

Human Resource Management Practices and Effective Tertiary Education Delivery: A Review of Rivers State Owned Tertiary Institutions

Pritta Menyechi Elenwo* and Abigail Ebom-Jebose

Department of Educational Management, Faculty of Education, Rivers State University, Port Harcourt, Rivers State, Nigeria.

*Corresponding Author Email: prittam@yahoo.com

Received 23 February 2024; Accepted 4 April 2024; Published 12 April 2024

ABSTRACT: The study investigated human resource management practices and effective tertiary education delivery: A review of Rivers State owned tertiary institutions. This study used correlational research design and comprised three specific objectives, research questions and hypotheses. The population of the study was 4121 teaching staff from all Rivers State owned tertiary institutions. A sample size of 400 was derived from the population using Taro Yamane Formula. The data collecting instruments were two structured questionnaires titled Human Resource Management Practices Questionnaire and Effective Tertiary Education Delivery Questionnaire. The instruments were face and content validated by two experts in the Departments of Measurement and Evaluation and Educational Management of Faculty of Education, Rivers State University. A total of 400 copies of the instruments were distributed and only 387 copies were retrieved for analyses. Pearson Product Moment Correlation was used to achieve reliability indexes of 0.80, 0.86 and 0.82 respectively and used to answer the research questions while the null hypotheses formulated for the study were tested using z-Transformation at 0.05 level of significance with a critical value of ± 1.96 . Findings revealed that a high positive relationship exists between staff performance appraisal and training and development of staff and staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions. Results from the three formulated null hypotheses showed significant relationship between staff performance appraisal, training and development of staff and staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions. Accordingly, recommendations made were that tertiary institutions management should ensure regular and timely staff appraisal for enhanced teaching delivery amongst teaching staff, tertiary institutions management should promote staff training and development by liaising with international donors agencies and countries for scholarship awards, provision of research grants and fellowship programmes for their teaching staff and Rivers State Government should motivate the staff of its tertiary institutions through prompt payment of salaries and compensations for improved, effective and quality staff job performance.

Keywords: Human Resource Management Practices, Effective Tertiary Education Delivery, Staff Appraisal, Staff Training and Development, Staff Remunerations

Citation: Elenwo, P. M., and Ebom-Jebose, A. (2024). Human Resource Management Practices and Effective Tertiary Education Delivery: A Review of Rivers State Owned Tertiary Institutions. Direct Res. J. Edu. Voc. Studies Vol. 6(1) Pp. 32-37. This article is published under the terms of the Creative Commons Attribution License 4.0.

INTRODUCTION

Tertiary education also referred to as third level or post-secondary education is the educational level which comes immediately after the completion of a secondary education and generally culminates in the receipts of certificates, diplomas, or academic degrees. Federal Government of Nigeria (FGN, 2014) in its National Policy on Education described tertiary education as the education given after secondary education in universities,

colleges of education, polytechnics, monotechnic including those institutions offering correspondence courses. It further outlined the following as the goals of tertiary education: to contribute to national development through high level relevant manpower training; develop and inculcate proper values for the survival of the individual and society; develop the intellectual capability of individuals to understand and appreciate their local

and external environments; acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; promote and encourage scholarship and community service; forge and cement national unity; and promote national and international understanding and interaction. Tertiary educational institutions pursue these goals through: teaching; research and development; virile staff development programmes; generation and dissemination of knowledge; a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etcetera; access to training funds such as those provided by the Industrial Training Fund (ITF); Students Industrial Work Experience Scheme (SIWES); maintenance of minimum educational standards through appropriate agencies; inter-institutional co-operation; dedicated services to the community through extra-mural and extension services. To achieve the aforementioned, institutions of higher learning have a responsibility to promote quality in their operations, and this goal can be attained through quality human resource management practices.

Human resource management is the process of managing the organizational staff in a structured and systematic manner which ensures the success of an organization or company. According to Wadak (2011) human resource management is the design of formal systems in an organization to ensure effective and efficient use of human talents to accomplish organizational goals. It is responsible for managing and developing existing human resources within the organization, starting from the process of recruitment, selection, training and development to performance and award management. Thus, human resource management has a very important role in improving organizational performance through proper management and development of human resources (Khaeruman et al., 2023).

