a coefficient of 0.80 is high enough to indicate that the instrument is reliable for any research.

Method of Data Collection

The researcher adopted personal contact approach in data collection. Due to the zonal-based coverage of the study, six research assistants were involved in the administration and retrieval of the instrument used for collecting data for the study. These research assistants were briefed on the modalities involved in the administration and retrieval of the instrument from the respondents. Out of the 868 copies of the questionnaire administered, 844 copies (97.24%) were completely filled and retrieved. The retrieved copies of the questionnaire were collated by the researcher and subjected to data analysis.

Method of Data Analysis

The data collected for the study were analyzed using mean scores and standard deviation to answer the research questions and show the relative merits of the response opinions of the respondents around the mean scores. Decision was taken based on the real limit of the scale values as follows:

Response Category	Values	Real Limit of Numbers
Very Highly Required (VHR)	5	4.50 – 5.00
Highly Required (HR)	4	3.50 – 4.49
Moderately Required (MR)	3	2.50 – 3.49
Less Required (LR)	2	1.50 – 2.49
Not Required (NR)	1	0.50 – 1.49

Based on this adoption, any competency item with mean values of 4.50 - 5.00 was regarded as Very Highly Required and mean values of 3.50 - 4.49 was regarded as Highly Required. Competency item with mean values within the range of 2.50 - 3.49 was regarded as Moderately Required and competency item with mean values of 1.50 - 2.49 was regarded as Less Required while items with mean values within the range of 0.50 - 1.49 was regarded as Not Required. Furthermore, the grand mean value (X_G) involving the mean opinion of

universities, polytechnics and colleges of education administrators was adopted for authenticated opinion on each item statement.

The analysis of variance (ANOVA) was employed to test the null hypotheses at 0.05 level of significance. The hypothesis of no significant difference was accepted for items whose F-calculated (F-cal) values were less than the critical table (F-tab) value of 3.00 at 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected for those items whose F-calculated (F-cal) values were greater than or equal to the critical table (F-tab) value of 3.00 at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the data analysis for the study. The presentation is sequentially done starting with answers to the research questions and testing the hypotheses.

Answer to Research Questions

Research Question 1

What is the extent human resource management competencies are required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria?

The data for answering the first research question are presented in Table 1.

Table 1

**Mean Ratings of Administrators on the Extent Human Resource Management Competencies are Required for Recruiting and Selecting Potential Employees in Tertiary Institutions in South-South, Nigeria
(N = 844)**

SN	Competency required for human resource recruitment and selection	\bar{X}_U	\bar{X}_P	\bar{X}_C	\bar{X}_G	SD	Rmks
1	Accessing relevant information about the recruiting and selection process for institutional growth	4.45	4.44	4.50	4.46	0.50	HR
2	Making good attempt to obtain adequate pool of applicants for more choices.	4.71	4.74	4.71	4.72	0.46	VHR
3	Developing strategies to recruit individuals possessing the skills needed by the institutions.	4.28	4.25	4.27	4.26	0.64	HR
4	Using employment process of finding qualified applicant/potential employees.	4.73	4.74	4.75	4.74	0.43	VHR
5	Identifying the gender of employee that is required if necessary.	4.46	4.51	4.51	4.50	0.50	VHR
6	Gathering accurate information from which selection decision is made through interviewing process.	4.25	4.26	4.47	4.33	0.53	HR
7	Using the interview process to get useful information on the candidate's reaction to the work for institutional growth.	4.32	4.36	4.34	4.34	0.69	HR
8	Involving effective human resource planning to identify the institutional human resource needs.	4.32	4.34	4.37	4.35	0.47	HR
9	Informing the candidates about job vacancies through relevant communication means promptly.	4.81	4.81	4.82	4.81	0.38	VHR
10	Specifying the future job requirements to form the basis for workplace training and development.	4.46	4.47	4.45	4.46	0.55	HR
11	Making contact with selected employees on terms and conditions of service for institutional growth.	4.14	4.20	4.39	4.25	0.79	HR

Note: \bar{X}_U = Mean of Universities; \bar{X}_P = Mean of Polytechnics; \bar{X}_C = Mean Colleges of Education; \bar{X}_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required

Data in Table 1 reveal that the grand mean ratings of the respondents on items 2, 4, 5 and 9 are 4.72, 4.74, 4.50 and 4.81 respectively which all fall within the real limit of number of 4.50 – 5.00 on a 5-point rating scale. This indicates that the four competency items of employee recruitment and selection are very highly required by administrators in tertiary institutions in South-South, Nigeria.

On the other hand, the grand mean ratings of the remaining seven items, specifically items 1, 3, 6, 7, 8, 10 and 11 are 4.46, 4.26, 4.33, 4.34, 4.35, 4.46 and 4.25 respectively are within the real limit of number of 3.50 – 4.49 on a 5-point rating scale. This indicates that the seven competency items of employee recruitment and selection are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the eleven items range from 0.38 - 0.79 which signifies that the respondents are close to one another and the overall mean.

Research Question 2

What is the extent human resource management competencies are required by administrators for employee training and development in tertiary institutions in South-South, Nigeria?

The data for answering the second research question are presented in Table 2.

Table 2
Mean Ratings of Administrators on the Extent Human Resource Management Competencies are Required for Employee Training and Development in Tertiary Institutions in South-South, Nigeria (N = 844)

SN	Competency required for human resource training and development	\bar{X}_U	\bar{X}_P	\bar{X}_C	\bar{X}_G	SD	Rmks
12	Providing employees with learning opportunities designed to help them grow for future use.	4.46	4.45	4.49	4.46	0.49	HR
13	Specifying to the employees what to do and how to do it.	4.70	4.67	4.67	4.68	0.60	VHR
14	Giving orientation to new employees of their responsibilities in an effort to ease their transition to the institution.	4.55	4.51	4.54	4.56	0.44	VHR
15	Giving proper orientation about the institution to the employees.	4.35	4.23	4.53	4.37	0.81	HR
16	Designing training programme to meet the goals of the institution while simultaneously meeting the goals of the individual employees.	4.47	4.53	4.57	4.53	0.49	VHR
17	Carrying out training programmes for employees to increase competency in their job.	4.49	4.51	4.47	4.50	0.56	VHR
18	Developing qualities in human resources that will enable them to be more productive.	4.36	4.33	4.32	4.33	0.47	HR
19	Equipping individuals with activities to enable them gain promotion.	4.69	4.70	4.73	4.71	0.57	VHR
20	Determining training needs of the individual for further development to increase the productivity of the individual.	4.38	4.46	4.50	4.45	0.49	HR
21	Developing training experience that helps administrators to plan and design employees' goals.	4.02	4.10	4.32	4.16	0.84	HR
22	Communicating the conditions for training and development to employees.	4.47	4.56	4.52	4.54	0.49	VHR

Note: \bar{X}_U = Mean of Universities; \bar{X}_P = Mean of Polytechnics; \bar{X}_C = Mean Colleges of Education; \bar{X}_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required

From the data presented in Table 2, it can be seen that the grand mean ratings of the respondents on items 13, 14, 16, 17, 19 and 22 are 4.68, 4.56, 4.53, 4.50, 4.71 and 4.54 respectively which all fall within the real limit of number of 4.50 – 5.00 on a 5-point rating scale. This indicates that the six competency items of employee training and development are very highly required by administrators in tertiary institutions in South-South, Nigeria.

The grand mean ratings of the remaining five items, specifically items 12, 15, 18, 20 and 21 are 4.46, 4.37, 4.33, 4.45 and 4.16 respectively are within the real limit of number of 3.50 – 4.49 on a 5-point rating scale. This indicates that the five competency items of training

and development are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the eleven items range from 0.44 - 0.84 which signifies that the respondents are close to one another and the overall mean.

Research Question 3

What is the extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria?

The data for answering the third research question are presented in Table 3.

Table 3
Mean Ratings of Administrators on Extent Human Resource Management Competencies are Required for Employee Performance Appraisal in Tertiary Institutions in South-South, Nigeria (N = 844)

SN	Competency required for employee performance appraisal	\bar{X}_U	\bar{X}_P	\bar{X}_C	\bar{X}_G	SD	Rmks
23	Evaluating employees in terms of their job performance.	4.11	4.21	4.14	4.16	0.96	HR
24	Making performance appraisal a necessary ingredient for increased job performance.	4.44	4.53	4.50	4.50	0.56	VHR
25	Generating a sense of efficiency in the use of human resources for qualification for promotion.	4.30	4.31	4.28	4.30	0.60	HR
26	Developing strategies to identify areas of employees' strengths and weaknesses.	4.67	4.67	4.65	4.66	0.47	VHR
27	Setting targets for employees to achieve within the overall corporate objectives of the institution.	4.13	4.12	4.17	4.13	0.83	HR
28	Providing opportunities for individual employees to realize their potentials and decide what aspect they need to consider carefully.	4.51	4.45	4.55	4.49	0.61	HR
29	Getting information on what the individual employee wants from appraisal.	4.16	4.27	4.25	4.24	0.87	HR
30	Rewarding employees adequately using proper appraisal for career development.	4.61	4.65	4.59	4.62	0.48	VHR
31	Setting standard for performance appraisal to help employees evaluate themselves where necessary.	4.76	4.46	4.48	4.54	0.61	VHR
32	Giving room for employees to appraise themselves for institutional growth.	4.69	4.70	4.70	4.70	0.45	VHR

Note: \bar{X}_U = Mean of Universities; \bar{X}_P = Mean of Polytechnics; \bar{X}_C = Mean Colleges of Education; \bar{X}_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required

Data in Table 3 show that the grand mean ratings of the respondents on items 24, 26, 30, 31 and 32 are 4.50, 4.66, 4.62, 4.54 and 4.70 respectively which all fall within the real limit of number of 4.50 – 5.00 on a 5-point rating scale. This indicates that the five competency items of employee performance appraisal are very highly required by administrators in tertiary institutions in South-South, Nigeria.

The grand mean ratings of the remaining five items, specifically items 23, 25, 27, 28 and 29 are 4.16, 4.30, 4.13, 4.49 and 4.24 respectively are within the real limit of number of 3.50 – 4.49 on a 5-point rating scale. This indicates that the five competency items of employee performance appraisal are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the 10 items range from 0.45 - 0.96 which indicates that the respondents are close to one another and the overall mean.

Research Question 4

What is the extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria?

The data for answering the fourth research question are presented in Table 4.

Table 4
Mean Ratings of the Administrators on the Extent Human Resource Management Competencies are Required for Employee Compensation in Tertiary Institutions in South-South, Nigeria (N = 844)

SN	Competency Required for Compensating Employees	\bar{X}_U	\bar{X}_P	\bar{X}_C	\bar{X}_G	SD	Rmks
33	Motivating employees to show effectiveness in management as an administrator.	4.44	4.50	4.50	4.48	0.61	HR
34	Providing adequate benefits to make workers contribute better to the attainment of institutional growth.	4.49	4.60	4.66	4.59	0.60	VHR
35	Fulfilling the social responsibility of the institution to the employees by improving the quality of work life.	4.41	4.53	4.51	4.50	0.50	VHR
36	Providing all forms of employees' financial returns and tangible services that will increase their performance.	4.36	4.33	4.37	4.35	0.57	HR
37	Providing an attractive remuneration package which both attracts and retains high quality employees.	4.44	4.50	4.46	4.47	0.49	HR
38	Providing employment security for workers' safety.	4.29	4.35	4.31	4.32	0.47	HR
39	Using the right strategy in employee compensation for institutional growth.	4.62	4.65	4.61	4.63	0.54	VHR
40	Using profit sharing to instil a sense of commitment to the institution.	4.52	4.58	4.60	4.57	0.55	VHR
41	Encouraging hard work and employee commitment through incentives and bonuses.	4.35	4.39	4.31	4.36	0.59	HR
42	Introducing group incentives as a means of compensation to the employees for improved productivity.	4.56	4.63	4.63	4.61	0.48	VHR
43	Ensuring motivating incentives to employees in the institution.	4.85	4.85	4.84	4.85	0.35	VHR

Note: \bar{X}_U = Mean of Universities; \bar{X}_P = Mean of Polytechnics; \bar{X}_C = Mean Colleges of Education; \bar{X}_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required

The data presented in Table 4 reveal that the grand mean ratings of the respondents on items 34, 35, 39, 40, 42 and 43 are 4.59, 4.50, 4.63, 4.57, 4.61 and 4.85 respectively which all fall within the real limit of number of 4.50 – 5.00 on a 5-point rating scale. This indicates that the six competency items of employee compensation are very highly required by administrators in tertiary institutions in South-South, Nigeria.

