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Administrators In-service Needs in Higher Education in South-South Nigeria

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Abstract

The main purpose of this study was to determine the in-service education needs of administrators for human resource management in higher education in South-South geo-political zone of Nigeria. In an attempt to focus the study properly, two (2) research questions were formulated to guide the study. Descriptive statistics was used for data analysis. A sample size of 277 was used. The questionnaire used was developed by the researcher and validated by experts in instrument validation. The instrument consisted of two parts, 'A' and 'B'. Part 'A' of the instrument sought information on the demographic data of the respondents such as: Ownership status of college (Federal/State colleges); officers' position (Principal officer/Dean/Head of department) years of administrative experience (more experience/less experience); gender (male/female) and educational qualification. Part 'B' of the instrument sought information on in-service education needs of the administrators of Colleges of Education on staff appraisal, compensation and motivation. These were presented in two clusters and the response options were formed on a four-point Likert-type scale response. The results of the study revealed that administrators agreed that they need in-service education to improve on their competency for human resource appraisal. As much as they also agreed that they need in-service education to improve their competency for human resource compensation and motivation. Based on these findings, it was recommended that compulsory in-service education for all categories of higher education administrative staff is important, and Ministries of Education should provide funds for the training of higher education administrators for effective human resource management.

Keywords: Human Resource, Management, In-service needs, Higher Education, Appraisal, Compensation, Motivation, Nigeria.

Reference to this paper should be made as follows:

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INTRODUCTION

No higher education system the world over grows above the quality of its human resources, and the accomplishment of the goals of establishing higher education depends solely upon effective management of such higher education sector. Success in these institutions involves the organisation and coordination of work force. According to Ololube (2013), educational management is the effective mobilization of the available human and material resources towards achieving educational goals. It involves adequately coordinating events such as strategic planning, organizing, and the control of available resources to achieve desired outcomes (Wali & Ololube, 2016). Effective management of higher education is considered real if the charted goals are accomplished and through watchful and systematic management of resources is faster and efficient. According to Ndiomu in Wali and Ololube (2016), resources are described as related and they are the invisible hands of employees (intelligence, sound memory, wisdom, knowledge, social harmony and power).

Human resources are division of an educational system that focuses on activities relating to staffing. These activities normally include recruiting and hiring of new staff, orientation and training of current staff, staff appraisal, compensation and benefits, and retention. Human resources on the other hand, are the totality of knowledge, skills, abilities, capacities and aptitudes of the workforce as well as their values and attitudes (Ankur, 2009). Human resources are the collective of knowledge, skills and abilities of employees in the educational system. Onah (2003) argued that human resources include all the skills, judgement, abilities, knowledge, and wisdom of employees in an organization.

To this end human resource management (HRM) is part and parcel of organizational management. Its purposes is the maintenance of improved human relations in an organization through the development, application and evaluation of policies, procedures and programmes relating to human resources aimed at optimizing their contribution in the realisation of organizational objectives (Ulrich in Wali & Ololube, 2016). HRM is concerned with people at work and their relationship. It is the management of an organization's work force, or human resources responsible for attraction, selection, training, assessment, appraising, compensation and motivation of employees (DeGaff, 2010).

In the contexts of this study, human resource management in higher education is to set higher education business of research, teaching and learning activities directed at effectively and efficiently using human talent to accomplish higher education institutional goals. Thus, HRM is an important aspect of the higher education management which is concerned with the process of planning, selecting, coordinating and directing its workforce (Ololube, 2013).

The management of higher education programmes and staff (teaching and non-teaching) rests in the hands of its administrators, classified as principal officers, Deans of schools/faculties and heads of academic and non-academic departments. Specifically, the principal officers is comprised of the Vice chancellors, Deputy Vice Chancellors, Rectors, Deputy Rectors, Provost, Deputy Provost, Registrar, Bursar, Librarian, Directors of Units and Planning officer.

