

Human Resource Management Skills Required of Colleges of Education Administrators in Kano State of Nigeria

ONYEKABA, MARTHA NNAMAKA, Ph.D.

Department of Educational Foundations, School of Education
Federal College of Education, Kano, Nigeria.
marthachuks72@gmail.com +234(0)7063508384

Abstract

This study was conducted to determine the human resource management skills required of college of education administrators in Kano state of Nigeria. The study employed a descriptive survey design. Four research questions were developed to guide the study. The population of this study consisted of all administrative staff in the three colleges of education in Kano State whose population at the time of study was 627. Purposive random sampling technique was employed to use two out of the three colleges of education in Kano State out of which a sample size of 220 administrative staff were randomly drawn using simple random sampling technique. The instrument for data collection was a questionnaire titled: Human Resource Management Skills Questionnaire (HRMSQ) which consisted of 20 items and was validated by experts in the field of study. The four areas of human resource management skills were tested for reliability with Cronbach Alpha internal consistency of 0.89, 0.86, 0.91 and 0.88 respectively. Data collected were analyzed using simple descriptive statistics of weighted mean and standard deviation to answer the research questions with a mean score cut-off point of 2.50. The study found out that all the skills of human resource management need to be emphasized in time of management for efficiency. It was therefore recommended among other things, that administrators of colleges of education in Kano state should ensure that the number of lecturers employed are devoid of favoritism and sentiments for improved performance. Conclusions were also drawn.

Keywords: Human resource management, Skills, Administrators, Colleges of education

Introduction

Humans are the most ultimate organizational assets because they produce every other resource. Therefore, human resources need to be effectively managed in order to assist in accomplishing organizational goals. Managing human resources involves the ability of the organization to train, develop, compensate and lead employees in order to improve organizational performance. Education is the greatest force that can be used to bring about change and innovation in all spheres of human development. It is the greatest development that a nation can make for the quick development of its economic, political, sociological and human resources, as well as being able to meet all odds and challenges in the 21st century (Audu, 2010). The achievement of organizational goals cannot be met without human resources. An

organization is nothing without its employees. It is people, not building, equipment, or brand names alone that make the institution or organization worthwhile. Resources are classified as all the materials and assets which may be used to attain educational goals.

Human resource constitutes the most important of most production resources. Well trained, loyal and efficient team of workers brings success and stability in an institution of learning. The readiness of any nation to optimize the interest benefits of education is largely dependent on the type and quality of human resource available (Okeke, 2006). The purposes of HRM are to develop the workers in the organization to contribute to the goal achievement in the organization and to improve productivity quality and service to attract an adequate workforce in an organization to succeed. Human resource management has some specific roles to play in an organization. These are strategic and operational roles

Human resource according to Barney (2005) includes all the experience, skills, judgment, abilities, knowledge, contacts, risk taking and wisdom of individuals and associates within an organization. Without enough skilled and good motivated staff operating within a comprehensive human resource management programme, improvement is not possible. A management or an employee whether in the private or a public sector, which underestimates the critical role and understates the significance of people in goal accomplishment, can neither be neither effective nor efficient. Mathis and Jackson (2007) see human resource management, as the policy of formal systems in an association is to establish sound as well as efficient and effective practice of human talent to accomplish organizational goals.

There is no educational institution that can exist without workforce. Hence colleges of education have human resource to manage. All the people that carry out the activities of the college from the provost (administrator) to the staff members make up its human resource. To achieve the institutions objectives, they must be effectively managed by administrators who have the required knowledge, skills and ability. Educational institutions should be properly administered for optimum gains. Nwankwo (1982) stated that administration in education is aimed at using both human and material resources available in the educational system for the realization of the educational objectives. It is only when these objectives of education are realized that the gains of education will manifest. This implies proper management of human resources in education, colleges of education inclusive.