The grand mean ratings of the remaining five items, specifically items 33, 36, 37, 38 and 41 are 4.48, 4.35, 4.47, 4.32 and 4.36 respectively are within the real limit of number of 3.50 – 4.49 on a 5-point rating scale. This implies that the five competency items of employee

compensation are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the 11 items range from 0.35 - 0.61 which indicates that the respondents are close to one another and the overall mean.

Research Question 5

What is the extent human resource management competencies are required by administrators for employee discipline in tertiary institutions in South-South, Nigeria?

The data for answering the fifth research question are presented in Table 5.

Table 5
Mean Ratings of the Administrators on the Extent Human Resource Management Competencies are Required for Employee Discipline in Tertiary Institutions in South-South, Nigeria (N = 844)

SN	Competency Required for Employee Discipline	\bar{X}_U	\bar{X}_P	\bar{X}_C	\bar{X}_G	SD	Rmks
44	Making the employees to have good understanding of the rules and policy regulations guiding their work	4.13	4.47	4.38	4.33	0.78	HR
45	Making the employees to know that violating the rules and policies will result in their discipline or punishment.	4.76	4.79	4.75	4.77	0.48	VHR
46	Investigating disciplinary cases before issuing a discipline to erring employees.	4.36	4.45	4.42	4.42	0.75	HR
47	Discipline erring employees according to the level of offence committed.	4.33	4.63	4.53	4.52	0.61	VHR
48	Being of good moral conduct to set standard for employees.	4.45	4.49	4.46	4.47	0.61	HR
49	Giving oral reprimand or reproach to erring employees.	4.54	4.61	4.64	4.60	0.48	VHR
50	Issuing erring employees queries for wrong doing or bad conduct.	4.06	4.03	3.99	4.03	0.79	HR
51	Placing erring employees on suspension or probation for gross misconduct.	4.49	4.55	4.51	4.53	0.49	VHR
52	Placing erring employees on half salary as disciplinary action for offence committed.	4.45	4.49	4.50	4.48	0.66	HR
53	Issuing termination of appointment letters to offenders in extreme cases.	4.56	4.61	4.58	4.59	0.49	VHR
54	Obtaining enough evidence before issuing punishment or discipline.	4.45	4.52	4.57	4.52	0.66	VHR
55	Seeking professional help to investigate offence committed in special cases.	4.31	4.39	4.31	4.35	0.78	HR

Note: \bar{X}_U = Mean of Universities; \bar{X}_P = Mean of Polytechnics; \bar{X}_C = Mean Colleges of Education; \bar{X}_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required

From the data presented in Table 5, it can be seen that the grand mean ratings of the respondents on items 45, 47, 49, 51, 53 and 54 are 4.77, 4.52, 4.60, 4.53, 4.59 and 4.52 respectively which in each case fall within the real limit of number of 4.50 – 5.00 on a 5-point rating scale. This signifies that the six competency items of employee discipline are very highly required by administrators in tertiary institutions in South-South, Nigeria.

The grand mean ratings of the remaining six items, specifically items 44, 46, 48, 50, 52 and 55 are 4.33, 4.42, 4.47, 4.03, 4.48 and 4.35 respectively which are within the real limit of number of 3.50 – 4.49 on a 5-point rating scale. This indicates that the six competency items of employee discipline are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the twelve items range from 0.48 - 0.79 which indicates that the respondents are close to one another and the overall mean.

Research Question 6

What is the extent human resource management competencies are required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria?

The data for answering the sixth research question are presented in Table 6.

Table 6
Mean Ratings of the Administrators on the Extent Human Resource Management Competencies are Required for Employee Conflict Resolution in Tertiary Institutions in South-South, Nigeria (N = 844)

SN	Competency Required for Conflict Resolution	\bar{X}_U	\bar{X}_P	\bar{X}_C	\bar{X}_G	SD	Rmks
56	Giving equal treatment to employees in the place of work.	4.71	4.68	4.67	4.69	0.63	VHR
57	Instilling proper sense of discipline on employees during orientation.	4.25	4.32	4.35	4.31	0.81	HR
58	Paying proper attention to employees' character and relationship with others.	4.66	4.64	4.63	4.64	0.64	VHR
59	Creating room for tolerance and peaceful co-existence among employees.	4.71	4.71	4.70	4.71	0.57	VHR
60	Creating a working environment that promotes social interaction among employees.	4.47	4.42	4.48	4.45	0.71	HR
61	Staying calm as an administrator during conflict among employees.	4.26	4.40	4.61	4.42	0.66	HR
62	Listening attentively to understand the problem and getting the true picture of the cause of conflict.	4.67	4.63	4.61	4.63	0.69	VHR
63	Stating the case tactfully to mediate between employees that are in conflict.	4.40	4.24	4.57	4.31	0.89	HR
64	Attacking the problem and not the person in conflict during conflict resolution.	4.45	4.42	4.36	4.41	0.55	HR
65	Avoiding the blame game in conflict resolution among employees.	4.69	4.71	4.71	4.71	0.57	VHR
66	Asking the employees in conflict the right questions for proper understanding of the problem.	4.54	4.53	4.46	4.52	0.61	VHR
67	Being creative in mediating among conflict personnel.	4.27	4.39	4.54	4.40	0.49	HR
68	Being confident as an administrator in conflict resolution among personnel.	4.56	4.58	4.56	4.57	0.61	VHR
69	Identifying the true impediment during conflict resolution.	4.33	4.44	4.35	4.39	0.74	HR
70	Maintaining professional integrity in conflict situations.	4.51	4.46	4.45	4.47	0.63	HR

Note: \bar{X}_U = Mean of Universities; \bar{X}_P = Mean of Polytechnics; \bar{X}_C = Mean Colleges of Education; \bar{X}_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required

The data presented in Table 6 show that the grand mean ratings of the respondents on items 56, 58, 59, 62, 65, 66 and 68 are 4.69, 4.64, 4.71, 4.63, 4.71, 4.52 and 4.57 respectively which all fall within the real limit of number of 4.50 – 5.00 on a 5-point rating scale. This indicates that the seven competency items of employee conflict resolution are very highly required by administrators in tertiary institutions in South-South, Nigeria.

The grand mean ratings of the remaining eight items, specifically items 57, 60, 61, 63, 64, 67, 69 and 70 are 4.31, 4.45, 4.42, 4.31, 4.41, 4.40, 4.39 and 4.47 respectively which all fall within the real limit of number of 3.50 – 4.49 on a 5-point rating scale. This indicates that the eight competency items of employee conflict resolution are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the fifteen items range from 0.49 - 0.89 which indicates that the respondents are close to one another and the overall mean.

Testing of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria.

The data for testing the first hypothesis are presented in Table 7.

Table 7
Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies required by Administrators for Recruiting and Selecting Potential Employees in Tertiary Institutions in South-South, Nigeria

SN	Competency Required for Human Resource Recruitment and Selection	Total Sum of Square	Mean Square	F-cal	F-tab	p-value (Sig.)	Rmks
1	Accessing relevant information about the recruiting and selection process for institutional growth.	216.004	0.25	1.05	3.00	0.34	NS
2	Making good attempt to obtain an adequate pool of applicants for more choices.	178.866	0.21	0.34	3.00	0.71	NS
3	Developing strategies to recruit those individuals possessing the skills needed by the institutions.	164.550	0.19	0.34	3.00	0.71	NS
4	Using employment process of finding qualified applicant/potential employees.	160.720	0.19	0.08	3.00	0.92	NS
5	Identifying the gender of employees that are required if necessary.	211.000	0.25	0.91	3.00	0.40	NS
6	Gathering accurate information from which selection decision is made through interviewing process.	243.085	0.28	3.27	3.00	0.03	S*
7	Using the interview process to get useful information on the candidates' reaction to the work for institutional growth.	407.890	0.48	0.18	3.00	0.83	NS
8	Involving effective human resource planning to identify the institutional human resource needs.	192.190	0.22	0.74	3.00	0.47	NS
9	Informing the candidates about job vacancies through relevant communication means promptly.	125.264	0.14	0.06	3.00	0.93	NS
10	Specifying the future job requirements to form the basis for workplace training and development.	264.136	0.31	0.16	3.00	0.84	NS
11	Making contact with selected employees on terms and condition of service for institutional growth.	537.739	0.63	3.03	3.00	0.04	S*

Note: *F-cal* = F-calculated; *F-tab* = F-table; *NS* = Not Significant; *S** = Significant; Level of Sig. 0.05

The data presented in Table 7 reveal that nine out of the eleven competency items of employee recruitment and selection have their F-calculated (F-cal) values range from 0.06 to 1.05 which are all less than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the nine identified competency items required by administrators for employee recruitment and selection. Therefore, the hypothesis

of no significant difference in the mean ratings of the responses of the three groups of respondents is accepted on the nine competency items required for employee recruitment and selection.

The F-calculated (F-cal) values of the remaining two items, specifically items 6 and 11 are 3.27 and 3.03 respectively, are in each case greater than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This implies that there is significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the remaining two competency items required by administrators for employee recruitment and selection. Thus, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on the competency items 6 and 11. The result of the Post-Hoc analysis showing the direction of the significance reveals that the significant difference on items 6 and 11 is between the mean ratings of administrators from universities and colleges of education.

Hypothesis 2

There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee training and development in tertiary institutions in South-South, Nigeria.

The data for testing the second hypothesis are presented in Table 8.

Table 8
Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies required by Administrators for Employee Training and Development in Tertiary Institutions in South-South, Nigeria

SN	Competency required by administrators for employee training	Total Sum of Square	Mean Square	F-cal	F-tab	p-value (Sig.)	Rmks
12	Providing employees with learning opportunities designed to help them grow for future use.	210.071	0.24	0.51	3.00	0.59	NS
13	Specifying to the employees what to do and how to do it.	183.626	0.21	0.38	3.00	0.68	NS
14	Giving orientation to new employees of their responsibilities in an effort to ease their transition to the institution.	210.136	0.25	0.46	3.00	0.62	NS
15	Giving proper orientation about the institution to the employees.	196.923	0.23	3.28	3.00	0.03	S*
16	Designing training programme to meet the goals of the institution while simultaneously meeting the goals of the individual employee.	210.136	0.24	2.07	3.00	0.12	NS
17	Carrying out training programmes for employees to increase competency in their job.	264.999	0.31	0.36	3.00	0.69	NS
18	Developing qualities in human resources that will enable them to be more productive.	189.085	0.22	0.33	3.00	0.71	NS
19	Equipping individuals with activities to enable them gain promotion.	173.037	0.20	0.58	3.00	0.55	NS
20	Determining training needs of individuals for further development in increasing productivity.	209.378	0.24	3.15	3.00	0.04	S*
21	Developing training experience that helps administrators to plan and design employees' goals.	604.109	0.71	3.95	3.00	0.01	S*
22	Communicating the conditions for training and development to employees.	210.199	0.24	2.21	3.00	0.11	NS

Note: *F-cal* = *F-calculated*; *F-tab* = *F-table*; *NS* = *Not Significant*; *S** = *Significant*; *Level of Sig. 0.05*

The data presented in Table 8 show that eight out of the 11 competency items of employee training and development have their F-calculated (F-cal) values range from 0.33 to 2.21 which are all less than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This signifies that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the eight identified competency items required by administrators for employee training and development. Therefore, the hypothesis

of no significant difference in the mean ratings of the three groups of respondents is accepted on the eight competency items required for employee training and development.

The F-calculated (F-cal) values of the remaining three items, specifically items 15, 20 and 21 are 3.28, 3.15 and 3.95 respectively, are in each case greater than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the remaining three competency items required by administrators for employee training and development. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on items 15, 20 and 21. The result of the Post-Hoc analysis showing the direction of the significance reveals that the significant difference in items 15 and 20 is between the mean ratings of the administrators from polytechnics and colleges of education while the significant difference on item 21 is between the mean ratings of administrators from universities and colleges of education.

Hypothesis 3

There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria.

The data for testing the third hypothesis are presented in Table 9.