Following the aims of ensuring effective utilization and maximum development of human resources, there is need to carry out a study on in-service education needs of administrators of human resource management in higher education. The management of higher Education in Nigeria is characterized by obsolete personnel administration style and some of the administrators found in these institutions are non-professionals in higher education management (HEM) and are usually appointed on the basis of number of years in service or political

inclination. Similarly the continual changes in educational policies coupled with technological innovations tend to render most administrators incompetent in respect of HRM. Thus, there is need to update the HRM competencies of the administrators in the south-south geo-political zone of Nigeria. Specifically, the study was aimed to evaluate the human resource appraisal, compensation and motivation in higher education in south-south Nigeria.

Research Questions

This study was guided by the following research questions:

- What are the in-service education needs of administrators for human resource appraisal in higher education in South-South Nigeria?
- What are the in-service education needs of administrators for human resource compensation and motivation in higher education in South-South Nigeria?

LITERATURE REVIEW

Theoretical Framework

David McClelland learned Need Theory

Learned theory of needs was developed by David McClleland and his associates in 1962. David McClleland posits that certain needs are learned and socially acquired as the individual interacts with his environment. In other words, McClleland believes that many needs are acquired from culture and some may be learned through training. According to McClleland, if one want to find out what is on a person's mind, one should not ask him because he can't always tell one, rather one should study his fantasies and dreams. If one does this over a period of time, one will discover themes to which his mind returns again and again. These themes can be used to explain his action. The degree to which an individual is motivated by the various needs differ from person to person.

In the strength of the above, he developed the Thematic Appreciation Test (TAT) which consisted of a series of pictures to which he requested his respondents to write stories about the characters in the pictures. The result is his identification of the three categories of human needs achievement, power and affiliation.

Need for Achievement (n-ACH): This is the desire for productivity and to reach desirable goals. It is the drive to excel, to achieve in relation to a set of standards, to strive to succeed.

Need for Power (n – PWR): This means the individual's desire to influence and control others and the social environment. In other words, it is the need to make others behave in a way that they would not behave otherwise.

Need for Affiliation (n-Aff); this is defined as the desire for positive relationships with others. It is the desire to interact socially with others

In applying McClleland theory in higher education management, all the three drives, achievement, power and affiliation, are of special relevance to management, since all must be recognized to make an organized higher education work well. More so, any organized higher education and every department of it represents group of individuals working together to achieve goals. The theory implies that higher education administrators should study their staff to discover their needs and try to satisfy them because the non-satisfaction of such needs can lead to apathy.

In this present study, the McClleland theory guides to determine the in-service needs of administrators in human resources in higher education in South- South Nigeria.

Scientific Management Theory

The first management theory is popularly referred to as Frederick Taylor's Scientific Management. Frederick Taylor started the era of modern management. He advocated the systematic training of workers as the best practice rather than allowing their personal discretion in their tasks. He further believed that the workload would be evenly shared amongst the workers and management with management performing the science and instruction and the workers performing the labour, each group doing the work for which it was best suited. Alongside Taylor's postulates is Gilbreth's motion study. Gilbreth was particularly interested in how he could reduce the unnecessary motion resulting from bricklaying at a construction site. He proposed that each worker should be involved in doing his or her own work, prepare for the next higher level, and training their successors. The element of the theory that is related to the present study is the need for training of workers for greater efficiency. In this present study, the in-service education needs of the administrative staff of higher education will be examined.

Behavioural Science theory

The key scholar under this category is Elton Mayor. The origin of behaviouralism is the human relations movement that was a result of the Hawthorne experiment conducted from 1927-1933. The Hawthorne studies attempted to determine the effects of lighting on worker productivity. When these experiments showed no clear correlation between light level and productivity the experimenters then started looking for other factors.

