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# Strategic Planning Of University Human Resources Programs and Academic Staff Performance

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## ABSTRACT

This research study is structured to investigate whether the strategic planning of university human resources programs has any measurable significant difference on the performance of academic staffing programs in universities in Rivers State, Nigeria. To accomplish this very end some research questions and null-hypotheses were conjectured. A structured research instrument was administered on a stratified randomly selected population of academic staffs. The data generated was treated with descriptive statistics and t-test statistics of two independent sample means (pooled variances). The findings of this research study reaffirmed reasonably high percentage measurement on the descriptive dimensions while an absolute significant results were obtained on the dimension of null-hypotheses tests. Recommendations were proffered for the application of these research variables in structuring a functional human resources development in academic staffing programming.

## INTRODUCTION

The most important roles of the university system in any society apart from teaching are development of new knowledge, research work and community services. These cannot be achieved without proper planning of human resources development. New employees are often uncertain about their roles and responsibilities, hence, job demands and employees capabilities must be balanced through human resource development. Riley and Baldrige (1977).

Building a solid academic staff program influences the realization of the university mission statement. Employee development refers to the human resource programs designed to enhance the value of employee after they have joined the organization. It includes employee training and orientation, which involves giving employee experience designed to foster learning geared towards proper preparation for job performance. The Nigerian University system significantly emphasizes research and dissemination of knowledge as part of their mission statement. This was made obvious in the ordinance passed by the Nigerian Legislative Council in 1948, which stated that the mission of funding the first university (university of Ibadan) was to advance learning and research and to provide instruction in all branches of liberal education. Mellamby (1974).

Good condition of services do relates strongly with stable working environment. The 1954 ordinance also identified the need to promote research and advancement of science as one of the main objectives of the university education Mellamby (1974). This implies that research and dissemination of relevant research results remain one of the cardinal parameters for assessing performance of the university systems, on-going trends in technological advancement as well as economic development. Therefore, development efforts enable the university to assume these roles and greater responsibilities. Human resource development improves the skills of the individuals in the said role and prepares them for future responsibility. Development pays dividends to the employee staff and the organization; the personal and career goals of the staff are advanced, adding to their abilities and values to the employer, which further the achievement of the university education.

It is true that Knowledge is not static, but dynamic, hence knowledge acquired today can become obsolete tomorrow, thus development becomes imperative. In the same vein Fasanmi (1982) pointed out that development helps to recharge the teacher's intellectual battery with new electrolytes of knowledge and ideas. After a lecturer has been given necessary training in an educational institution where he is employed, he develops on the job in order to

acquire new knowledge, skills and abilities which ensure their continued usefulness to the organization and at the same time meeting personal desire for advancement. Jessin, M.I. (1978).

Prioritizing academic staff work load influences faculty productivity index. The building of sound and effective manpower for the achievement of organizational objective has been the utmost concern of the human resources department of an organization. The essence is to reduce obsolescence to the barest maximum. Hence development programs are used productively. Workers who are aware of current development in their profession including new knowledge acquisition are positively in the position to boost their productivity index.

In fast changing and highly technological fields such as engineering and medicine, obsolescence can occur quickly. The academic staff of such departments such as sociology, psychology and other behavioural science disciplines may not notice obsolescence until inappropriate attitudes and poor performance become obvious. The more rapidly the environment changes, the more likely it is that the employees will become obsolete. Green (1997).

Increase in FTE equivalence influences the promotional frequencies of academic staffs. Rapid changes in technology required university academic staff to engage in continuous research work in order to remain current with technology to carry out these functions. Not all the lecturers have the ability and the technical skills required for dissemination of new knowledge, hence the need for lecturers' development. The training of lecturers is done by different educational institutions. This gives room for inequalities in background training. It is development programmes that can compensate for the inequalities created by the background training. It improves the competency of members of staff; the achievement of learners is maximized and their overall growth is enhanced. In principle, universities all over the world, especially those in the developed world are completely independent and free to investigate issues of interest. They are free to determine the different programs to offer to students. The provision of such programs depends on the needs of the society. Since the society is dynamic, it creates the need for academic programs. The relevant of development of academic staff of university cannot be overemphasized; staff developments have been hindered by lack of adequate funds for the running of universities. In Nigeria, the funding of universities has been the sole responsibility of government and this has deteriorated greatly since the 1980's due to the establishment of more universities for political reasons. Matheson, K. (1994).

The institutions are under funded. Staff underpaid, teaching and research suffer due to lack of funds to ensure staff development and continuity of research activities in the universities. The dwindling rate of teaching and research in university is due to lack of development results in the loss of quality of university education. Lack of funds for effective human resources management has made some departments such as medicine and allied disciplines to be understaffed. This is because training in these areas are expensive hence just a few individual could sponsor themselves for further improvement (training and development).