Human resource management in tertiary institutions is very important in managing, developing, and motivating lecturers so they can give their best in teaching and learning process. This will have an impact on the quality of education provided and will ultimately contribute to the quality of human resources produced by universities.

Na'im et al. (2021) opined that one of the tasks of human resource management in tertiary institutions is to recruit and select quality lecturers, provide training and development to lecturers, and measure lecturer performance regularly to improve the quality of teaching and research produced. Accordingly, human resource management practices play prominent role in the realization of organizations set objectives. These practices include staff performance appraisal, training and development of staff and staff remunerations.

Staff performance appraisal according to Wonnia and Yawson (2015) is a systematic evaluation of the

employees regarding their performance on the job and their potential for development. Appraisal is an opportunity to take an overall view of work content, loads and volume, to look back at what has been achieved during the reporting period and agree on objectives for the next period (Armstrong, 2010). Performance appraisal provides feedback guidance in the context of an effective and more complete system of performance management which fosters employee motivation contributing to increased job performance (Selvarasu and Sastry, 2014). Akinbowale et al. (2013) in a study found out that performance appraisal resulted in improvement in employee performance. In the same vein Kaur (2013) revealed that 360 degrees appraisal gives chance to all levels of employees to give their input and contribute towards achievement of the organization goal.

Staff training is concerned with improvement of skills necessary for the achievement of organizational goals (Elnaga and Imran, 2013). Two major training arrangements are on-the-job training and off-the-job training. On-the-job training is a form of training that is normally handled by colleagues, supervisors, managers, and mentors to help employees adjust to their work and to equip them with appropriate job-related skills. On-the-job training may also involve individual or group assignments and projects and the use of team leaders and managers (Obisi, 2011). Off-job training on the other hand is a form of training which takes place in the environment other than actual workplace designed to meet the shared learning needs of a group rather than a particular individual's needs. Anuar (2011) stated that lectures, computer-based training, games, and simulations are the form of off-the-job training methods. A study carried out by Elenwo and Nwanguma (2023) finds that human resource development such as conference, seminar and workshop attendance provide teachers with relevant pedagogical knowledge, appropriate skills and worthwhile knowledge required for effective, efficient, and productive school curriculum and influence their job performance. Also, findings of a study by Bakanye (2013) revealed existence of a positive significant correlation between employees' training programmes and employee performance.

Staff remuneration is the pay or reward given to staff for work done. Remuneration can also be referred to as monetary or financial benefits in form of salaries, wages, bonuses, incentives, allowances, and benefits that is accrued or given to an employee or group of employees by the employer (firm) as a result of services rendered by the employee(s), commitment to the organization or reward for employment Ojeleye (2017). Maicibi (2005) identified indicators of remuneration to include: basic salary, wages, health schemes, pension schemes, transport allowances, overtime allowances and responsibility allowances. Staff remuneration boost staff morale, increases their motivation and fosters team

cohesion hence leading to effective staff productivity. The result of a study carried out by Ojeleye (2017) showed that remuneration is a source of motivation on employees' performance and that there is a positive and significant relationship between remuneration and staff performance.

Statement of the problem

Human resources management practices in Rivers owned tertiary institutions seems to be on the decline. There is seemingly inadequate implementation of feedbacks from staff appraisal, training and development of staff and prompt payment of staff salaries, wages, compensation etcetera. The inadequacy may have affected the staff performance and education delivery. The study investigated human resource management practices and effective tertiary education delivery: A review of Rivers State owned tertiary institutions.

Purpose of the study

The purpose of the study is to investigate human resource management practices and effective tertiary education delivery: A review of Rivers State owned tertiary institutions. Specifically, the research seeks to attain the following specific objectives.

1. To examine the relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions.
2. To assess the relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions.
3. To evaluate the relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions.

Research questions

This investigation was guided by the following research questions:

1. What is the relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions?
2. What is the relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions?
3. What is the relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions?

Hypotheses

The following null hypotheses were posed for the study

and were tested at 0.05 level of significance:

1. There is no significant relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions.
2. There is no significant relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions.
3. There is no significant relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions.