The factors that were considered when Mayo was working with a group of women included rest breaks, no rest breaks, free meals, no free meals, more hours in the work-day/work week or fewer hours in the work day/work week. With these changes, productivity improved. The experiment proved four things. First, work satisfaction and hence performance is basically not economic depending more on working conditions and attitudes, communications, positive management response and encouragement, and working environment. Second, it rejected Taylorism and its emphasis on employer self-interest and the claimed-over-riding incentive of monetary rewards. Third, improvements in working environments (e.g., new welfare/rest facilities), and expression of thanks and encouragement as opposed to coercion from managers and supervisors. Fourth, the influence of peer group is very high, hence, the importance of informal groups within the workplace.

These results showed that the group dynamics and social makeup of an organization were an extremely important force either for or against higher productivity. The outcome caused the call for greater participation of the workers, greater trust and openness in the working environment, and a greater attention to teams and groups in the work place. The administrator's role in ensuring these identified work ethics demands a sound knowledge of human resource management, which can be achieved through in-service education of the administrators. In this study, the in-service education needs of the administrators in colleges of education for the management of human resources will be investigated.

CONCEPTUAL EXPOSITION

Human Resource Performance Appraisal

The term appraisal means different thing to different people. Appraisal in this study has to do with those formal processes for observing, collecting recording and using the performance of human resource (staff), who in this case are lecturers and non-tutorial staff (junior and senior) who are in the services of higher education in south east and south-south of Nigeria.

To Arvey and Murphy (1998), it is a formal structured system for measuring, evaluating, and influencing an employee's job-related attributes, behaviours and outcomes. Onah (2003) sees it as the process of determining how well employees do their job compared with a set of standards and communicating that information to those employees. From the employees and their unions' point of view, it is frequently seen as a means of maximizing the financial rewards for individual workers effort. Peretomode and Peretomode (2002) see it as the systematic examination, evaluation and description of employees' performance as to how well they are doing or have done their jobs.

Employee performance appraisal is carried out within a practical context, which is essentially the day-to-day business of the organization. What is being assessed in the first instance is the employee's performance in carrying out the general duties of his or her role, together with any specific targets that have been set. Also, appraisal may be used to assess a person's suitability for promotion, either generally or with a specific job in mind. In the appraisal situation, individuals are entitled to ask what aspects of their job are being assessed and against what criteria. An individual also wants to know the process through which the appraisal will be carried out, and what opportunities they themselves will have to contribute to it. In most cases, the employee's immediate manager conducts the appraisal, but for some management posts the appraisal may involve the manager's own staff and colleagues, where 360 appraisals is employed. A basic model of appraisal which sets out the cyclical nature of the process around the employee's expected work outputs and the criteria, or standards, against which the assessment will be made (Cole, 2002).

The 360° performance Appraisal or Multisource Assessment is the latest attempt to improve performance appraisal (PA). Increasingly, it has found favour with growing number of organisations. Unlike traditional performance appraisals, which typically come from the superiors to the subordinates. The 360° appraisal uses feedback from "all round" appraised. Superiors, subordinates, peers customer (and perhaps a self-appraisal as well) provide input for performance appraisal process. Such feedback can obviously be used for the development of managers' leaders and others. Indeed, it is most often intended to serve a development role. But in some organisations, it is being used as inputs for evaluating performance in order to determine compensation adjustments and other more traditional administrative performance process purpose (O' Reilly, 1993; Onah, 2003). Siesson (1995) summarized the purpose of employee appraisal as:

- To enable the organization to share out the money, promotions and perquisites apparently 'fairly' i.e evaluation;
- To discover the work potential, both present and future, of individuals and departments, i.e. auditing;
- To construct plans for manpower, departmental and corporate planning, i.e succession planning;

- To discover learning needs by exposing inadequacies and deficiencies that could be remedied, i.e. training;
- To ensure that employees reach organisational standards and objectives, ie. Controlling;
- To develop individuals through advice, information and shaping their behaviour with praise or punishment, ie. Development;
- To add to employees' job satisfaction through understanding their needs, ie motivation; and
- To check the effectiveness of personnel procedures and practice, ie validation (p. 230)

Behind these operational purposes lie more significant theoretical issues. An examination of an organisation's employee appraisal scheme can show a great deal about how the organisation 'sees' its staff and how it should be managed and developed. So the overall broad purpose of employee performance appraisal can be theories about people at work, and how they contribute to those theories. In practice, the format of an employee appraisal scheme is perhaps determined more by how senior managers who design the system see the causes of work performance than by specific objectives for the scheme.