Table 9
Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies required by Administrators for Employee Performance Appraisal in Tertiary Institutions in South-South, Nigeria

SN	Competency required for employee performance appraisal	Total Sum of Square	Mean Square	F-cal	F-tab	P-value (Sig.)	Rmks
23	Evaluating employees in terms of their job performance.	784.109	0.93	0.80	3.00	0.44	NS
24	Making performance appraisal a necessary ingredient for increased job performance.	265.000	0.31	1.75	3.00	0.17	NS
25	Generating a sense of efficiency in the use of human resources as qualification for promotion.	305.520	0.36	0.14	3.00	0.86	NS
26	Developing strategies to identify areas of employees' strengths and weaknesses.	186.771	0.22	0.26	3.00	0.76	NS
27	Setting targets for employees to achieve within the overall corporate objectives of the institution.	586.057	0.69	0.26	3.00	0.77	NS
28	Providing opportunities for individual employees to realize their potentials and decide what aspect they need to consider carefully.	318.999	0.37	1.77	3.00	0.17	NS
29	Getting information on what the individual employee wants from appraisal.	641.207	0.76	1.03	3.00	0.35	NS
30	Rewarding employees adequately using proper appraisal for career development.	197.435	0.23	1.16	3.00	0.31	NS
31	Setting standard for performance appraisal to help employees evaluate themselves where necessary.	317.464	0.37	3.22	3.00	0.02	S*
32	Giving room for employees to appraise themselves for institutional growth.	176.354	0.21	0.04	3.00	0.95	NS

Note: *F-cal* = F-calculated; *F-tab* = F-table; *NS* = Not Significant; *S** = Significant; Level of Sig. 0.05

The data presented in Table 9 show that nine out of the 10 competency items of employee performance appraisal have their F-calculated (F-cal) values range from 0.04 to 1.77 which are all less than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of administrators from universities, polytechnics and colleges of education on the nine identified competency items required by administrators for employee performance appraisal. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on the nine competency items required for employee performance appraisal.

The F-calculated (F-cal) value of the remaining one item, specifically item 31, is 3.22; which is greater than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is significant difference in the mean ratings of administrators from universities, polytechnics and colleges of education on the remaining one competency item required by administrators for employee performance appraisal. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on item 31. The result of the Post-Hoc analysis showing the direction of the significance reveals that the significant difference on item 31 is between the mean ratings of administrators from universities and polytechnics.

Hypothesis 4

There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee compensation in tertiary institutions in South-South, Nigeria.

The data for testing the fourth hypothesis are presented in Table 10.

Table 10
Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies required by Administrators for Employee Compensation in Tertiary Institutions in South-South, Nigeria

SN	Competency required by administrators for compensating employee	Total Sum of Square	Mean Square	F-cal	F-tab	P-value (Sig.)	Rmks
33	Motivating employees to show effectiveness in management as an administrator.	318.882	0.37	0.66	3.00	0.51	NS
34	Providing adequate benefits to make workers contribute better to the attainment of institutional growth.	311.226	0.36	4.84	3.00	0.00	S*
35	Fulfilling the social responsibility of the institution to the employees by improving the quality of work life.	210.999	0.24	3.93	3.00	0.02	S*
36	Providing all forms of employees' financial returns and tangible services that will increase their performance.	282.190	0.33	0.34	3.00	0.70	NS
37	Providing an attractive remuneration package which both attract and retain high quality employees.	210.572	0.25	1.09	3.00	0.33	NS
38	Providing employment security for workers' safety.	186.431	0.22	1.58	3.00	0.20	NS
39	Using appropriate approach in employee compensation for institutional growth.	249.057	0.29	0.61	3.00	0.54	NS
40	Using profit sharing to install a sense of commitment to the institution.	260.445	0.30	1.11	3.00	0.32	NS
41	Encouraging hard work and employee commitment through incentives and bonuses.	302.781	0.35	1.54	3.00	0.21	NS
42	Introducing group incentive as a means of compensation to the employees for improved productivity.	199.621	0.23	1.69	3.00	0.18	NS
43	Ensuring motivating incentives to employees in the institution.	106.487	0.12	0.13	3.00	0.87	NS

Note: *F-cal* = *F-calculated*; *F-tab* = *F-table*; *NS* = *Not Significant*; *S** = *Significant*; *Level of Sig. 0.05*

The data presented in Table 10 show that nine out of the 11 competency items of employee compensation have their F-calculated (F-cal) values range from 0.13 to 1.69 which are all less than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the nine identified competency items required by administrators for employee compensation. Therefore, the hypothesis of no

significant difference in the mean ratings of the three groups of respondents is accepted on the nine competency items required for employee compensation.

The F-calculated (F-cal) values of the remaining two items, specifically items 34 and 35 are 4.84 and 3.93 respectively, are in each case greater than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the remaining two competency items required by administrators for employee compensation. Thus, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on items 34 and 35. The result of the Post-Hoc analysis showing the direction of the significance reveals that the significant difference on item 34 is between the mean ratings of administrators from universities and colleges of education while the significant difference on item 35 is between the mean ratings of administrators from universities and polytechnics.

Hypothesis 5

There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee discipline in tertiary institutions in South-South, Nigeria.

The data for testing the fifth hypothesis are presented in Table 11.

Table 11
Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies required by Administrators for Employee Discipline in Tertiary Institutions in South-South, Nigeria

SN	Competency required by administrators for employee discipline	Total Sum of Square	Mean Square	F-cal	F-tab	P-value (Sig.)	Rmks
44	Making the employees to have good understanding of the rules and policy regulations guiding their work.	513.085	0.60	3.30	3.00	0.02	S*
45	Making the employees to know that violating the rules and policies will result in their discipline or punishment.	200.123	0.23	0.67	3.00	0.50	NS
46	Investigating disciplinary cases before issuing a discipline to erring employees.	476.147	0.56	1.07	3.00	0.34	NS
47	Discipline erring employees according to the level of offence committed.	318.658	0.37	3.71	3.00	0.01	S*
48	Being of good moral conduct to set standard for employees.	318.572	0.37	0.43	3.00	0.64	NS
49	Giving oral reprimand or reproach to erring employees.	201.615	0.23	2.55	3.00	0.07	NS
50	Issuing erring employees queries for wrong doing or bad conduct.	529.071	0.62	0.44	3.00	0.63	NS
51	Placing erring employees on suspension or probation for gross misconduct.	210.199	0.24	1.18	3.00	0.30	NS
52	Placing erring employees on half salary as disciplinary action for offence committed.	372.882	0.44	0.46	3.00	0.62	NS
53	Issuing termination of appointment letter to offenders in extreme cases.	203.417	0.24	0.97	3.00	0.37	NS
54	Obtaining enough evidence before issuing punishment or discipline.	372.658	0.44	1.96	3.00	0.14	NS
55	Seeking professional help to investigate offence committed in special cases.	516.190	0.61	1.14	3.00	0.32	NS

Note: *F-cal* = F-calculated; *F-tab* = F-table; *NS* =Not Significant; *S** = Significant; Level of Sig. 0.05

The data presented in Table 11 show that 10 out of the 12 competency items of employee discipline have their F-calculated (F-cal) values range from 0.43 to 2.55 which are all less than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This implies that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the ten identified competency items required by administrators for employee discipline. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on the ten competency items required for employee discipline.

The F-calculated (F-cal) values of the remaining two items, specifically items 44 and 47 are 3.30 and 3.71 respectively, are in each case greater than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is significant difference in the mean ratings of administrators from universities, polytechnics and colleges of education on the remaining two competency items required by administrators for employee discipline. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on items 44 and 47. The result of the Post-Hoc analysis showing the direction of the significance reveals that the significant difference on items 44 and 47 is between the mean ratings of administrators from polytechnics and colleges of education.

Hypothesis 6

There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria.

The data for testing the sixth hypothesis are presented in Table 12.

Table 12
Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies required by Administrators for Employee Conflict Resolution in Tertiary Institutions in South-South, Nigeria

SN	Competency required by administrators for conflict resolution	Total Sum of Square	Mean Square	F-cal	F-tab	P-value (Sig.)	Rmks
56	Giving equal treatment to employees in the place of work.	342.288	0.40	0.27	3.00	0.75	NS
57	Instilling proper sense of discipline on employees during orientation.	560.900	0.66	0.82	3.00	0.44	NS
58	Paying proper attention to employees' character and relationship with others.	354.487	0.42	0.07	3.00	0.92	NS
59	Creating room for tolerance and peaceful co-existence among employees.	280.611	0.33	0.06	3.00	0.94	NS
60	Creating a working environment that promotes social interaction among employees.	425.378	0.50	0.54	3.00	0.57	NS
61	Staying calm as an administrator during conflict among employees.	368.147	0.43	3.03	3.00	0.04	S*
62	Listening attentively to understand the problem and getting the true picture of the cause of conflict.	411.057	0.48	0.36	3.00	0.69	NS
63	Stating the case tactfully to mediate between employees that are in conflict.	668.900	0.79	3.30	3.00	0.01	S*
64	Attacking the problem and not the person in conflict during conflict resolution.	258.858	0.30	1.62	3.00	0.19	NS
65	Avoiding the blame game in conflict resolution among employees.	281.037	0.33	0.06	3.00	0.93	NS
66	Asking the employees in conflict the right questions for proper understanding of the problem.	318.658	0.37	1.39	3.00	0.24	NS
67	Being creative in mediating among conflict personnel.	203.033	0.24	3.46	3.00	0.02	S*
68	Being confident as an administrator in conflict resolution among personnel.	314.445	0.37	0.15	3.00	0.85	NS
69	Identifying the true impediment during conflict resolution.	471.188	0.55	1.85	3.00	0.15	NS
70	Maintaining professional integrity in conflict situations.	336.572	0.40	0.43	3.00	0.64	NS

Note: *F-cal* = *F-calculated*; *F-tab* = *F-table*; *NS* = *Not Significant*; *S** = *Significant*; *Level of Sig. 0.05*

The data presented in Table 12 show that 12 out of the 15 competency items of employee conflict resolution have their F-calculated (*F-cal*) values range from 0.06 to 1.85 which are all less than the F-table (*F-tab*) value of 3.00 at 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the twelve identified competency items

required by administrators for employee conflict resolution. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on the twelve competency items required by administrators for employee conflict resolution.

The F-calculated (F-cal) values of the remaining three items, specifically items 61, 63 and 67 are 3.03, 3.30 and 3.46 respectively, are in each case greater than the F-table (F-tab) value of 3.00 at 0.05 level of significance. This indicates that there is significant difference in the mean ratings of administrators from universities, polytechnics and colleges of education on the remaining three competency items required by administrators for employee conflict resolution. Therefore, the hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on items 61, 63 and 67. The result of the Post-Hoc analysis showing the direction of the significance reveals that the significant difference on items 61 and 67 is between the mean ratings of administrators from universities and colleges of education while the significant difference on Item 63 is between the mean ratings of administrators from polytechnics and colleges of education.

Summary of Findings

Based on the data collected and analysed, the study identified:

1. Eleven human resource management competency items that were highly required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria. The competencies are in the areas of being able to assess the required and sufficient information regarding recruitment and selection processes, collecting sufficient pool of applicants to make for choices and developing appropriate strategies that will make it possible to recruit applicants that are considered suitable for employment. Other competencies identified relate to the conduct of effective employment

interviews, the use of an appropriate employment search and using appropriate strategies to identify the calibre of candidates required for recruitment.

2. Eleven human resource management competency items that were highly required by administrators for employee training and development in tertiary institutions in South-South, Nigeria. These competencies include giving orientation to both new and old employees, providing employees with learning opportunities designed to enable them grow; determining, designing, implementing and monitoring training and development needs and programmes to meet individual and organizational goals. Others are the development of training experiences that would help administrators to achieve desirable goals and objectives and also to communicate the conditions for training and development to employees.
3. Ten human resource management competency items that were highly required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria. The human resource management competencies are in the areas of making performance appraisal to be a necessary ingredient for increased job performance, generating a sense of efficiency and effectiveness in the use of human resource management function of performance appraisal as qualification for promotion. Others are developing strategies to identify areas of employees' strengths and weaknesses and obtaining information on what employees require from performance appraisal. Additional competencies found in the study were the use of performance appraisal to reward employees and for career development, setting standard for performance appraisal thus, making it possible for employees to evaluate themselves and also making it possible for self-appraisal by employees.