METHODOLOGY

The research design used for this study is correlational research design for the purpose of establishing the relationship between human resource management practices and effective tertiary education delivery in Rivers State owned tertiary institutions. The study population was 4121 teaching staff from all Rivers State owned tertiary institutions. A sample size of 400 teaching staff, was determined using Taro Yamane Formula. Two structured questionnaires titled: Human Resource Management Practices Questionnaire (HRMPQ) and Effective Tertiary Education Delivery Questionnaire (ETEDQ) were used to collect data from the respondents. HRMPQ was subdivided into two sections each, section A and B. Section A covered the profile information of the respondents while section B consisted of the questionnaire items addressing major variables of the study. ETEDQ addressed effective tertiary education delivery with relevant questionnaire items. The instruments were patterned on correlation, indicating the direction of relationship existing between two variables. The correction between variables ranged from +1 (for a positive relationship) through 0 (for total absence of a relationship) to -1 (for a negative relationship). The response scale was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were face and content validated by two experts in Measurement and Evaluation and Department of Educational Management. The reliability of the instruments was established using Pearson Product Moment Correlation Coefficient (PPMCC) formula which yielded reliability indexes of 0.80, 0.86 and 0.82. 400 copies of the questionnaires were distributed by the researchers and their two trained research assistants but only 387 were properly filled and retrieved. Pearson Product Moment Correlation Coefficient (PPMCC) or 'r' was used to answer the research questions. The relationship value of 0.1 – 0.4 was counted as low relationship, 0.5 denotes moderate relationship while 0.6 and above denote high relationship. The hypotheses were tested using z-transformation with

Table 1: Pearson Product Moment Correlation Coefficient on the Relationship Between Staff Performance Appraisal and Effective Tertiary Education Delivery.

Variable	N	Σ	Σ^2	ΣXY	DF	r	Decision
Staff Performance Appraisal (X)	387	532.00	2154.31	2743.26	385	0.92	High and Positive Correlation
Effective Tertiary Education Delivery (Y)	387	821.05	3914.76				

Table 2: Pearson Product Moment Correlation Coefficient on the Relationship Between Training and Development of Staff and Effective Tertiary Education Delivery.

Variable	N	Σ	Σ^2	ΣXY	DF	r	Decision
Training and Development of Staff (X)	387	498.32	2470.55	2685.12	385	0.82	High and Positive Correlation
Effective Tertiary Education Delivery (Y)	387	821.05	3887.41				

Table 3: Pearson Product Moment Correlation Coefficient on the Relationship Between Staff Remunerations and Effective Tertiary Education Delivery.

Variable	N	Σ	Σ^2	ΣXY	DF	r	Decision
Staff Remunerations (X)	387	518.98	2386.44	2604.69	385	0.86	High and Positive Correlation
Effective Tertiary Education Delivery (Y)	387	821.05	3556.58				

Table 4: Transformed z-value on the Relationship Between Staff Performance Appraisal and Effective Tertiary Education Delivery.

Variable	N	Σ	Σ^2	ΣXY	DF	r	z-Trans.	z-crit.	Decision
Staff Performance Appraisal (X)	387	532.00	2154.31	2743.26	385	0.92	46.61	±1.96	Sig. Rejected H_0
Effective Tertiary Education Delivery (Y)	387	821.05	3914.76						

a critical z-value of ± 1.96 at 0.05 level of significance and 385 degree of freedom. This was further tested by transforming the coefficient of correlation (r) to z-value to establish the significance or otherwise of the r-value. Analyzed data therefore with calculated z-value above the critical z-value of ± 1.96 was rejected and below was accepted.

RESULTS

Research Question 1: What is the relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions?

Result from (Table 1) reveals a correlation coefficient of 0.92. This value is high and positive, indicating that there is a high and positive relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions. This means that staff performance appraisal contributes to effective tertiary education delivery.

Research Question 2: What is the relationship between staff training and development programmes and effective tertiary education delivery in Rivers State owned tertiary institutions?

Result from (Table 2) reveals a correlation coefficient of 0.82. This value is high and positive, indicating that there is high and positive relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions. This infers that staff training and development programmes donate to effective tertiary education delivery.

Research Question 3: What is the relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions?

Result from (Table 3) reveals a correlation coefficient of 0.86. This value is high and positive, indicating that there is high and positive relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions. This denotes that staff training and development programmes contributes to effective tertiary education delivery.