In supporting the above assumptions, Drucker in Onah (2003) feel that to appraise a subordinate and his performance is part of the manager's job. Indeed, unless he does the quarterly discharge his responsibility for assisting and teaching his subordinates. Drucker's view as a whole is that managers are responsible for achieving results. These results are obtained from the management of human, materials and financial resources, all of which should be monitored.

Monitoring means setting standards, measuring performance and taking appropriate action (Cole, 2002). In respect of people, this entails taking action to improve performance by means of training and development. Cole, thus sees them as promoting the cause of Theory X, that is, a management style that assumes that people are unreliable, unable to take responsibility and therefore require close supervision and control. Whenever the argument is more about practicalities than managerial philosophy, the main issue is not of performance appraisal, but of fairness and accuracy.

Appraisal Process

Employee performance appraisal is a continuous and flexible process that involves managers and those whom they manage acting as partners within a frame work that sets out how they can best work together to achieve the required results.

As Cole (2002) puts it, any systematic approach to performance appraisal will commence with the completion of an appropriate appraisal form. This preparatory stage will be followed by an interview, in which the manager discusses progress with the member of staff. The result of the interview is some form of agreed action, either by staff member alone or jointly with his or her managers. The action generally materialises in this shape of a job improvement plan, promotion to another job or to a salary increase.

Grobler, Warnich, Carrell, Elbert and Hatifield (2005) highlighted some specific steps or guidelines to be followed by employers while developing a Performance Appraisal (PA) system to include:

- Determine performance requirements: The administrators must determine what skills, outputs and accomplishments will be evaluated during the each appraisal. This may be

derived from specific job descriptions or they may be a uniform set of employee requirements included in all PAS';

- Choose an appropriate appraisal method: several methods may be used to appraisal performance, no one method is best for all organisations.' The manner in which a supervisor conducts the PA is strongly determine by the method. Within an organisation, different appraisal methods may be used for different groups, such as production, sales and administrative employees;
- Train Supervisors: A critical step in the PA process is training supervisors (or other raters) so that they prepare fair and accurate appraisals and effectively communicate the evaluation to the employee. Unfair ratings may result in charges of discrimination, loss of employee moral and productivity, or inaccurate appraisals, which lead to poor compensation or staffing decisions;
- Discuss methods with employees: Prior to the appraisal interview, supervisors should discuss with employees the method that will be used. This discussion should specify which areas of performance are evaluated, how often, how the evaluation takes place and its significance to the employee (e.g. promotion, pay or to meet some broad goals or policies);
- Appraise according to job standards: PA should evaluate the employee's work according to predetermined work requirements. Comparison with specific requirements indicates what the employee has or has not done well. The supervisor's feelings about the employee should not affect the appraisal. Feelings cannot be evaluated; they are only mental constructs and may be biased;
- Discuss appraisal with employees: The supervisor should discuss the appraisal with the employees, allowing employees to discuss areas of agreement and disagreement. The supervisor should emphasize positive work performance, those areas in which the employee has meet or exceeded expectations as well as areas that need improvement;
- Determine future performance goals: that is setting goals for the employee's future appraisal period as to give the employee direction for continued or improve performance.

Methods and Instruments for Appraising Performance

The various methods and instruments for conducting appraisal range from simple to complex methods and instruments. They are categorized by Grobler et al. (2005) as: rating scales, comparative methods, critical incidents, Essay, MBO and Combination methods.