Management is a systematic arrangement and organization of resources in order to make them productive. It involves the process of working with and through people to achieve group goals and objectives. In management, the manager(s) plan, create, direct, supervise and monitor human activities through coordinated and cooperative human efforts. UNESCO cited in Ogunu (2001) defines management as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or pre-determined objective. Furthermore, to manage means to forecast and plan, to

organize, to command, to coordinate and to control. These definitions suggest that management is a continuous and dynamic process involving the coordination and utilization of organizational resources

Management is the efficient coordination of all organizational activities and material resources with or through other people to ensure that the objectives of the organization are achieved efficiently. Terry (2013) sees management as the art and skill of getting things done through others. According to him management is the distinct process consisting of planning, organizing and controlling activities performed to determine and accomplish objectives by the use of people and resources. This definition depicts that management is a systematic process of doing things. It shows that management is a functional concept involving the task of planning, controlling and directing the efforts of people toward achievement of organizational goals. This definition also reveals that in management there is interaction among people because it involves getting things done through people. To succeed in management therefore, resources must be effectively harnessed and managed.

Administrators of colleges of education as well as others need to possess human resource management skills for proper management to ensure achievement of the objectives of educational institutions. Human resources management skills are those skills required of the administrators for the effective management of human resources available for the achievement of educational objectives. According to Decenzo and Robbins (2009), while discussing human resource management skills, explained that it is extremely difficult to pinpoint exactly what skills and competencies will serve best when dealing with the uncertainties of human behaviour. Human Resource Certifications Institute (HRCI) suggests that Human Resource Practitioners (managers) must have exposure and understanding in the specific areas of the field. This includes; management practices, selection and placement, training and development, compensation and benefits, employees and labour relations, health safety and security. These functions are subsets of human resource management components, which mean that without them, there can be no human resource management. Hence, they stand as skills of human resource management.

The attainment of the objectives of colleges of education in Kano state cannot be facilitated and realized without the application of human resource management skills possessed by the administrators of these institutions. Dessler (2015) maintained that the administrators require the utilization of human resource management skills to own an efficient and an enthusiastic workforce. It is against this background that this study was aimed at investigating the human resource management skills required of colleges of education administrators in Kano state of Nigeria.

Concept of Human Resource Management

Human resource is the most important resource in management, and needs to be used efficiently. This is because success, stability and growth of an organization depend on its ability in acquiring, utilizing and developing the human resources. In the educational sector, well trained, loyal and efficient team of workers brings success and stability to the system. Human resource management (HRM) is the management of an organization's workforce, or human resources. It is responsible for the attraction, selection, training, and assessment and rewarding of employees, while overseeing organizations leadership and culture and ensuring compliance with employment and labour laws (Wikipedia, 2012).

Ulrich (1996) defines human resource management as involving the selection of the required manpower through the recruitment process, overseeing their training, and development during tenure, assessing talents through use of performance appraisal and then reward them accordingly in addition to employee termination.

Human resource management according to Peretomode (2005), is that function of all organizations which makes for effective utilization of human resources to achieve not only the objectives of the organization but also the satisfaction and development of employees. He went on to define human resource management in education as the harnessing of the totality of workers' skills, knowledge, energies, talents latent capabilities, social characteristics such as belief, to achieve the objectives of education and at the same time make the workers to be part and parcel of the organization in fulfilling their life goals.

As implied in the definition, the importance of human resource management cannot be over emphasized. Peretomode (2005) stated the importance of human resource management to include: Identifying the current and future human resources requirements so that there will be no shortage of human resources to work towards the realization of the organizational goals. Ensuring that the staff regularly undergoes development programmes to enable them carryout their present and future duties properly, providing grading and evaluation system of staff which enables the employee and the employer to know how far the employee has fared during a specific period, rewarding good performance to motivate employees and disciplines staff for poor performance as a corrective measure.

Human resources management in is a process that is concerned with institution and, having got them, looking after them so that they will want to stay and give up the best to the job. In other words, setting the right caliber of people by the process of recruitment to meet the organization need is not job enough. Condition has to be created which would make them stay on the job, happy on the job, and cope with the demands of the job.

Theoretical Model: (The Fombrum, Tichy and Devanna Model of HRM)

This model of human resource management emphasizes the interrelatedness

and the coherence of human resource management activities. Their model consists of four key constituent components namely: selection, appraisal, development and rewards. These four human resource activities aim at increasing school performance. The strength of the model is to express the coherence of internal human resource management policies and practices to the organization's external strategy. It also serves as a pedagogical framework for explaining the nature and significance of key human resource management practices and the interactions among the factors making up the complex fields of human resource management.