Hypothesis 1: There is no significant relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions.

Table 4 shows that a high and positive relationship exists between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions.

Table 5: Transformed z-value on the Relationship Between Training and Development of Staff and Effective Tertiary Education Delivery.

Variable	N	Σ	Σ^2	ΣXY	DF	r	z-Trans.	z-crit.	Decision
Training and Development of Staff(X)	387	498.32	2470.55	2685.12	385	0.82	28.01	± 1.96	Sig. Rejected H_0
Effective Tertiary Education Delivery (Y)	387	821.05	3887.41						

Table 6: Transformed z-value on the Relationship Between Staff Remunerations and Effective Tertiary Education Delivery.

Variable	N	Σ	Σ^2	ΣXY	DF	r	z-Trans.	z-crit.	Decision
Staff Remunerations (X)	387	518.98	2386.44	2604.69	385	0.86	33.09	± 1.96	Sig. Rejected H_0
Effective Tertiary Education Delivery (Y)	387	821.05	3556.58						

institutions. To establish the significance of the relationship, a transformed z-value was computed and an index of 46.61 was obtained. This was compared to the critical z-value of ± 1.96 at the 0.05 level of significance with a degree of freedom of 385, indicating that there is a significant positive relationship between staff performance appraisal and effective tertiary education delivery (calculated $z = 46.61 < \text{critical } z = \pm 1.96$ at $p < 0.05$ and $df = 385$). Therefore, the null hypothesis of no significant relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions is rejected.

Hypothesis 2: There is no significant relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions.

Table 5 shows that a high and positive relationship exists between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions. To establish the significance of the relationship, a transformed z-value was computed and an index of 28.01 was obtained. This was compared to the critical z-value of ± 1.96 at the 0.05 level of significance with a degree of freedom of 385, indicating that there is a significant positive relationship between training and development programmes (calculated $z = 28.01 < \text{critical } z = \pm 1.96$ at $p < 0.05$ and $df = 385$). Hence, the null hypothesis of no significant relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions is rejected.

Hypothesis 3: There is no significant relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions.

Table 6 shows that a high and positive relationship exists between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary

institutions. To establish the significance of the relationship, a transformed z-value was computed and an index of 33.09 was obtained. This was compared to the critical z-value of ± 1.96 at the 0.05 level of significance with a degree of freedom of 385, indicating that there is a significant positive relationship between staff remunerations and effective tertiary education delivery (calculated $z = 33.09 < \text{critical } z = \pm 1.96$ at $p < 0.05$ and $df = 385$). Thus, the null hypothesis of no significant relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions is rejected.

DISCUSSION

The finding in Research Question 1 and Hypothesis 1 revealed that there is high positive and significant relationship between staff performance appraisal and effective tertiary education delivery in Rivers State owned tertiary institutions with 0.92 r-value and 46.61 z-Transformation value which were high and positively correlated. The finding revealed that staff performance appraisal improves teaching staff pedagogical skills and improve instructional delivery in classrooms. This agrees with the finding of Akinbowale et al., (2013) that performance appraisal resulted in improvement in employee performance. The finding also corroborates Kaur (2013) who revealed that 360 degrees appraisal gives chance to all levels of employees to give their input and contribute towards achievement of the organization goal.

The finding in Research Question 2 and Hypothesis 2 revealed that there is high positive and significant relationship between training and development of staff and effective tertiary education delivery in Rivers State owned tertiary institutions with 0.82 r-value and 28.01 z-Transformation value which were high and positively correlated. The finding exposes that, workshops, conferences, seminars, and other capacity building programmes attendance equips teaching staff with the 21st century knowledge and skills needed in delivering effective and quality tertiary education.

This is in tandem with the finding of Elenwo and Nwanguma (2023) that human resource development such as conference, seminar and workshop attendance provide teachers with relevant pedagogical knowledge, appropriate skills and worthwhile knowledge required for effective, efficient, and productive school curriculum and influence their job performance. The study also supports the finding of Bakanye (2013) which revealed existence of a positive significant correlation between employees' training programmes and employee performance.