Rating scales: This includes graphic and non-graphic scales. Graphic rating scale rates the employee – rate on some standard or attribute of work. The rating is often done on some 1 – 3 or 1–5 Likert type scale with 1 representing 'very unsatisfactory' and 5 representing 'excellent'. The marked points on the scale are added together and divided by the total member of factors or job characteristics or items to get the employee's overall rating.

Graphic rating scales are popular with managers because they can be filled out quickly and require little training (Grobler et al., 2005). It also has a number of flaws. Technically, some supervisors are more liberal than others and give liberal ratings, while their conservative counterparts give conservative grading. Yet others run away from the extreme grades and rate most employees' average. Another disadvantage associated with graphic rating scale is the descriptive words such as 'initiative' cooperation; 'adaptability' 'outstanding' 'average' used. These words have different meanings to different ratters. They are also subjected to different

interpretations. Another drawback is the fact that while separate characteristics are grouped together, the ratter is given one box to check (Mathis and Jackson, 1992; Peretemode & Peretomode, 2002).

Monographic rating scale: This method contains a brief description of each point on a scale rather them simply low or high points of a scale (as it is found in graphic scale). The ratter can give a more accurate description of the employee's behaviour on a particular attribute because a description clarifies each level of the rating scale.

All in all, graphic and monographic rating scales are quick, easy and less difficult for supervisors to use than many other methods of performance appraisal. Also, decision makers find rating scales to be satisfactory for most evaluative purposes because they provide a mathematical evaluation of the employee's performance, which can be used to justify compensation or job changes and to validate selection instruments. Rating scales are disadvantageous as ratters can easily make halo or central-tendency errors (since everyone can quickly be rated very highly or average on most items) (Grobler et al., 2005).

Comparative Methods

This involves ranking, forced distribution and paired comparison. Ranking method requires the ratter to simply list his entire subordinate from highest (best) to lowest (worst) in one total listing in the order of their relative performance with ten employees, they are ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th – best to poorest.

Force distribution: involves comparing subordinates, ranking them along a scale in such a way that a certain percentage of subordinates are ranked above the mean (average) performance and the other given percentages are ranked average, below average and unsatisfactory.

Paired comparison: This involves formal and systematic comparison of each employee of a rating group with every other employee in the group one at a time to produce the overall ranking. Nwachukwu (1988) described this method as:

> Two employees are compared at a time and the better of the two is noted then two others are compared as before. This procedure is employed until all the employees have been compared-it is characteristics, which are being compared (p. 261).

The number of comparisons can be calculated using formula N (N – 1)/2, where N is the number of people rated. Therefore, for 20 employees 190 comparisons would be necessary i.e.

$$20 \, \frac{(20-1)}{2} = 190$$

Critical Incidents

Normally, several employees and supervisors compile a list of actual job experiences involving extraordinarily good or bad employee performance. Outstandingly good or bad job performances separate the better employees from the average employees and the poor employees from the average employees. Thus, the emphasis is on specific actions as critical examples of excellent or poor behaviour (Grobler et al., 2005).

This method is time consuming. It forces the superior to monitor the activities of his subordinates in order to describe what he did or failed to do.

Essay Method

This method is sometimes called free-form appraisal method (Peretomode & Peretomode, 2002). The technique requires the manager or supervisor or appraiser to write a short essay describing each employee's performance during the rating period. The ratter is usually given a few general headings under which to categorize comments. The intent of this method is to avoid restricting the ratter as other methods may do. The drawbacks of the essay method are:

- The quality of the ratings depends on the writing ability of the ratter since some supervisors communicate in writing better than others do; and
- The method is very time consuming and difficult to quantify or express numerically for comparative purposes (Peretomode & Peretomode, 2002).