Figure 1: The Fombrun, Tichy and Devanna Model of HRM

Statement of the Problem

The attainment of the objectives of colleges of education in Kano state cannot be facilitated and realized without the application of human resource management skills supposedly possessed by the administrators of these institutions. Administrators require the utilization of human resource management skills to own an efficient and an enthusiastic workforce. The present trend of human resources management in Kano state colleges of education is generally poor which emanates from bad consequences due to the inability of administrators to determine what nature of people to be selected as prospective employees, and provide enough motivation to attain an acceptable level of productivity of performance in the institutions. These and many more have resulted that human resource management with the right skills are not adequate. It has been observed by previous researchers, that the number of students is by far more than the number of lecturers in most of the colleges and this most often results in low academic achievement among students. More often than not, recruitment and selection of lecturers are done independently with the department, hence the incompetent flooding the system and causing problems for the minority competent who are always overworked. The problem of this paper therefore is to investigate the human resource management skills required of colleges of education administrators in Kano state of Nigeria.

Objectives of the Study

The objectives of this study are to:

1. Find out the selections skills required of colleges of education administrators for management of human resources in Kano state;

2. Ascertain the appraisals skills required of colleges of education administrators in kano state;
3. Examine the training and development skills required of colleges of education administrators in Kano state; and
4. Find out the motivation skills required of colleges of education administrators of human resource in Kano state.

Research Questions

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

1. What are the selections skills required of colleges of education administrators for management of human resources in Kano state?
2. What are the appraisals skills required of colleges of education administrators in Kano state?
3. What are the training and development skills required of colleges of education administrators in Kano state?
4. What are the motivations skills required of colleges of education administrators of human resource in Kano state?

Methodology

The study employed a descriptive survey research design, which sought to collect data on the opinions of the respondents with a view to investigate the human resource management skills required of colleges of education administrators in Kano state of Nigeria. The design is considered appropriate for this study because it permits the use of questionnaire to gather information from the sample and to measure their opinions towards some issues. The population of the study comprised all the three colleges of education administrators in Kano state of Nigeria namely: Federal College of Education Kano, Federal College of Education (T) Bichi and Saadatu-Rimi College of Education, Kumbutso; whose population at the time of study was 627. The administrative staff included the Provosts, Registrars, Bursars, Deans, Head of Departments and Directors. Purposive random sampling technique was employed to sample two out of the three colleges of education in Kano state out of which a sample size of 220 administrative staff were randomly drawn using simple random sampling technique. A researcher developed questionnaire titled: Human Resource Management Skills Questionnaire (HRMSQ), which contained 20 items was the instrument used for conducting the study and primary source for data collection. The instrument was structured on a modified 4-point Likert scale which the respondents responded to. The instrument was face validated from two experts in Educational Administration and Planning and another, in Measurement and Evaluation, from Bayero University, Kano, Nigeria. The Cronbach Alpha was used to determine the internal consistency and r value of: 0.89, 0.86, 0.91 and 0.88, which indicated that the instrument was reliable. According to Denga (2014), a coefficient of 0.70 and above

is consistently reliable. The criterion mean of 2.50 was tabulated to assess the mean scores of respondents. Any mean score from 2.50 and above was accepted, while below 2.50 was rejected. The data was analyzed using mean and standard deviation to answer the research questions.

Results

The results are presented on the basis of research questions as follows:

Research Question One: What are the selections skills required of colleges of education administrators for management of human resources in Kano state?

Table 1: Mean s and standard deviation on Selection Skills required of Colleges of Education Administrators.

S/N	Item Statement	X	SD	Decision
1	Defining reasons for finding employees who possess specific knowledge, skills and attributes (KSA) to fill vital positions.	3.00	0.61	Agreed
2	Carrying out strategic human resource planning before selection process.	2.85	0.06	Agreed
3	Specifying recruiting and selection goals to ensure the type and number of individual to be employed in the college.	2.50	0.31	Agreed
4	Making goal attempt to obtain an adequate pool of applicants for more choices.	3.50	0.66	Agreed
5	Hiring the best qualified candidates that were selected after aptitude test for instructional efficiency.	4.00	1.00	Agreed

The data in Table 1 indicated that items 1 to 5 had their mean values ranging from 2.50 to 4.00. This is an indication that the respondents accepted that the variables are the selections skills required of colleges of education administrators for management of human resources in Kano state. Therefore the major selection skills required of colleges of education administrators in Kano state include: defining reasons for finding employees who possess specific knowledge, skills and attributes (KSA) to fill vital positions, carrying out strategic human resource planning before selection process, specifying recruiting and selection goals to ensure the type and number of individual to be employed in the college, making goal attempt to obtain an adequate pool of applicants for more choices and hiring the best qualified candidates that were selected after aptitude test for instructional efficiency. All the items were rated positive as they met the criterion mean of 2.50 and above.