4. Eleven human resource management competency items that were highly required by administrators for employee compensation in tertiary institutions in South-South, Nigeria. Some of these competency items are the provision of adequate benefits that will spur employees for improved performance in order to achieve institutional growth and development, fulfilling the social responsibility of the institution to the employees by improving the quality of work life. Others are competencies in providing attractive remuneration package that attract and retain high quality employees, encouraging hard work and employee commitment through incentives and bonuses and the provision of all forms of employees' financial and non-financial returns and benefits that are adequate, timely and equitable.
5. Twelve human resource management competency items that were highly required by administrators for employee discipline in tertiary institutions in South-South, Nigeria, covering such items as making it possible for employees to have a good understanding of the rules and policy regulations guiding their contract of employment and that violation will result in imposing appropriate sanction. The study also identified competencies in good moral conduct to set standard for employees, implementing a just, fair and timely disciplinary measure against erring employees and competencies in applying the rule of the game in implementing disciplinary measures against staff.
6. Fifteen human resource management competency items that were highly required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria. These are the creation of a working environment that promotes social interaction among employees, staying calm as an administrator during conflict resolution, listening attentively in order to

properly understand the problem at stake and stating the case being resolved tactfully to be able to mediate in conflict situations. Others are avoiding the blame game during conflict resolution, the need for creativity during conflict resolution, identifying the true impediments during conflict resolution and maintaining professional integrity in conflict resolution.

7. The test of hypothesis one indicated that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on nine out of the 10 identified competency items required by administrators for employee recruitment and selection, whereas there is significant difference in the mean rating of the respondents on the remaining one item.
8. The test of hypothesis two indicated that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on eight out of the 11 identified competency items required by administrators for employee training and development, whereas there is significant difference in the mean ratings of the respondents on the remaining three items.
9. The test of hypothesis three showed that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on nine out of the 10 identified competency items required by administrators for employee performance appraisal, whereas there is significant difference in the mean ratings of the respondents on the remaining one item.
10. The test of hypothesis four revealed that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges

of education on nine out of the 11 identified competency items required by administrators for employee compensation, whereas there is significant difference in the mean ratings of the respondents on the remaining two items.

11. The test of hypothesis five indicated that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on 10 out of the 12 identified competency items required by administrators for employee discipline, whereas there is significant difference in the mean ratings of the respondents on the remaining two items.
12. The test of hypothesis six revealed that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on 12 out of the 15 identified competency items required by administrators for employee conflict resolution whereas there is significant difference in the mean ratings of the respondents on the remaining three items.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of findings, draws conclusion, implications of the study and makes recommendations. Also presented in this chapter are suggestions for further research.

Discussion of Findings

The discussion of findings is done under the following sub-headings.

Competencies Required by Administrators for Recruiting and Selecting Employees

The findings identified eleven human resource management competency items that were highly required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria. Some of the identified competencies include assessing relevant information about the recruiting and selection process for institutional growth, making good attempt to obtain an adequate pool of applicants for more choices, developing strategies to recruit those individuals possessing the skills needed by the institutions, using employment process of finding qualified applicant/potential employees and identifying the gender of employees that is required if necessary. There are also competencies dealing with gathering accurate information from which selection decision is made through interviewing process, using the interview process to get useful information on the candidates' reaction to the work for institutional growth and involving effective human resource planning to identify the institutional human resource needs, among others.

The findings also showed that there was no significant difference in the mean ratings of the administrators in nine out of the 11 competency items required while the remaining two items were rejected. However, the result of the post-hoc analysis showed that the direction of the significant difference in two of the items was between the mean ratings of the administrators from universities and colleges of education.

The findings from the present study implied that the identified competencies in recruitment and selection are very important for successful management of human resources in any organization or institution. Omisore and Okofu (2014) noted that the recruitment and selection of staff in any public or private organization is of paramount importance to the organization. Gamage (2014) equally reported that recruitment and selection are vital functions of human resource management for any type of organization or tertiary institution.

The findings of this study agreed with the report of Armstrong (2012) which identified activities in recruitment and selection of employees to include defining requirements, attracting candidates, sifting applications from applicants, interviewing and testing applicants, assessing candidates, obtaining references, checking applications, offering of employment letter subject to receipt of favourable references and follow-up. Similarly, the findings agreed with that of Kanyemba, Iwu and Allen-He (2015) which found that about 77.4% of the respondents agreed that indeed recruitment and selection had a huge impact on organizational productivity. The findings of this study also corroborated the report of International Labour Organization (2018) which identified basic activities in recruitment and selection of employees to include searching for appropriate information about the qualities of personnel to recruit, making good effort to obtain an adequate pool of applicants for selection of competent ones, generate accurate information from which selection is made through consultation and interview and hiring experts or competent human resource managers for effective planning and identification of quality employees from the applicants. Furthermore, the findings of Ekwoaba, Ikeije and Ufoma (2015), Yasheen (2015), Rwothumio, Musaaazi and Orodho (2016) and Otoo, Assuming and Agyei (2018) which identified significant relationship between recruitment and selection functions or activities covering human resource management items such as sifting applicants and applications bank and organizational performance, corroborate the present findings.

Competencies Required by Administrators for Employee Training and Development

The study identified eleven human resource management competency items that were highly required by administrators for employee training and development in tertiary institutions. Some of these include providing employees with learning opportunities designed to help them grow for future use: specifying to the employees what to do and how to do it, giving orientation to new employees of their responsibilities in an effort to ease their transition to the institution and giving proper orientation about the institution to the employees. Others were activities in carrying out training programmes for employees to increase competency on the job, developing qualities in human resources that will enable them to be more productive, equipping individuals with activities to enable them gain promotion, developing training experience that helps administrators to plan and design employees' goals and communicating the conditions for training and development to employees.

The findings revealed that there was no significant difference in the mean ratings of administrators in eight out of the 11 competency items required while the remaining three items were rejected. However, the result of the post-hoc analysis showed that the direction of the significant difference in two of the items was between the mean ratings of the administrators from polytechnics and colleges of education while the significant difference in one of the items was between the mean ratings of the administrators from universities and colleges of education.

The findings of this study suggested that training and development of employees in a given organization is an important human resource management competency that administrators must possess for the achievement of the stated objectives of the organization or institution. Ezeani and Oladele (2013) submitted that training and development is a course of diet and exercise for developing employees' affective, cognitive and psychomotor skills to assist organizations have a crucial method of developing employees towards enhancing productivity.

The submission of Ezeani and Oladele (2013) supports the findings of the present study. The findings of the present study also agreed with that of Ajayi (2017) which found that management bodies in public establishments should be well-equipped with skills in giving adequate job orientation to new staff, helping to adequately specify employees' job to avoid duplication of duties and subjecting public employees to adequate and constant training and development for effective service delivery. Gunu et al. (2013) had reported that employee training and development in any organization or tertiary institution has been acknowledged to be a very important component of organizational performance.

The findings of this study was also corroborated by Bingilar and Etale's (2014) finding on the impact of human resource development on the performance of academic staff of universities in Bayelsa State, Nigeria. Other findings that corroborate the present study can be found in Obi-Anike and Ekwe (2014), Halidu (2015), Ozurumba and Amasuomo (2015) and Khan and Abdullah (2019). The human resource management competency items found in these studies include identifying training and development needs, implementing training and development programmes and evaluation.

Competencies Required by Administrators for Employee Performance Appraisal

The findings revealed 10 human resource management competency items that were highly required by administrators for employee performance appraisal in tertiary institutions such as evaluating employees in terms of their job performance, making performance appraisal a necessary ingredient for increased job performance and generating a sense of efficiency in the use of human resources as qualification for promotion. Other competencies were developing strategies to identify areas of employees' strengths and weaknesses, setting targets for employees to achieve within the overall corporate objectives of the institution, getting information on what the individual employee wants from appraisal, rewarding employees adequately, using proper appraisal for career development and giving room for employees to appraise themselves for institutional growth, among others.

The findings also showed that there was no significant difference in the mean ratings of administrators in nine out of the 10 competency items required while the remaining one item was rejected. However, the result of the post-hoc analysis showed that the direction of the significant difference in one of the items was between the mean ratings of the administrators from universities and polytechnics.

The findings implied that the performance of employees must be frequently appraised in order to achieve effective service delivery of the employees and achievement of the stated objectives of the organization or institution. Seniwoliba (2014) has reported that employee performance appraisal is the responsibility of administrators or management to judge the relative worth or ability of an individual employee in performing assigned tasks. It is an organization's designed programme involving the organization and employees for the improvement of both parties. Gluck (2008) noted that performance appraisal of the employees by the administrators helps to effect better promotion and reward decisions; it brings about job satisfaction as a necessary ingredient for increased job performance as well as helps to generate a sense of effectiveness and efficiency in the use of human resources, it helps to reduce tension and stress by the creation of a feedback process on employee performance and also assists to specify ability levels necessary for effective job performance by employees.

The findings of this study agreed with that of Ugwu and Onuka (2016) which identified areas of skill interest in employee performance appraisal as assessment of job performance of individual employees, generating a sense of efficiency in assessing employees, setting targets for individual employees upon which the assessment or appraisal will be based, rewarding employees adequately after successful appraisal assessment and giving periodic opportunity for employees to appraise themselves using the organization appraisal guidelines. In addition, the findings are in line with those of Akinyele (2010) which found that performance appraisal system was the only tangible metric way by which an organization can know the level of performance of its diverse members of staff. The findings of Nyaoga, Kibet

and Magutu (2010), Owusu-Ansah and Gogo-Ashirifia (2014), Khan et al. (2018) and Simatupang and Saroyeni (2018) also support the present study. The human resource management competency items found in these studies include objectivity and regularity of employee performance appraisal, employee involvement and openness.

Competencies Required by Administrators for Employee Compensation

The findings of the study indicated that 11 human resource management competency items were highly required by administrators for employee compensation in tertiary institutions. These were motivating employees to show effectiveness in management as an administrator, providing adequate benefits to make workers contribute better to the attainment of institutional growth and fulfilling the social responsibility of the institution to the employees by improving the quality of work life. Others include the provision of an attractive remuneration package which both attracts and retains high quality employees, providing employment security for workers' safety, using appropriate approach in employee compensation for institutional growth, using profit sharing to install a sense of commitment to the institution, encouraging hard work and employee commitment through incentives and bonuses and ensuring the provision of motivating incentives to employees in the institution.

The findings also showed that there was no significant difference in the mean ratings of the administrators in nine out of 11 of the competency items required while the remaining two items were rejected. However, the result of the post-hoc analysis showed that the direction of the significant difference in one of the items was between the mean ratings of the administrators from universities and colleges of education while the significant difference in the remaining one of the items was between the mean ratings of the administrators from universities and polytechnics.

The outcome of the study indicated that compensation of employees in an organization is important to stimulate the interest of the employees for increased performance and better service delivery. Therefore, the success of any organization, to a large extent, is dependent on

the ability of the management or administrator to adequately compensate or reward employees for better performance. The findings of this study are supported by Osibanjo, Adeniji, Falola and Heirsmac (2014) which found that compensation contributes to employee satisfaction and intention to remain in a particular organization. Yamoah (2013) has also reported that compensation of employees in the form of its packages consist of some fundamental characteristics that make employees satisfied on the job such as salaries, bonuses, incentives, allowances, promotion and recognition that have significant impact on employee performance. It is an area where administrators should be well-grounded with skills, hence, Khan, Aslam and Lodhi (2011) advised that an ideal compensation strategy by administrators should encourage employees to work harder with more determination and dedication to their duties.

In agreement with the findings of the present study, O'Brien (2014) also identified skills needed for employee compensation such as providing social responsibility to employees, providing attractive remuneration packages to members of staff, supporting and motivating employees for personal development, providing adequate benefits to employees on the job, stimulating a sense of commitment among employees and encouraging hard work by employees. The findings of the present study also corroborated that of Yadav and Aspal (2014) which identified competencies in employee compensation as helping employees with the acquisition of basic necessities for self and family, determining social standing of employees and promoting performance and commitment of employees. In conformity with the findings of the present study, Ami, Boaten and Yamoah (2015) found that there was significant relationship between what constituted compensation packages on the one hand and job title, job description and employee organizational commitment on the other hand, of academic staff of private universities in Ghana. Furthermore, the findings by Türk and Roolaht (2007) corroborate the present study.