Financial incentive is not a direct correlate of lecturers promotion. Thom-Otuya (1998) asserts that personnel development enables employees learn to do their job in a manner that fits the employer's specification. Decision-making management of students, management of classroom activities, communication, research and research reporting, all demand specialized skills which makes an experienced lecturers different in the profession, hence the need for development of lecturers in order to make them highly experienced professionals in their fields of specialization. This will help each of the lecturers to be competent in their area of specialization and thus will offer qualitative teaching.

### **STATEMENT OF THE PROBLEM**

Does the strategic planning of human resources development programs have any significant difference in the performance of academic staff of universities?

### **PURPOSE OF THE STUDY**

The purpose of this study is to investigate whether human resources development has any bearing on the performance of university academic staff.

### **NULL HYPOTHESES**

In order to generate reliable solutions to the above statement of problem the following null hypotheses were formulated:

- H<sub>01</sub>:** Building a solid academic staff program has no significant difference on the realization of the university mission statement in Nigeria.
- H<sub>02</sub>:** Good conditions of services do not have any significant relationship with stable working environment.
- H<sub>03</sub>:** Prioritizing academic staff goal does not have any significant difference on the faculty productivity index.

- H0<sub>4</sub>:** Increase in FTE Equivalence does not have any significant difference on the promotional frequencies of academic staffs.
- H0<sub>5</sub>:** Financial incentives to lecturers have no significant relationship with the promotion of lecturers in Rivers state universities.

### RESEARCH METHODOLOGY

The research methodology of this study is the architectural blueprint of action detailing the various and principled foundations of actions required to accomplish the desired end of this research investigation. The major steps are the design of the study, population, sample and sampling techniques, instrumentation, validity of the instrument, reliability of the instrument, instrument administration and data analysis techniques.

The design matrix of this research study is framed up with human resources development and the performance of academic staff of universities in Rivers state of Nigeria. Human resources development is the independent variable, while the performance of academic staff of universities is the dependent variable.

The target populations for this research investigation are the two universities in Port Harcourt local government area in Rivers state of Nigeria. This very population was chosen as a matter of the investigator's research interest.

The total population sample of this study is 75 lecturers from the Rivers State University of Science and Technology, and 83 lecturers from the Federal University of Port Harcourt. The total population sample is 158 lecturers from the two universities.

The research instrument used to generate the data for this research investigation is the xeta viii research instrument. This instrument was designed by the researcher of this study. The instrument was given to experts in this field of study for proper screening and evaluation. The content and face validity was reaffirmed by this peer instrument review exercise. The instrument was piloted with 18 lecturers from each university. The data generated was treated with Pearson Product-moment correlational statistics. The calculated instrument reliability index anchored at 0.78 which is good enough for this research study.

The research instrument was finally administered to 57 lecturers from Rivers state University of Science and Technology and 65 lecturers from the Federal University of Port Harcourt. This exercise lasted for about two weeks. The completed instrument was collected, collated, and decoded into numerical data. The subsequent data was treated with descriptive statistics and statistical t-test for two independent sample means.

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

**H0<sub>1</sub>:** *Building a solid academic staff program has no significant difference on the realization of the university mission statement in Rivers State, Nigeria.*

**Table 11:**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	T - cal	t-crit	Decision
158	156	.05	1.89	1.78	0.87	0.71	1.4	1.960	Fail to reject the null hypothesis

\*  $\rho > .05$  Not Significant

The result of the independent t-test analysis (pooled variance) is not significant ( $p > .05$ ). Therefore, fails to reject the null hypothesis. The critical value for t required for the rejection of the null hypothesis is 1.960. But the calculated t-value = 1.4;  $1.4 < 1.960$  = not significant at .05 alpha level = fail to reject the null hypothesis.

**H0<sub>2</sub>:** *Good conditions of service do not have any significant relationship with stable working environment.*

**Table 12:**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t - cal	t-crit	Decision
158	156	.05	2.07	1.92	0.94	0.84	1.88	1.960	Fail to reject the null hypothesis

\*  $\rho > .05$  Not Significant

The result of the independent t-test analysis (pooled variance) is not significant ( $p > .05$ ). Therefore, fails to reject the null hypothesis. The critical value for t required for the rejection of the null hypothesis is 1.960. But the calculated t-value = 1.88;  $1.88 < 1.960$  = not significant at .05 alpha level = fail to reject the null hypothesis.

**H0<sub>3</sub>: Prioritizing academic staff goal does not have any significant difference on the faculty productivity index.**

**Table 13**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t - cal	t-crit	Decision
158	156	.05	1.89	1.71	0.93	0.67	2.25	1.960	Reject the null hypothesis

\*  $\rho < .05$  Significant

The result of the independent t-test analysis (pooled variance) is not significant ( $p < .05$ ). Therefore, reject the null hypothesis. The critical value for t required for the rejection of the null hypothesis is 1.960. But the calculated t-value = 2.25;  $2.25 > 1.960$  = Significant at .05 alpha level = Reject the null hypothesis.