The finding in Research Question 3 and Hypothesis 3 revealed that there is high positive and significant relationship between staff remunerations and effective tertiary education delivery in Rivers State owned tertiary institutions with 0.86 r-value and 33.09% Transformation value which were high and positively correlated. The finding infers that prompt payment of salaries, wages, compensation, allowances and so on spurs tertiary institutions teaching staff to perform optimally and effectively deliver quality education. This aligns with the finding of Ojeleye (2017) that remuneration is a source of motivation on employees' performance and that there is a positive and significant relationship between remuneration and staff performance.

Conclusion

Based on the research finding, components of human resource management practices have shown different degrees of relationships between independent variables (staff performance appraisal, training and development of staff and staff remunerations) and dependent variable (effective tertiary education delivery). Therefore, there is high and positive relationship between human resource management practices and effective tertiary education delivery in Rivers State owned tertiary institutions and the hypotheses revealed that there is a significant relationship between human resource management practices and effective tertiary education delivery in Rivers State owned tertiary institutions.

Recommendations

Based on the findings, the following constitute the recommendations:

1. Tertiary institutions management should ensure regular and timely staff appraisal for enhanced teaching delivery amongst teaching staff.
2. Tertiary institutions management should promote staff training and development by liaising with international donors agencies and countries for scholarship awards, provision of research grants and fellowship programmes for their teaching staff.
3. Rivers State Government should motivate the staff of its tertiary institutions through prompt payment of

salaries and compensations for improved, effective, and quality staff job performance.

REFERENCES

- Akinbowale, M. A., Jinabhai, D. C. and Lourens, M. E. (2013). The impact of performance appraisal policy on employee performance: A case study of Guaranty Trust Bank in Nigeria. *Mediterranean Journal of Social Sciences*, 4(14), 667-686.
- Anuar, H. (2011). *A study on the impact of training design and delivery on the training effectiveness in the context of technology park Malaysia*. Doctoral Dissertation, Universiti Utara Malaysia.
- Armstrong, M. (2010). *Armstrong's essential human resource management practice: A guide to people management*. London, UK. Kogan Page Limited.
- Bakanye, J. (2013). *Impact of employee training and organizational performance: A case of Mityana, District Local Government*. Master Dissertation, Uganda Martyrs University Nkozi, Nkozi, Uganda.
- Elenwo, P. M., Nwanguma, T. K. (2023). Perceived influence of human resource development on job performance among teachers in public schools in Port Harcourt Metropolis, Rivers State. *International Journal of Modern Innovations and Knowledge*, 4(4), 43-55.
- Elnaga, A. and Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5(4), 137-147.
- Federal Government of Nigeria (2014). *National Policy on Education*. Abuja: NERDC Press.
- Kaur, S. (2013). 360-degree performance appraisal benefits and shortcomings. *International Journal of Emerging Research in Management and Technology*, 2(6), 63-88.
- Khaeruman, Hubeis, M., Yusnita N. (2023). Human resources management strategy and its role to improve lecturer performance in developing organizations. *International Journal of Economy and Entrepreneurship*, 3(1), 333-343.
- Maicibi, N. A. (2005). *Pertinent issues in management: Human resource and educational management*. Net Media Publishers, Kampala First ed.
- Na'im, Z., Yulistiyo, A., Arifudin, O., Irwanto, I., Latifah, E., Indra, I. and Gafur, A. (2021). *Manajemen Pendidikan Islam*. Widina bhakti persada bandung: bandung.
- Obisi, C. (2011). Employee training and development in Nigerian organizations: Some observations and agenda for research. *Australian Journal of Business and Management Research*, 1(9), 82-91.
- Ojeleye, Y. C. (2017). The impact of remuneration on employees' performance (A study of Abdul Gusau polytechnic, Talata-Mafara and state college of education Maru, Zamfara State. *Arabian Journal of Business and Management Review (Nigeria Chapter)*, 4(2), 34-43.
- Selvarasu, A. and Sastry, S. K. (2014). A study of impact on performance appraisal on employee's engagement in an organization. *International Journal of Managerial Studies and Research*, 2(1), 10-22.
- Wadak, Y. T. (2011). Education as a means of human development in Nigeria. *Cop's Education for Forum*, 1(1), 68-74.
- Wonnia, L. K., Yawson, M.D.T. A. (2015). An assessment of the university for development studies. *European Journal of Business and Management*, 7(7), 1-16.