Competencies Required by Administrators for Employee Discipline

The findings from the study revealed 12 human resource management competency items that were highly required by administrators for employee discipline in tertiary institutions. Some of these were to make the employees have good understanding of the rules and policy regulations guiding their work, investigating disciplinary cases before issuing a discipline to erring employees and discipline erring employees according to the level of the offence committed. There is also the competency required to be of good moral conduct to set standard for employees, giving oral reprimand or reproach to erring employees, issuing erring employees queries for wrong doing or bad conduct, placing erring employees on suspension or probation for gross misconduct. Similarly, there are desirable competencies required for placing erring employees on half salary as disciplinary action for offence committed, issuing termination of appointment letters to offenders in extreme cases, obtaining enough evidence before issuing punishment or discipline and seeking professional help to investigate offences committed in special cases.

The findings showed that there was no significant difference in the mean ratings of the administrators in 10 out of the 12 competency items required while the remaining two items were rejected. However, the result of the post-hoc analysis showed that the direction of the significant difference in two of the items was between the mean ratings of the administrators from polytechnics and colleges of education.

The findings of the present study suggested that the identified competencies in employee discipline are very crucial for administrators to possess for successful management of human resources in any organization and institution towards the achievement of organizational objectives. Lucerna (2016) reported that effective discipline can help to correct employee behavioural issues and can also increase productivity. Richard (2009) added that the real purpose of discipline is to encourage employees to conform to established standards of job performance and to behave sensibly and safely at work. Armstrong (2012) counselled that in

defining acts of employee discipline (or indiscipline), the administrators should ensure proper employee management by allowing the employees to be informed of the nature of the complaints against them, give the chance to present a defence, give the employees the opportunity to improve except for cases of particularly gross incapability or misconduct such as wilful misconduct, warn on the consequences if there is no significant improvement and take any mitigating circumstances into consideration. It is imperative to state that the views advanced by Richard (2009), Armstrong (2012) and Lucerna (2016) support the present study.

The findings of the present study conformed to that of Mohammed and Safari (2017) which identified conflict management competencies of secondary school principals such as giving proper orientation to staff on professional moral conduct in the school, encouraging healthy relationship among staff and investigating any disciplinary case properly before passing judgement. Others are issuing guilty employees with queries for wrong doing, placing any staff found guilty of wrong doing on suspension based on the gravity of the offense, reporting higher cases to local or state education authority for placing defaulting staff on half salary or outright termination of appointment in extreme cases. Furthermore, the findings of the study by Ebuara and Coker (2012) on the influence of staff discipline and attitude to work on job satisfaction of lecturers in tertiary institutions in Cross River State, Nigeria, corroborated the findings of the present study.

Competencies Required by Administrators for Employee Conflict Resolution

The findings revealed that 15 human resource management competency items were highly required by administrators for employee conflict resolution in tertiary institutions in South-South, Nigeria. These include giving equal treatment to employees in the place of work, instilling proper sense of discipline on employees during orientation, creating room for tolerance and peaceful co-existence among employees and creating a work environment that promotes social interaction among employees. Other competency items were staying calm as an administrator during conflict among employees, stating the case tactfully to mediate

between or among employees that are in conflict, attacking the problem and not the person in conflict during conflict resolution and avoiding the blame game in conflict resolution, among employees. Furthermore, there are other competencies that were identified such as being creative in mediating among conflict personnel, being confident as an administrator in conflict resolution among personnel, identifying the true impediment during conflict resolution and maintaining professional integrity in conflict resolutions.

The findings further showed that there was no significant difference in the mean ratings of the administrators in 12 out of the 15 of the competency items required while the remaining three items were rejected. However, the result of the post-hoc analysis showed that the direction of the significant difference in two of the items was between the mean ratings of the administrators from universities and colleges of education while the significant difference in the remaining one of the items was between the mean ratings of the administrators from the polytechnics and colleges of education.

The findings of the present study indicated that administrators require competencies in conflict resolution among employees for peace and effective management of employees. Ongori (2009) has found that organizations can be adversely affected by conflicts in relation to performance and wastage of scarce resources; at the same time, organizational conflicts such as those occurring in the Nigerian universities do have positive effects as they can increase innovativeness and also improve the quality of decisions. Ekwoaba, Ideh and Ojikutu (2015) has reported that conflict is a state of resistance or opposition between two or more individuals; within the same group and between two or more groups as it is between labour and management. Wilmot and Hocker (2008) also identified conflict resolution practices/competencies required of administrators such as listening carefully before taking action, expressing strong feelings appropriately, asking relevant questions, being rational in passing judgement, maintaining a spirit of give and take, avoiding harmful or inflammatory statements when settling conflict, avoiding telling others one's opinion, recognizing the power

of initiating a co-operative move and identifying conflict patterns. The findings by Abolo and Oguntoye (2016) and Igbinoba et al. (2019) corroborated the findings of the present study because as a social environment, employee conflicts are bound to occur requiring appropriate competencies by the managers/administrators to resolve/manage them for individual and organizational and/or institutional performance.

Conclusion

Based on the data collected and analysed, the study identified 70 human resource management competencies that are highly required by administrators for the effective management of tertiary institutions in South-South, Nigeria. By this finding, the study concluded that the adoption of the identified human resource management competencies by administrators of public tertiary institutions will improve the morale of employees and boost their service delivery for higher productivity in the workplace.

Implications of the Study

The findings of this study have implications for the management of public universities, polytechnics and colleges of education; ministries of education and educational policy making bodies such as the National University Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). The findings of this study will constitute valuable assets to administrators and staff of universities, polytechnics and colleges of education in South-South, Nigeria. This is because the identified human resource management competencies when utilized by the administrators of the tertiary institutions will enhance their human resource management competencies/practices for better results and the achievement of organizational and institutional objectives. The findings of this study have significant implications on the employees of public tertiary institutions in South-South, Nigeria. This is in view of the fact that if the administrators are well-equipped with the identified competencies, the employees will be properly recruited and selected, trained, developed, appraised, disciplined and adequately compensated. There will also be an effective

conflict resolution/management that will result in high morale of the employees for improved productivity on the job.

The findings of this study will also constitute a working document for policy making bodies in Nigerian tertiary institutions through the organization of relevant intervention policies on the standard of recruiting and selecting new staff, bench mark on training and development of employees, guidelines for employee performance appraisal, compensation, employee discipline and employee conflict resolution in Nigerian tertiary education system. The findings will form a good material for organizing training, conferences, workshops and symposia in human resource management by the ministry of education in collaboration with the management of the tertiary institutions and even organized labour for improved human resource management practices of administrators to enhance the productivity of personnel.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Tertiary institutions' administrators should be provided with appropriate and uniform policy and rubrics on employee recruitment and selection that should serve as a guide. Tertiary institutions' administrators should also be well-equipped and empowered to be able to effectively carry out the function. The administrators should be provided with capacity building programmes that will enable them carry out the function of recruitment and selection without necessarily succumbing to political, ethnic or religious pressures or the concept of godfatherism that blurs the recruitment and selection process with the attendant negative consequences. Furthermore, NUC, NBTE and NCCE in collaboration with the federal and state governments should ensure that there is proper implementation, evaluation and monitoring of the policy and rubrics with appropriate criteria for assessment and sanction where necessary.

2. There should be unified rubrics and rudiments on the human resource management competencies in employee training and development required by tertiary institutions' administrators that are developed, codified and made available for use by the administrators in the area where the study was conducted to serve as a unified guide and/or bench mark. The rubrics and rudiments should be developed and made available to the tertiary institutions to serve as a guide. Government agencies such as NUC, NBTE and NCCE as well as the federal and state ministries of education with input from the tertiary institutions are to take responsibility for the development of the rubrics and rudiments for the purpose of uniformity. The government agencies are to ensure compliance and where there is infraction, there should be appropriate sanction.
3. The administrators should be provided with a uniform and codified employee performance appraisal functions that will serve as a guide. The implementation of the envisaged guide should be able to nib in the bud, the issue of stagnation of employees, especially academic staff. The guide is to be regularly updated to keep abreast with current trends locally and globally as well as global best practices. The preparation, evaluation and monitoring the implementation of the guide should be carried out by NUC, NBTE, NCCE, federal and state ministries of education; the workers' unions of ASUU and SSANU should not be left out in this regard.
4. The administrators of tertiary institutions should be provided with uniform rubrics on what compensation in tertiary institutions in the area should be, its components and domiciliation, taking into consideration, the peculiarity of the area where the institutions are located. In this connection, the administrators are to ensure that the recurring issue of non-payment and delayed payment of

employee salaries as at when due as well as delayed and/or non-payment of promotion and incremental arrears should be treated in such a way that is beneficial to the employees. Similarly, the administrators are to ensure that available compensation packages are attractive, fair, and equitable and just to check brain drain. The federal and state governments together with government agencies responsible for tertiary institution and education in Nigeria such as NUC, NBTE and NCCE are to see to it that this recommendation, as it relates to employee compensation, is implemented with active government support, and the active involvement of employee unions of ASUU and SSANU.

5. The administrators in the tertiary institutions are to be provided with a uniform tool kit for employee discipline that is compliant with existing labour laws, International Labour Organization (ILO) Convention and Recommendations, employment contract and global best practices. The administrators should be very conversant with the rubrics of employee discipline, what should constitute employee discipline, how to avoid/avert acts of indiscipline, the penalties for conduct considered to be indiscipline and regularly interacting with employees by way of orientation to maintain discipline in the workplace. Tertiary institutions' administrators should be made to be familiar with employment laws, employment contracts and their correct interpretations. To achieve the desired objectives, the tertiary institutions and government agencies, the federal and state governments together with the labour unions should collaboratively fashion out a uniform employment contract peculiar to the institutions spelling out what discipline and indiscipline is all about. This should be in line with extant labour laws.

6. Tertiary institutions' administrators hold the key to ensuring that there is industrial peace and harmony in the tertiary institutions. Accordingly, it is recommended that the administrators should be provided with guidelines that are uniform and comprehensive for implementation in the tertiary institutions for resolving and/or managing conflict in the work environment. The guidelines should contain mechanisms for identifying conflicts and conflict situations and steps for resolving conflicts with timeline attached. The guidelines should aim at zero conflict tolerance; the guidelines should have a human face, it should be anchored on justice, fairness and equity and conforming with laws relating to labour in all ramifications. Tertiary institutions' administrators, governments and agencies that oversee the affairs of tertiary institutions should adopt a new model for conflict resolution/management that is proactive. The practice in the private sector where there exists joint consultation should be adopted in the tertiary institutions. The alternative dispute resolution (ADR) concept should also be adopted in the education sector.
7. Human resource management functions cover a wide spectrum. It is, therefore, recommended that the federal and state governments as well as NUC, NBTE, NCCE and owners of public tertiary institutions should co-operatively codify a uniform human resource management competency framework required by the administrators for adoption and implementation. The framework should cover metrics relating to employee recruitment and selection, employee training and development, employee performance appraisal, employee compensation, employee discipline and employee conflict resolution in the workplace. The framework should have input from the employee unions of ASUU, SSANU and NASU. Similarly, the administrators and any one that will be involved in

driving the framework should regularly undergo training and retraining as well as participation in conferences, symposia and workshops.

Limitation of the Study

The researcher did not encounter any significant limitation in the course of carrying out this study.

Suggestions for Further Research

The following have been suggested for further research:

1. Comparative analysis of the human resource management practices in public and private tertiary institutions in South-South, Nigeria.
2. Material resource management competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

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Appendix A

Distribution Summary of Population and Sample of the Study

Location (States in Nigeria)	Universities		Polytechnics		Colleges of Education	
	Population	Sample (50%)	Population	Sample (50%)	Population	Sample (50%)
Akwa- Ibom	120	62	58	29	48	24
Bayelsa	142	71	50	25	94	47
Cross River	126	63	32	16	88	44
Delta	104	52	146	73	192	96
Edo	124	62	48	24	82	41
Rivers	180	90	48	24	54	27
Total	796	398	382	191	558	279

Note: Admins. = Administrators (population/sample) which include: Vice Chancellors, Provosts, Rectors, their Deputies, Deans and their Associates, Heads of Departments, Heads of Units, Directors of Centres, Directors of Programmes, Registrars, Bursars, Controllers of Personnel, Directors of Works, Directors of Medical Centres, Chief Librarians.

Source: Establishment Division of the Tertiary Institutions, 2018.

Appendix B

Institutions' Distribution Summary of Population and Sample of the Study

Type of Institution	Population	Sample (50% of the Population)
Universities	796	398
Polytechnics	382	191
Colleges of Education	558	279
Total	1,736	868

Appendix C

Letter of Transmittal

Department of Technology and Vocational Education,
(Business Education Unit),
Nnamdi Azikiwe University,
Awka, Anambra State.