Research Question Two: What are the appraisals skills required of colleges of education administrators in Kano state?

Table 2: Means and standard deviation on the Appraisals Skills required of colleges of education Administrators in.

S/N	Item Statement	X	SD	Decision
6	Evaluating employees' knowledge, skills and attributes (KSA) from time to time.	2.51	0.31	Agreed
7	Commending consistency in behaviour through reward and discouragement.	3.00	1.40	Agreed
8	Encouraging transparency as an inevitable feature in personal and professional relationship.	2.88	0.60	Agreed
9	Appraising through the 7 Cs of communication: clear, correct, concrete, concise, coherent, complete and courteous.	3.60	0.52	Agreed
10	Remembering to recognize and reward the exceptional employees in order for others to work hard towards goal attainment.	3.40	0.05	Agreed

The data in Table 2 indicated that all the items 6 to 10 had their mean values ranging from 2.51 to 3.60. This is an indication that the respondents accepted that the variables are the appraisal skills required of colleges of education administrators for management of human resources in Kano state. Therefore the major appraisal skills required of colleges of education administrators in Kano state include: evaluating employees' knowledge, skills and attributes (KSA) from time to time, commending consistency in behaviour through reward and discouragement, encouraging transparency as an inevitable feature in personal and professional relationship, appraising through the 7 Cs of communication: clear, correct, concrete, concise, coherent, complete and courteous and remembering to recognize and reward the exceptional employees in order for others to work hard towards goal attainment. All the items were agreed upon as they met the criterion mean of 2.50 and above. Thus, the respondents agreed with the whole variables in relation to the study.

Research Question Three: What are the Training and Development Skills required of colleges of education administrators in Kano state?

Table 3: Means and standard deviation on the Training and Development Skills required of colleges of education Administrators.

S/N	Item Statement	X	SD	Decision
11	Design training programmes to meet the goals of the organization while simultaneously meeting the goal of individual employees.	3.50	0.09	Agreed

12	Orient new employees of their roles and responsibilities in an effort to ease their transition to the college.	2.50	0.31	Agreed
13	Present employees for potential management personnel development.	2.89	1.00	Agreed
14	Provide the tool, environment and skills development opportunities for employees to be better equipped.	3.25	0.66	Agreed
15	Design and carry out a training programme for employees to show competency in their new jobs for efficiency	2.65	1.40	Agreed

Data on Table 3 showed that the respondents agreed on all the items as presented in the table with mean scores far above the mean criterion of 2.50. From the analysis, it was discovered that the higher the mean scores, the lower the standard deviation and vice versa. Therefore, the training and development skills required of colleges of education administrators in Kano state include: design training programmes to meet the goals of the organization while simultaneously meeting the goal of individual employees, orient new employees of their roles and responsibilities in an effort to ease their transition to the college, present employees for potential management personnel development, provide the tool, environment and skills development opportunities for employees to be better equipped and design and carry out a training programme for employees to show competency in their new jobs for efficiency.

Research Question Four: What are the motivations skills required of colleges of education administrators for human resource in Kano state?

Table 3: Means and standard deviation on the Motivational Skills required of colleges of education Administrators.

S/N	Item Statement	X	SD	Decision
16	Empowering employees so they are self-motivated and self-driven to yield productive results.	3.50	0.09	Agreed
17	Motivate to maximize human efficiency in job performance in the college.	2.50	0.31	Agreed
18	Praise employees' publicly and criticize privately.	2.89	1.00	Agreed
10	Engage in school activities to achieve efficiency and productivity	3.25	0.66	Agreed
20	Engage in school activities to achieve efficiency and productivity	2.65	1.40	Agreed

Data on Table 4 showed that the respondents agreed on all the items as presented in the table with mean scores far above the mean criterion of 2.50. From the analysis, it was discovered that the higher the mean scores, the lower the standard deviation, the lower the mean score, higher the standard deviation. Therefore, the motivations skills required of colleges of education administrators for human resource in Kano state include: empowering employees so they are self-motivated and self-driven to yield productive results, motivate to maximize human efficiency in job performance in the college, praise employees' publicly and criticize privately, engage in school activities to achieve efficiency and productivity; and engage in school activities to achieve efficiency and productivity. Thus, the respondents agreed with the whole items in relation to the study.