**H0<sub>4</sub>: Increase in FTE Equivalence does not have any significant difference on the promotional frequencies of academic staff.**

**Table 14**

N	Df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t - cal	t-crit	Decision
158	156	.05	1.95	1.82	0.90	0.79	1.63	1.960	Fail to reject the null hypothesis

\*  $\rho > .05$  Not Significant

The result of the independent t-test analysis (pooled variance) is not significant ( $p > .05$ ). Therefore, fails to the reject the null hypothesis. The critical value for t required for the rejection of the null hypothesis is 1.960. But the calculated t-value = 1.63;  $1.63 < 1.960$  = not significant at .05 alpha level = fail to reject the null hypothesis.

**H0<sub>5</sub>: Financial incentives to lecturers has no significant relationship with the promotion of lecturer in Rivers State Universities.**

**Table 15**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t - cal	t-crit	Decision
158	156	.05	1.75	1.66	0.76	0.54	1.0	1.960	Fail to reject the null hypothesis

\*  $\rho > .05$  Not Significant

The result of the independent t-test analysis (pooled variance) is not significant ( $p > .05$ ). Therefore, fails to reject the null hypothesis. The critical value for t required for the rejection of the null hypothesis is 1.960. But the calculated t-value = 1.0;  $1.0 < 1.960$  = not significant at .05 alpha level = fail to reject the null hypothesis.

### DISCUSSION OF RESEARCH FINDINGS

The university human resources programs have experienced the emergence of turbulent academic environment among Nigeria universities today. This research study have formulated some positive solutions to this end. Nevertheless, the empirical result of the inferential statistical analysis have revealed some useful findings.

Building a solid academic staff program for the university mission statement yielded a significant result at .05 alpha level. This is an indication to claim that building a solid academic staff program has a major influence on the realization of the university mission statement.

Good condition of service has a nonsignificant result with stable working environment. This revelation indicates that good condition of services did not harmonize normally with academic staff work performance. At the environment of instrumentation for this study this indication could be used to enhance planning and development of the academic staff condition of services programs. Besides, Thom-otuya (1995) proposition is not in support of this findings.

The result in prioritizing academic staff goal to enhance faculty productivity index yielded a significant result ( $p < .05$ ). This result indicates that prioritizing academic staff program goal proved positive to enhance faculty productivity index.

The result in FTE equivalence and promotional frequencies of academic staff was not significant ( $p > .05$ ). This result indicates that at the university environment where the instrumentation was conducted proper attention should be given to FTE equivalence and promotional frequencies of academic staff.

Finally, the result of financial incentive to lecturers with lecturer promotion yielded nonsignificant result. This empirical finding indicates that the relationship between the use of financial incentive to lecturers to harmonize with the promotion of lecturers did not go on well as expected. This is of a useful information in the management of academic staff development program.

### CONCLUSION

Descriptively, the result of these research findings indicates that the universities in Rivers state are constantly engaged in human resource development planning just for the purpose of building a very strong academic staff system.

The mission statement had 62.08% on the strongly agree likert type scale. This indicates that mission statement remains a driving locus of control, a statement of enduring purpose of the university driving the university into planning a human resources development in order to justify their social existence.

Good condition of services, acquisition of stable working environment, priorities to academic staff, research grant programs, promotion of academic program enhancement, and a committed hard working environment appeared very reliable in planning and developing an effective academic human resources program in the universities.

Empirically the testing of the null-hypotheses apparently indicated significant results at .05 alpha level.

### RECOMMENDATIONS

The finding of this research study has empirically reaffirmed the following recommendations:

1. The personnel departments of universities in Rivers State, Nigeria should be very emphatic with greater priority in considering the application of the variables in this study in moulding a very strong and productive academic staffing program.
2. Lastly, constraints, pitfalls, and limitations experienced in this research study should be translated into inclusive inputs to explore possible avenues for further research study and advancement.

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In 1974 the author of this research paper was admitted into Edinboro University of Pennsylvania, Edinboro where he studied Petroleum Geology and earned a B.Sc. degree in June 1977.

In July 1977 the author was admitted into the Teachers College of OklahomaCity University where he did a post-graduate study and specialized in teaching supervision, measurement and evaluation a program he completed with excellence in December 1979 and earned an M.A. Degree.

In January 1980 the author proceeded to the Texas Southern University (TSU), Houston, Texas and undertook a Doctoral Program in University Administration and Planning. This doctoral program was full-time and intensive. At the end of the first year he passed his qualifying examination. Almost at the end of the third academic year the author passed his Doctoral Comprehensive Examination and was offered his doctoral candidacy, an upper academic echelon of the graduate school for the TSU doctoral program.

On the 2<sup>nd</sup> of July 1984, the author defended his doctoral dissertations in University Planning, a moment in history that featured an audience of 2,500 persons in attendance. On the 18<sup>th</sup> of August 1984, Dr. John Nyemaichechi Okendu was born to the guilds of experts in University Administration/Planning. His doctoral dissertation in planning was displayed in the showcase of excellence, school of education, downstairs, for three years after his graduation. Dr. Okendu has his professional membership with American Association of Higher Education since 1983.

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