Date: 13th August, 2016

Dear Respondent,

REQUEST FOR RESPONSE TO QUESTIONNAIRE ITEMS

The researcher is a postgraduate (Ph. D) student of the Department of Technology and Vocational Education (Business Education Unit), Nnamdi Azikiwe University, Awka, currently undertaking a research work titled: **“Human Resource Management Competencies Required By Administrators for Effective Management of Tertiary Institutions in South-South, Nigeria”**. Attached is a copy of the instrument for data collection for the study.

As an administrative head, you are hereby selected as one of the respondents to supply the required information towards answering the research questions for this study. I therefore solicit for your co-operation to respond as objectively as possible to the questionnaire items. It is purely for an academic work and all information supplied by you will be strictly treated in confidence and for the purpose of the research.

Thank you for your anticipated co-operation and assistance.

Yours faithfully,

Onojetah, Sunday Omorohwovo
(Researcher)

Appendix D

INSTRUMENT FOR DATA COLLECTION

Part One: Personal Information

Kindly read the following statements carefully and tick (√) against the options that are best applicable to you. Please tick (√) as appropriate in the boxes provided or otherwise specify.

Current Administrative Position: _____

School Status:

University	
Polytechnic	
College of Education	

Part Two: Questionnaire Items

INSTRUCTION: Please indicate the degree to which each item of the human resource management competencies are required by administrators of tertiary institutions in South-South, Nigeria.

The Response Options Are:

Very Highly Required	VHR = 5
Highly Required	HR = 4
Moderately Required	MR = 3
Less Required	LR = 2
Not Required	NR = 1

Section B1: Competencies Required by Administrators for Employee Recruitment and Selection

S/N	Competency Required for Human Resource Recruitment and Selection	VHR	HR	MR	LR	NR
1.	Accessing relevant information about the recruiting and selection process for institutional growth					
2.	Making good attempt to obtain adequate pool of applicants for more choices.					
3.	Developing strategies to recruit individuals possessing the skills needed by the institution.					
4.	Using employment process of finding qualified applicant/potential employees.					
5.	Identifying the gender of employee that is required if necessary.					
6.	Gathering accurate information from which selection decision is made through interviewing process.					

7.	Using the interview process to get useful information on the candidate's reaction to the work for institutional growth.					
8.	Involving effective human resource planning to identify the institutional human resource needs.					
9.	Informing the candidates about job vacancies through relevant communication means promptly.					
10.	Specifying the future jobs requirements to form the basis for workplace training and developments.					
11.	Making contact with selected employees on terms and condition of service for institutional growth.					

Section B2: Competencies Required by Administrators for Employee Training and Development

	Competency Required for Up-Skill Training	VHR	HR	MR	LR	NR
12.	Providing employees with learning opportunities designed to help them grow for future use					
13.	Specifying to the employees what to do and how to do it					
14.	Giving orientation to new employees of their responsibilities in an effort to ease their transition to the institution					
15.	Giving proper orientation about the institution to the employees					
16.	Designing training programme to meet the goals of the institution while simultaneously meeting the goals of the individual employee					
17.	Carrying out training programmes for employees to increase competency in their job					
18.	Developing qualities in human resource that will enable them to be more productive					
19.	Equipping individual with activities to enable them gain promotion					
20.	Determining training needs of the individual for further development to increase the productivity of that individual					
21.	Developing training experience that helps administrators to plan and design employees' goals.					
22.	Communicating the conditions for training and development to employees					

Section B3: Competencies Required by Administrators for Employee Performance Appraisal

	Competency Required for Performance Appraisal	VHR	HR	MR	LR	NR
23.	Evaluating employees in terms of their job performance.					
24.	Making performance appraisal as a necessary ingredient for increased job performance					
25.	Generating a sense of efficiency in the use of human resource for qualification for promotion					
26.	Developing strategies to identify areas of employees' strength and weakness					
27.	Setting targets for employees to achieve within the overall corporate objectives of the institution.					
28.	Providing opportunities for individual employees to realize their potentials and decide what aspect they need to consider carefully					
29.	Getting information on what the individual employee wants from appraisal					
30.	Rewarding employees adequately using proper appraisal for career development					
31.	Setting standard for performance appraisal to help employees evaluate themselves where necessary.					
32.	Giving room for employees to appraise themselves for institutional growth.					

Section B4: Competencies Required by Administrators for Employee Compensation

	Competency Required for Employee Compensation	VHR	HR	MR	LR	NR
33.	Motivating employees to show effectiveness in management as an administrator					
34.	Providing adequate benefits to make workers contribute better to the attainment of institutional growth					
35.	Fulfilling the social responsibility of the institution to the employees by improving the quality of work life					
36.	Providing all forms of employees' financial returns and tangible services that will increase their performance					

37.	Providing attractive remuneration package which both attract and retain high quality employees					
38.	Providing employment security for workers' safety					
39.	Using employees' compensation strategies to promote institutional growth					
40.	Using sharing profit to instil a sense of commitment to the institution					
41.	Encouraging hard work and employee commitment through incentives and bonuses					
42.	Introducing group incentive as a means of compensation to the employee for improved productivity					
43.	Ensuring motivating incentives to employees in the institution					

Section 5: Competencies Required by Administrators for Employee Discipline

	Competency Required for Employee Discipline	VHR	HR	MR	LR	NR
44.	Making the employees to have good understanding of the rules and policy regulations guiding their work					
45.	Making the employees to know that violating the rules and policies will result in their discipline or punishment.					
46.	Investigating disciplinary cases before issuing a discipline to erring employees.					
47.	Discipline erring employees according to the level of offence committed.					
48.	Being of good moral conduct to set standard for employees.					
49.	Giving oral reprimand or reproach to erring employees.					
50.	Issuing erring employees queries for wrong doing or bad conduct.					
51.	Placing erring employees on suspension or probation for gross misconduct.					
52.	Placing erring employees on half salary as disciplinary action for offence committed.					
53.	Issuing termination of appointment to offenders in extreme cases.					
54.	Obtaining enough evidence before issuing punishment or discipline.					
55.	Seeking professional help to investigate offence committed in special cases.					

Section B6: Competencies Required by Administrators for Employee Conflict Resolution

	Competency Required for Conflict Resolution	VHR	HR	MR	LR	NR
56.	Giving equal treatment to employees in the place of work.					
57.	Instilling proper sense of discipline on employees during orientation.					
58.	Paying proper attention to employees' character and relationship with others.					
59.	Creating room for tolerance and peaceful co-existence among employees.					
60.	Creating a working environment that promotes social interaction among employees.					
61.	Staying calm as an administrator during conflict among employees.					
62.	Listening attentively to understand the problem and getting the true picture of cause of conflict.					
63.	Stating the case tactfully to mediate between employees that are in conflict.					
64.	Attacking the problem and not the person in conflict during conflict resolution.					
65.	Avoiding the blame game in conflict resolution among employees.					
66.	Asking the employees in conflict the right questions for proper understanding of the problem.					
67.	Being creative in mediating among conflict personnel.					
68.	Being confident as an administrator in conflict resolution among personnel.					
69.	Identifying the true impediment during conflict resolution.					
70.	Maintaining professional integrity in conflict situations.					

Appendix E

RESULT OF RELIABILITY TEST OF THE INSTRUMENT

Cluster B1: Employee Recruitment and Selection

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.851	11

Cluster B2: Employee Training and Development

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.901	11

Cluster B3: Employee Performance Appraisal

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.844	10

Cluster B4: Employee Compensation

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.872	12

Cluster B5: Employee Discipline

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.684	12

Cluster B6: Employee Conflict Resolution

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.733	15

Appendix F

RESULT OF DATA ANALYSIS

Research Question One

Universities

Descriptive Statistics

	N	Mean	Std. Deviation
Altem1	390	4.4507	.49874
Altem2	390	4.7136	.45314
Altem3	390	4.2817	.45088
Altem4	390	4.7371	.44125
Altem5	390	4.4601	.49958
Altem6	390	4.2582	.49905
Altem7	390	4.3286	.71042
Altem8	390	4.3239	.46908
Altem9	390	4.8122	.39147
Altem10	390	4.4601	.57835
Altem11	390	4.1455	.79053
Valid N (listwise)	390		

Polytechnics

Descriptive Statistics

	N	Mean	Std. Deviation
Altem1	183	4.4495	.49807
Altem2	183	4.7424	.43785
Altem3	183	4.2525	.43501
Altem4	183	4.7424	.43785
Altem5	183	4.5152	.50040
Altem6	183	4.2611	.52618
Altem7	183	4.3636	.68922
Altem8	183	4.3485	.47709
Altem9	183	4.8182	.38618
Altem10	183	4.4798	.55766
Altem11	183	4.2017	.82004
Valid N (listwise)	183		

Colleges of Education

Descriptive Statistics

	N	Mean	Std. Deviation
Altem1	271	4.5064	.52599
Altem2	271	4.7191	.50410
Altem3	271	4.2723	.44611
Altem4	271	4.7532	.43207
Altem5	271	4.5106	.50095
Altem6	271	4.4745	.58121
Altem7	271	4.3447	.69516
Altem8	271	4.3787	.48610
Altem9	271	4.8255	.38032
Altem10	271	4.4553	.54804
Altem11	271	4.3877	.76172
Valid N (listwise)	271		

OVERALL

Descriptive Statistics

	N	Mean	Std. Deviation
Altem1	844	4.4656	.50619
Altem2	844	4.7287	.46063
Altem3	844	4.2654	.64181
Altem4	844	4.7441	.43664
Altem5	844	4.5000	.50030
Altem6	844	4.3389	.53699
Altem7	844	4.3495	.69560
Altem8	844	4.3507	.47748
Altem9	844	4.8187	.38548
Altem10	844	4.4680	.55976
Altem11	844	4.2536	.79868
Valid N (listwise)	844		

Research Question Two

Universities

Descriptive Statistics

	N	Mean	Std. Deviation
BItem1	390	4.4648	.49993
BItem2	390	4.7042	.45747
BItem3	390	4.5540	.49825
BItem4	390	4.3568	.48019
BItem5	390	4.4789	.50073
BItem6	390	4.4930	.55474
BItem7	390	4.3615	.48157
BItem8	390	4.6901	.46352
BItem9	390	4.3850	.48774
BItem10	390	4.0282	.96600
BItem11	390	4.4742	.50051
Valid N (listwise)	390		

Polytechnics

Descriptive Statistics

	N	Mean	Std. Deviation
BItem1	183	4.4520	.49832
BItem2	183	4.6717	.47018
BItem3	183	4.5152	.50040
BItem4	183	4.2384	.47376
BItem5	183	4.5354	.49938
BItem6	183	4.5152	.54403
BItem7	183	4.3333	.47200
BItem8	183	4.7096	.45452
BItem9	183	4.4697	.49971
BItem10	183	4.1096	.79810
BItem11	183	4.5631	.49663
Valid N (listwise)	183		

Colleges of Education

Descriptive Statistics

	N	Mean	Std. Deviation
Bltem1	271	4.4936	.50103
Bltem2	271	4.6723	.47036
Bltem3	271	4.5404	.49943
Bltem4	271	4.5383	.49724
Bltem5	271	4.5745	.49548
Bltem6	271	4.4766	.59421
Bltem7	271	4.3277	.47036
Bltem8	271	4.7362	.44165
Bltem9	271	4.5079	.50106
Bltem10	271	4.3255	.79809
Bltem11	271	4.5277	.50030
Valid N (listwise)	271		

OVERALL

Descriptive Statistics

	N	Mean	Std. Deviation
Bltem1	844	4.4668	.49919
Bltem2	844	4.6801	.60672
Bltem3	844	4.5320	.49927
Bltem4	844	4.3709	.81332
Bltem5	844	4.5320	.49927
Bltem6	844	4.4988	.56067
Bltem7	844	4.3389	.47360
Bltem8	844	4.7121	.57306
Bltem9	844	4.4562	.49837
Bltem10	844	4.1682	.84653
Bltem11	844	4.5308	.49935
Valid N (listwise)	844		

Research Question Three

Universities

Descriptive Statistics

	N	Mean	Std. Deviation
DItem1	390	4.1174	.96169
DItem2	390	4.4413	.62388
DItem3	390	4.3099	.57277
DItem4	390	4.6714	.47082
DItem5	390	4.1315	.87502
DItem6	390	4.5117	.64873
DItem7	390	4.1690	.86852
DItem8	390	4.6197	.48660
DItem9	390	4.7601	.72979
DItem10	390	4.6948	.46156
Valid N (listwise)	390		