Management by Objectives (MBO)

MBO refers to a formal procedure in which each manager "pair", that is, a subordinate at any level and his immediate superior, periodically reach mutual agreement on specific and measurable goals or objectives which the subordinate is expected to attain in the up going period – perhaps the next quarter or the next year. A written record is made of these objectives. At the end of the period, the management pair meets again to conduct a "performance review of the subordinate's activities. The typical MBO process as highlighted by Grobler et al. (2005) to include: goal setting, action planning (see Ololube et al., 2016), self-control and periodic review.

Goal setting: Goal setting lies at the heart of the MBO process. With MBO, the goal setting process begins with the formation action of long–range objectives, through the organisational objectives, departmental goals and finally individual goals. Long range objectives are developed through thoughtful consideration of the basic purpose or mission of the organisation (Peretomode & Peretomode, 2002).

Departmental goals are specific and short termed in nature. These specific objectives must be supportive of the overall purpose (long-range objectives), as well as the departmental objectives, the goals should be expressed as specific and quantifiable targets.

At the individual goal-setting, goals are mutually set by the employee and his manager. The individual participation in goal setting is one of MBO's major strengths as there is general agreement that participation in decision making strengthens employee motivation and commitment. MBO concentrates on setting measurable goals as opposed to vague or subjective goals. In the context of MBO, characteristics of good goals include:

- A specific description of what is to be accomplished and how the accomplishment of a goal will be measured;
- Target dates for goal accomplishment; and
- The amount of resources (time and money inclusive) to be used in accomplishing the goal (Grobler et al., 2005, p. 292).

Action planning: Goals specify what is to be achieved, while action specifies how goals are to be achieved. In essence, the action plan constitutes a road map for accomplishing the goals. Action

plans are important because they provide direction as well as a mechanism (milestone) for measuring accomplishment toward goals (Ololube et al., 2016).

Self-Control: A primary assumption of MBO is that employees will accomplish their goals if given management and organisational support. Inherent in this assumption is that those who are being appraised with MBO possess fairly high level of motivation, commitment and achievement drive.

Periodic review: This involves a mechanism for periodically measuring progress toward goals. A review process is to discuss problems that an employee may be experiencing in reaching goals.

The advantages of the MBO method are: both the supervisor and the employee participate in the appraisal process. The focus of the appraisal process is on specific goals and not on broad personality traits such as dependability or cooperation (Grobler et al., 2005).

Other advantages of MBO method is that goals and objectives are determined before the appraisal period begins. In other words, previously discussed methods of appraisal take place after the employee's performance has occurred. Since the MBO process gives employees direction before the appraisal period begins, it is developmental in defining the direction employees should take and the expected level of achievement.

In application to education, MBO sees an organisation such as the college of education, as a social system which has subsystems within it. This implies that a head of college of education must realize that his college is a system; made up of sub-systems, each of which must make definite contributions to the attainment of the overall goals of the college.

Before the beginning of a new session or term the Provost of the college, with the mutual cooperation of the staff members especially his Deputy, Deans, Directors, and Heads of Departments, state in behavioural terms, the objectives the college intends to pursue which must be in line with national and state educational objectives. Within the framework of the set college objectives, the Deans of faculties, Directors of institute, Departmental heads and their assistants would formulate the objectives of each faculty, institute and department after which the individual staff states his own objectives.

Combination Methods

This is a combination of two or three performance appraisal method into an employer's overall performances. For instance, the essay and MBO approaches can be added to a rating scale approach for a fuller, perhaps more effective, performance appraisal system. In Colleges of Education, especially in south-east and south-south of Nigeria, each faculty, department and unit has appraisal committees. These are feeder committees to appointment and promotion committee of the college. The head of the unit (Deans of faculty Directors of the Unit or Head of the administrative department) is the chairman of the unit appraisal committee. The faculty officer or administrative staffs is the statutory secretary of the feeder bodies.