Discussion

The findings of this study revealed that human resource management skills required of colleges of education administrators in Kano state of Nigeria are selection skills, appraisal skills, training and development skills and motivational skills. The findings in Table 1 revealed that the respondents agreed that the selection skills required of colleges of education administrators are: defining reasons for finding employees who possess specific knowledge, skills and attributes (KSA) to fill vital positions, carrying out strategic human resource planning before selection process, specifying recruiting and selection goals to ensure the type and number of individual to be employed in the college, making goal attempt to obtain an adequate pool of applicants for more choices and hiring the best qualified candidates that were selected after aptitude test for instructional efficiency. These findings are in consonance with Decenzo and Robbins (2009), Dessler (2015), Bernadin (2003) and Osuala (2014), among others that are in strong agreement with the above selection skills as a requirement for tertiary institution administrators for the management of human resource.

Research question two sought the appraisals skills required of colleges of education administrators in Kano state. The findings revealed that all the respondents agreed that the appraisals skills required of colleges of education administrators in Kano state are: evaluating employees' knowledge, skills and attributes (KSA) from time to time, commending consistency in behaviour through reward and discouragement, encouraging transparency as an inevitable feature in personal and professional relationship, appraising through the 7 Cs of communication: clear, correct, concrete, concise, coherent, complete and courteous and remembering to recognize and reward the exceptional employees in order for others to work hard towards goal attainment. These are in line with the findings of Edem (2006), Winning (2016) among others who stated that appraisal and evaluative skills are required of administrators in tertiary institutions for efficiency and effectiveness of human resources.

Research question three sought the training and development skills required of colleges of education administrators in Kano state. The findings also revealed that all the respondents agreed that the training and development skills required of colleges of education administrators in Kano state are: design training programmes to meet the goals of the organization while simultaneously meeting the goal of individual employees, orient new employees of their roles and responsibilities in an effort to ease their transition to the college, present employees for potential management personnel development, provide the tool, environment and skills development opportunities for employees to be better equipped and design and carry out a training programme for employees to show competency in their new jobs for efficiency. This finding is supported by the findings of Bernadin, (2013), Watson (2006) among others, that the above are all employees training and development skills of tertiary institutions administrators for human resource management.

The findings in Table 4 revealed that all the respondents agreed that the motivation skills required of colleges of education administrators are: empowering employees so they are self-motivated and self-driven to yield productive results, motivate to maximize human efficiency in job performance in the college, praise employees' publicly and criticize privately, engage in school activities to achieve efficiency and productivity; and engage in school activities to achieve efficiency and productivity. This finding is in line with the findings of Oworeyo (2015), who asserted that administrators of tertiary institutions need to possess human resource management skills for proper management to ensure achievement of the objectives of educational institutions. Human resources management skills are those skills required of the administrators for the effective management of human resources available for the achievement of educational objectives.

Conclusion

In the light of the discussion above, it was concluded that administrations of colleges of education should ensure that lecturers are offered opportunities for training, re-training and development to enhance their professional growth. Furthermore, they should adopt other indices of staff motivation for job satisfaction and improved performance. Indeed, human resource management in colleges of education should strive at motivating workers in the organisation so as to obtain maximum outputs. Management must concentrate on a planned approach to managing people effectively for better performance.

Recommendations

The following recommendations are made based on the findings of the study:

1. administrators of colleges of education in Kano state should ensure that the number of lecturers employed are devoid of favoritism and sentiments for improved performance.
2. management of colleges of education should promote the professional

growth of lecturers by recommending them for staff development programmes, conferences and workshops to update their knowledge.

3. government and administrators of colleges of education should ensure that staff members are well motivated.

4. administrators of colleges of education should ensure that lecturers are appraised as at when due.

5. management of colleges of education are enjoined to formulate policies to establish and sustain harmonious relationships with and among lecturers in the departments by respecting and recognizing the worth, dignity and hard work of the individuals.

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