Polytechnics

Descriptive Statistics

	N	Mean	Std. Deviation
DItem1	183	4.2121	.91704
DItem2	183	4.5303	.54340
DItem3	183	4.3157	.60283
DItem4	183	4.6793	.46734
DItem5	183	4.1212	.82705
DItem6	183	4.4596	.65672
DItem7	183	4.2727	.84576
DItem8	183	4.6515	.47709
DItem9	183	4.4606	.52662
DItem10	183	4.7045	.45682
Valid N (listwise)	183		

Colleges of Education

Descriptive Statistics

	N	Mean	Std. Deviation
DItem1	271	4.1404	1.04261
DItem2	271	4.5021	.52603
DItem3	271	4.2894	.62813
DItem4	271	4.6511	.47765
DItem5	271	4.1702	.80911
DItem6	271	4.5532	.49822
DItem7	271	4.2596	.91793
DItem8	271	4.5915	.49261
DItem9	271	4.4872	.63030
DItem10	271	4.7064	.45639
Valid N (listwise)	271		

OVERALL

Descriptive Statistics

	N	Mean	Std. Deviation
DItem1	844	4.1682	.96444
DItem2	844	4.5000	.56067
DItem3	844	4.3069	.60201
DItem4	844	4.6694	.47070
DItem5	844	4.1374	.83379
DItem6	844	4.4988	.61515
DItem7	844	4.2429	.87214
DItem8	844	4.6268	.48395
DItem9	844	4.5427	.61367
DItem10	844	4.7026	.45738
Valid N (listwise)	844		

Research Question Four

Universities

Descriptive Statistics

	N	Mean	Std. Deviation
CItem1	390	4.4460	.60121
CItem2	390	4.4930	.73085
CItem3	390	4.4178	.49437
CItem4	390	4.3615	.57938
CItem5	390	4.4413	.49771
CItem6	390	4.2911	.45533
CItem7	390	4.6244	.54058
CItem8	390	4.5258	.57915
CItem9	390	4.3521	.58516
CItem10	390	4.5634	.49714
CItem11	390	4.8592	.34868
Valid N (listwise)	390		

Polytechnics

Descriptive Statistics

	N	Mean	Std. Deviation
CItem1	183	4.5025	.61004
CItem2	183	4.6086	.54733
CItem3	183	4.5354	.49938
CItem4	183	4.3333	.58244
CItem5	183	4.5025	.50063
CItem6	183	4.3586	.48019
CItem7	183	4.6591	.52041
CItem8	183	4.5833	.55175
CItem9	183	4.3965	.54831
CItem10	183	4.6313	.48306
CItem11	183	4.8535	.35402
Valid N (listwise)	183		

Colleges of Education

Descriptive Statistics

	N	Mean	Std. Deviation
Cltem1	271	4.5021	.63633
Cltem2	271	4.6681	.57031
Cltem3	271	4.5106	.50095
Cltem4	271	4.3702	.57286
Cltem5	271	4.4681	.50005
Cltem6	271	4.3149	.46546
Cltem7	271	4.6128	.58383
Cltem8	271	4.6000	.54065
Cltem9	271	4.3106	.68663
Cltem10	271	4.6383	.48152
Cltem11	271	4.8426	.36500
Valid N (listwise)	271		

OVERALL

Descriptive Statistics

	N	Mean	Std. Deviation
Cltem1	844	4.4882	.61504
Cltem2	844	4.5960	.60761
Cltem3	844	4.4988	.50030
Cltem4	844	4.3507	.57857
Cltem5	844	4.4775	.49979
Cltem6	844	4.3294	.47027
Cltem7	844	4.6374	.54354
Cltem8	844	4.5735	.55583
Cltem9	844	4.3614	.59931
Cltem10	844	4.6161	.48662
Cltem11	844	4.8519	.35541
Valid N (listwise)	844		

Research Question Five

Universities

Descriptive Statistics

	N	Mean	Std. Deviation
Eltem1	390	4.1300	.94101
Eltem2	390	4.7606	.48946
Eltem3	390	4.3615	.75600
Eltem4	390	4.3366	.72812
Eltem5	390	4.4507	.72922
Eltem6	390	4.5446	.49918
Eltem7	390	4.0657	.74314
Eltem8	390	4.4977	.50117
Eltem9	390	4.4507	.74837
Eltem10	390	4.5634	.49714
Eltem11	390	4.4507	.60162
Eltem12	390	4.3146	.80072
Valid N (listwise)	390		

Polytechnics

Descriptive Statistics

	N	Mean	Std. Deviation
Eltem1	183	4.4712	.69068
Eltem2	183	4.7980	.45518
Eltem3	183	4.4545	.70114
Eltem4	183	4.6327	.52718
Eltem5	183	4.4975	.53010
Eltem6	183	4.6136	.48753
Eltem7	183	4.0379	.78665
Eltem8	183	4.5581	.49724
Eltem9	183	4.4975	.63445
Eltem10	183	4.6187	.48632
Eltem11	183	4.5253	.68019
Eltem12	183	4.3939	.71608
Valid N (listwise)	183		

Colleges of Education

Descriptive Statistics

	N	Mean	Std. Deviation
Eltem1	271	4.3830	.75541
Eltem2	271	4.7574	.53579
Eltem3	271	4.4298	.82584
Eltem4	271	4.5362	.63530
Eltem5	271	4.4681	.63552
Eltem6	271	4.6468	.47898
Eltem7	271	3.9957	.84478
Eltem8	271	4.5149	.50084
Eltem9	271	4.5064	.63630
Eltem10	271	4.5830	.49412
Eltem11	271	4.5745	.69012
Eltem12	271	4.3106	.86805
Valid N (listwise)	271		

OVERALL

Descriptive Statistics

	N	Mean	Std. Deviation
Eltem1	844	4.3389	.78016
Eltem2	844	4.7773	.48723
Eltem3	844	4.4242	.75155
Eltem4	844	4.5201	.61482
Eltem5	844	4.4775	.61474
Eltem6	844	4.6055	.48904
Eltem7	844	4.0332	.79222
Eltem8	844	4.5308	.49935
Eltem9	844	4.4882	.66508
Eltem10	844	4.5948	.49122
Eltem11	844	4.5201	.66488
Eltem12	844	4.3507	.78251
Valid N (listwise)	844		

Research Question Six

Universities

Descriptive Statistics

	N	Mean	Std. Deviation
FItem1	390	4.7183	.61082
FItem2	390	4.2582	.76725
FItem3	390	4.6620	.67174
FItem4	390	4.7183	.56259
FItem5	390	4.4742	.71079
FItem6	390	4.2662	.61213
FItem7	390	4.6714	.57869
FItem8	390	4.4066	.97833
FItem9	390	4.4507	.55258
FItem10	390	4.6995	.56955
FItem11	390	4.5493	.62470
FItem12	390	4.2756	.48541
FItem13	390	4.5634	.62342
FItem14	390	4.3380	.77600
FItem15	390	4.5117	.59566
Valid N (listwise)	390		

Polytechnics

Descriptive Statistics

	N	Mean	Std. Deviation
FItem1	183	4.6843	.61940
FItem2	183	4.3283	.82266
FItem3	183	4.6465	.64141
FItem4	183	4.7172	.56997
FItem5	183	4.4293	.74123
FItem6	183	4.4040	.74859
FItem7	183	4.6313	.69021
FItem8	183	4.2434	.85283
FItem9	183	4.4268	.53928
FItem10	183	4.7172	.59603
FItem11	183	4.5379	.58338
FItem12	183	4.3939	.48924
FItem13	183	4.5859	.57826
FItem14	183	4.4444	.70760
FItem15	183	4.4697	.63373
Valid N (listwise)	183		

Colleges of Education

Descriptive Statistics

	N	Mean	Std. Deviation
FItem1	271	4.6766	.69004
FItem2	271	4.3532	.84652
FItem3	271	4.6383	.64136
FItem4	271	4.7021	.60323
FItem5	271	4.4851	.65600
FItem6	271	4.6106	.52592
FItem7	271	4.6170	.80472
FItem8	271	4.5745	.86491
FItem9	271	4.3617	.57829
FItem10	271	4.7149	.55431
FItem11	271	4.4638	.65517
FItem12	271	4.5426	.49775
FItem13	271	4.5617	.65325
FItem14	271	4.3532	.78361
FItem15	271	4.4596	.66141
Valid N (listwise)	271		

OVERALL

Descriptive Statistics

	N	Mean	Std. Deviation
FItem1	844	4.6908	.63721
FItem2	844	4.3175	.81570
FItem3	844	4.6481	.64846
FItem4	844	4.7133	.57695
FItem5	844	4.4562	.71035
FItem6	844	4.4242	.66084
FItem7	844	4.6374	.69829
FItem8	844	4.3175	.89077
FItem9	844	4.4147	.55414
FItem10	844	4.7121	.57739
FItem11	844	4.5201	.61482
FItem12	844	4.4028	.49076
FItem13	844	4.5735	.61074
FItem14	844	4.3922	.74762
FItem15	844	4.4775	.63187
Valid N (listwise)	844		

Hypothesis 1

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Altem1	Between Groups	.541	2	.270	1.056	.348
	Within Groups	215.463	841	.256		
	Total	216.004	843			
Altem2	Between Groups	.144	2	.072	.340	.712
	Within Groups	178.722	841	.213		
	Total	178.866	843			
Altem3	Between Groups	.133	2	.067	.341	.711
	Within Groups	164.416	841	.196		
	Total	164.550	843			
Altem4	Between Groups	.031	2	.016	.081	.922
	Within Groups	160.689	841	.191		
	Total	160.720	843			
Altem5	Between Groups	.457	2	.228	.912	.402
	Within Groups	210.543	841	.250		
	Total	211.000	843			
Altem6	Between Groups	1.879	2	.940	3.276	.038
	Within Groups	241.206	841	.287		
	Total	243.085	843			
Altem7	Between Groups	.177	2	.089	.183	.833
	Within Groups	407.713	841	.485		
	Total	407.890	843			
Altem8	Between Groups	.339	2	.169	.743	.476
	Within Groups	191.851	841	.228		
	Total	192.190	843			
Altem9	Between Groups	.020	2	.010	.067	.935
	Within Groups	125.244	841	.149		
	Total	125.264	843			
Altem10	Between Groups	.106	2	.053	.169	.844
	Within Groups	264.030	841	.314		
	Total	264.136	843			
Altem11	Between Groups	3.855	2	1.927	3.036	.049
	Within Groups	533.885	841	.635		
	Total	537.739	843			

Multiple Comparisons

Scheffe

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Altem6	University	Polytechnics	-.10290	.04551	.078	-.2145	.0087
		College of Edu	-.11625*	.05067	.022	-.2405	.0080
	Polytechnics	University	.10290	.04551	.078	-.0087	.2145
		College of Edu	-.01336*	.04410	.025	-.1215	.0948
	College of Edu	University	.11625*	.05067	.032	-.0080	.2405
Altem11	University	Polytechnics	.01336	.04410	.955	-.0948	.1215
		Polytechnics	-.12214*	.06770	.017	-.2881	.0439
	Polytechnics	College of Edu	-.18212	.07538	.055	-.3670	.0027
		University	.12214	.06770	.197	-.0439	.2881
	College of Edu	College of Edu	-.05998	.06561	.659	-.2209	.1009
		University	.18212*	.07538	.015	-.0027	.3670
		Polytechnics	.05998	.06561	.659	-.1009	.2209

Hypothesis 2

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Bltem1	Between Groups	.256	2	.128	.514	.598
	Within Groups	209.815	841	.249		
	Total	210.071	843			
Bltem2	Between Groups	.166	2	.083	.380	.684
	Within Groups	183.460	841	.218		
	Total	183.626	843			
Bltem3	Between Groups	.232	2	.116	.465	.628
	Within Groups	209.904	841	.250		
	Total	210.136	843			
Bltem4	Between Groups	1.528	2	.764	3.289	.038
	Within Groups	195.395	841	.232		
	Total	196.923	843			
Bltem5	Between Groups	1.029	2	.515	2.070	.127
	Within Groups	209.107	841	.249		
	Total	210.136	843			
Bltem6	Between Groups	.229	2	.115	.364	.695
	Within Groups	264.770	841	.315		
	Total	264.999	843			
Bltem7	Between Groups	.151	2	.075	.336	.715
	Within Groups	188.935	841	.225		
	Total	189.085	843			
Bltem8	Between Groups	.241	2	.121	.587	.556
	Within Groups	172.795	841	.205		
	Total	173.037	843			
Bltem9	Between Groups	1.561	2	.780	3.158	.043
	Within Groups	207.817	841	.247		
	Total	209.378	843			
Bltem10	Between Groups	5.628	2	2.814	3.954	.010
	Within Groups	598.481	841	.712		
	Total	604.109	843			
Bltem11	Between Groups	1.099	2	.550	2.210	.110
	Within Groups	209.100	841	.249		
	Total	210.199	843			

Multiple Comparisons

Scheffe

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Bltem4	University	Polytechnics	.01842	.04096	.904	-.0820	.1189
		College of Edu	-.08149	.04560	.203	-.1933	.0303
	Polytechnics	University	-.01842	.04096	.904	-.1189	.0820
		College of Edu	-.09991 [*]	.03969	.043	-.1972	-.0026
	College of Edu	University	.08149	.04560	.203	-.0303	.1933
		Polytechnics	.09991 [*]	.03969	.043	.0026	.1972
Bltem9	University	Polytechnics	-.08472	.04224	.134	-.1883	.0189
		College of Edu	-.11290	.04703	.057	-.2282	.0024
	Polytechnics	University	.08472	.04224	.134	-.0189	.1883
		College of Edu	-.02818 [*]	.04093	.019	-.1285	.0722
	College of Edu	University	.11290	.04703	.057	-.0024	.2282
		Polytechnics	.02818 [*]	.04093	.039	-.0722	.1285
Bltem10	University	Polytechnics	-.18143 [*]	.07168	.041	-.3572	-.0057
		College of Edu	-.19736 [*]	.07981	.048	-.3931	-.0017
	Polytechnics	University	.18143 [*]	.07168	.041	.0057	.3572
		College of Edu	-.01594	.06946	.974	-.1863	.1544
	College of Edu	University	.19736 [*]	.07981	.048	.0017	.3931
		Polytechnics	.01594	.06946	.974	-.1544	.1863

*. The mean difference is significant at 0.05 level.

Hypothesis 3

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
DItem1	Between Groups	1.496	2	.748	.804	.448
	Within Groups	782.614	841	.931		
	Total	784.109	843			
DItem2	Between Groups	1.098	2	.549	1.750	.174
	Within Groups	263.902	841	.314		
	Total	265.000	843			
DItem3	Between Groups	.105	2	.052	.144	.866
	Within Groups	305.416	841	.363		
	Total	305.520	843			
DItem4	Between Groups	.119	2	.059	.267	.766
	Within Groups	186.653	841	.222		
	Total	186.771	843			
DItem5	Between Groups	.364	2	.182	.262	.770
	Within Groups	585.693	841	.696		
	Total	586.057	843			
DItem6	Between Groups	1.340	2	.670	1.773	.170
	Within Groups	317.659	841	.378		
	Total	318.999	843			
DItem7	Between Groups	1.580	2	.790	1.039	.354
	Within Groups	639.627	841	.761		
	Total	641.207	843			
DItem8	Between Groups	.546	2	.273	1.165	.312
	Within Groups	196.889	841	.234		
	Total	197.435	843			
DItem9	Between Groups	2.047	2	1.023	3.228	.026
	Within Groups	315.418	841	.375		
	Total	317.464	843			
DItem10	Between Groups	.018	2	.009	.042	.959
	Within Groups	176.337	841	.210		
	Total	176.354	843			

Multiple Comparisons

Dependent Variable: DItem9

Scheffe

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
University	Polytechnics	-.10051*	.05204	.155	-.2281	.0271
	College of Edu	-.12714	.05794	.091	-.2692	.0149
Polytechnics	University	.10051*	.05204	.155	-.0271	.2281
	College of Edu	-.02663	.05043	.870	-.1503	.0970
College of Edu	University	.12714	.05794	.091	-.0149	.2692
	Polytechnics	.02663*	.05043	.870	-.0970	.1503

Hypothesis 4

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
CItem1	Between Groups	.506	2	.253	.668	.513
	Within Groups	318.376	841	.379		
	Total	318.882	843			
CItem2	Between Groups	3.545	2	1.773	4.845	.008
	Within Groups	307.681	841	.366		
	Total	311.226	843			
CItem3	Between Groups	1.958	2	.979	3.939	.020
	Within Groups	209.041	841	.249		
	Total	210.999	843			
CItem4	Between Groups	.234	2	.117	.349	.706
	Within Groups	281.956	841	.335		
	Total	282.190	843			
CItem5	Between Groups	.548	2	.274	1.097	.334
	Within Groups	210.025	841	.250		
	Total	210.572	843			
CItem6	Between Groups	.700	2	.350	1.584	.206
	Within Groups	185.732	841	.221		
	Total	186.431	843			
CItem7	Between Groups	.365	2	.182	.617	.540
	Within Groups	248.692	841	.296		
	Total	249.057	843			
CItem8	Between Groups	.688	2	.344	1.113	.329
	Within Groups	259.758	841	.309		
	Total	260.445	843			
CItem9	Between Groups	1.111	2	.555	1.548	.213
	Within Groups	301.670	841	.359		
	Total	302.781	843			
CItem10	Between Groups	.799	2	.400	1.691	.185
	Within Groups	198.821	841	.236		
	Total	199.621	843			
CItem11	Between Groups	.033	2	.016	.130	.878
	Within Groups	106.454	841	.127		
	Total	106.487	843			

Multiple Comparisons

Scheffe

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Cltem2	University	Polytechnics	-.11563	.05140	.080	-.2417	.0104
		College of Edu	-.17513	.05722	.009	-.3154	-.0348
	Polytechnics	University	.11563	.05140	.080	-.0104	.2417
		College of Edu	-.05950	.04981	.490	-.1816	.0626
Cltem3	College of Edu	University	.17513	.05722	.009	.0348	.3154
		Polytechnics	.05950	.04981	.490	-.0626	.1816
	University	Polytechnics	-.11751	.04236	.022	-.2214	-.0136
		College of Edu	-.09280	.04717	.145	-.2085	.0229
	Polytechnics	University	.11751	.04236	.022	.0136	.2214
		College of Edu	.02472	.04105	.834	-.0760	.1254
	College of Edu	University	.09280	.04717	.145	-.0229	.2085
		Polytechnics	-.02472	.04105	.834	-.1254	.0760

*. The mean difference is significant at 0.05 level.

Hypothesis 5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Eltem1	Between Groups	3.394	2	1.697	3.300	.021
	Within Groups	509.691	841	.606		
	Total	513.085	843			
Eltem2	Between Groups	.322	2	.161	.677	.508
	Within Groups	199.802	841	.238		
	Total	200.123	843			
Eltem3	Between Groups	1.209	2	.605	1.071	.343
	Within Groups	474.938	841	.565		
	Total	476.147	843			
Eltem4	Between Groups	2.043	2	1.021	3.713	.007
	Within Groups	316.615	841	.376		
	Total	318.658	843			
Eltem5	Between Groups	.332	2	.166	.438	.645
	Within Groups	318.241	841	.378		
	Total	318.572	843			
Eltem6	Between Groups	1.217	2	.609	2.554	.078
	Within Groups	200.398	841	.238		
	Total	201.615	843			
Eltem7	Between Groups	.564	2	.282	.449	.639
	Within Groups	528.507	841	.628		
	Total	529.071	843			
Eltem8	Between Groups	.588	2	.294	1.180	.308
	Within Groups	209.611	841	.249		
	Total	210.199	843			
Eltem9	Between Groups	.411	2	.206	.464	.629
	Within Groups	372.470	841	.443		
	Total	372.882	843			
Eltem10	Between Groups	.469	2	.235	.972	.379
	Within Groups	202.948	841	.241		
	Total	203.417	843			
Eltem11	Between Groups	1.731	2	.865	1.962	.141
	Within Groups	370.927	841	.441		
	Total	372.658	843			
Eltem12	Between Groups	1.396	2	.698	1.140	.320
	Within Groups	514.794	841	.612		
	Total	516.190	843			

Multiple Comparisons

Scheffe

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Eltem1	University	Polytechnics	-.14117	.06615	.103	-.3034	.0210
		College of Edu	-.15293	.07365	.116	-.3335	.0277
	Polytechnics	University	.14117	.06615	.103	-.0210	.3034
		College of Edu	-.01177*	.06410	.013	-.1690	.1454
Eltem4	College of Edu	University	.15293	.07365	.116	-.0277	.3335
		Polytechnics	.01177*	.06410	.013	-.1454	.1690
	University	Polytechnics	-.11894	.05214	.075	-.2468	.0089
		College of Edu	-.09955*	.05805	.030	-.2419	.0428
	Polytechnics	University	.11894	.05214	.075	-.0089	.2468
		College of Edu	.01939*	.05052	.029	-.1045	.1433
	College of Edu	University	.09955	.05805	.230	-.0428	.2419
		Polytechnics	-.01939*	.05052	.029	-.1433	.1045

Hypothesis 6

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Fltem1	Between Groups	.225	2	.113	.277	.758
	Within Groups	342.063	841	.407		
	Total	342.288	843			
Fltem2	Between Groups	1.094	2	.547	.822	.440
	Within Groups	559.806	841	.666		
	Total	560.900	843			
Fltem3	Between Groups	.065	2	.032	.077	.926
	Within Groups	354.422	841	.421		
	Total	354.487	843			
Fltem4	Between Groups	.041	2	.020	.061	.941
	Within Groups	280.571	841	.334		
	Total	280.611	843			
Fltem5	Between Groups	.552	2	.276	.546	.579
	Within Groups	424.826	841	.505		
	Total	425.378	843			
Fltem6	Between Groups	2.633	2	1.317	3.030	.049
	Within Groups	365.514	841	.435		
	Total	368.147	843			
Fltem7	Between Groups	.358	2	.179	.366	.693
	Within Groups	410.699	841	.488		
	Total	411.057	843			
Fltem8	Between Groups	3.650	2	1.825	3.307	.001
	Within Groups	665.251	841	.791		
	Total	668.900	843			
Fltem9	Between Groups	.994	2	.497	1.621	.198
	Within Groups	257.864	841	.307		
	Total	258.858	843			
Fltem10	Between Groups	.046	2	.023	.068	.934
	Within Groups	280.991	841	.334		
	Total	281.037	843			
Fltem11	Between Groups	1.051	2	.525	1.391	.249
	Within Groups	317.607	841	.378		
	Total	318.658	843			
Fltem12	Between Groups	.560	2	.280	1.163	.313
	Within Groups	202.473	841	.241		
	Total	203.033	843			
Fltem13	Between Groups	.115	2	.058	.154	.857
	Within Groups	314.330	841	.374		
	Total	314.445	843			
Fltem14	Between Groups	2.064	2	1.032	1.850	.158
	Within Groups	469.125	841	.558		
	Total	471.188	843			
Fltem15	Between Groups	.349	2	.175	.437	.646
	Within Groups	336.223	841	.400		
	Total	336.572	843			

Multiple Comparisons

Scheffe

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
FItem6	University	Polytechnics	-.03784	.05602	.796	-.1752	.0995
		College of Edu	-.14444*	.06237	.019	-.2974	.0085
	Polytechnics	University	.03784	.05602	.796	-.0995	.1752
		College of Edu	-.10660	.05429	.146	-.2397	.0265
FItem8	College of Edu	University	.14444*	.06237	.019	-.0085	.2974
		Polytechnics	.10660	.05429	.146	-.0265	.2397
	University	Polytechnics	-.13686	.07557	.195	-.3222	.0485
		College of Edu	-.16790	.08414	.137	-.3742	.0384
BItem12	Polytechnics	University	.13686	.07557	.195	-.0485	.3222
		College of Edu	-.03103*	.07324	.014	-.2106	.1486
	College of Edu	University	.16790	.08414	.137	-.0384	.3742
		Polytechnics	.03103*	.07324	.014	-.1486	.2106
BItem12	University	Polytechnics	-.08472	.04224	.134	-.1883	.0189
		College of Edu	-.11290	.04703	.057	-.2282	.0024
	Polytechnics	University	.08472	.04224	.134	-.0189	.1883
		College of Edu	-.02818*	.04093	.019	-.1285	.0722
College of Edu	University	.11290	.04703	.057	-.0024	.2282	
	Polytechnics	.02818*	.04093	.039	-.0722	.1285	