By this procedure personnel unit appraisal panel or committee is vested with the power to conclude their appraisal exercises and send the recommendation to the appointments and promotions committee which is the higher committee. The higher committee (appointments and promotions committee) is also empowered to approve or disapprove on behalf of the council the recommendations of the lower committee. The secretary of this committee will process and send the recommendations to the registrar for presentation to the council. The registrar who eventually is the secretary to the council and a member council committee (Appointment and Promotions)

subsequently relays the decisions of these bodies to the Deputy Registrar Establishment for implementation.

Human Resource Compensation/Motivation

Compensation, according to Stall (1995) is the monetary payments (wages, salaries, emoluments, bonuses) current and deferred used to reward employees. The above definition seems to be too narrow, since it equates compensation with only monetary income. Compensation is more than monetary income. Compensation can best be described as all rewards direct financial payments plus indirect payments (benefits) plus incentives individuals receive in an organisation plus non-compensation rewards – all those aspects of the pleasant work environment that serve to enhance their sense of self-respect and esteem by others (Cascio, 1995; Mathis & Jackson, 1992; Peretomode & Peretomode, 2002). In other words, it refers to all forms of financial returns and tangible services and benefits employees receive as part of employment relationships (Howard, 1997; Milkorich & Newmann, 1999).

In another development, Grobler et al. (2005) observed that the term compensation is often used interchangeable with wage and salary administration. They refer compensation not only to extrinsic rewards such as salary and benefits but also to intrinsic rewards such as achieving personnel goals, autonomy and more challenging job opportunities. The term wage and salary administration according to them refers strictly to the monetary rewards given to employees.

Peretomode and Peretomode (2002, p. 145) and Grobler et al. (2005, p. 383) averts that the purpose of compensation in organisations is:

> "To attracts competent employees; to retain and hold employees in the organisation; to motivate employees; to positively influence the attitudes and behaviour of employees; to enhance the performance of the organisation; to control labour cost; and to comply with federal or state labour law legislation".

It is quite possible therefore, that one way which workers can achieve improvement in productivity is through the establishment of rewards system or compensation policies and programmes that motivates. A compensation system that motivates is one which the workers perceive to be fair, equitable, rewarding and capable of performance (Banjoko, 1990). It implies that, if we wish to create an organisational culture in which productivity is a driving force, the compensation system must be explicitly and consistently designed and executed in order to reinforce productivity improvements.

Ani (1990) saw compensation system as being used as an inducement for people to join an organisation and stay in it. He pointed out that workers might leave the organisation because of the compensation system elsewhere or takes a partial leave by means of strike or slows down when they are dissatisfied with their benefits. According to them, management's typical strategy with regard to employee benefits is designed to keep the organisation adequately manned, rather than to make optional use of the talents and potentialities of its manpower.

Vroom as cited in Ani (1990) discussed circumstances where compensation system would be expected to have maximum positive effect on performance. They include: where, the workers sees a clear relationship between his performance and the benefits he will derive, where workers

economic motives are strong, where the workers pre-existing motivation to perform his job is high, and where social pressure to restrict output is not created.

In the same vein, Lawler as cited in Peretomode and Peretomode (2002) identified four factors of effective compensation and reward systems as to be:

- Enough or adequate rewards to fulfil basic needs;
- Equity with the external labour market;
- Equity within the organisation; i.e. equitable rewards for employees contribution to organisational goals; and
- Treatment of each member of the organisation in terms of his or her individual needs (p. 141).

It therefore follows that compensation system serve dual roles, that is, functioning for the good of the organisation and functioning for the good of the employees. To the employees, compensation system like medical, insurance, profit sharing, travel and subsidized loans and discounts on organisational products and services makes employees feel special and appreciate (Alonge, 1990). He equally gave a lot of benefits that cost little or nothing such as small gifts for special occasions, like birthday, wedding; free tea or coffee and snacks; create a pleasant work environment, be receptive to suggestions and advise, publish an in-house newsletter, make meetings meaningful.

Alonge (1990) further advised that the compensation package should be kept competitive and more advised on how to handle the delicate and sensitive problem of compensation, to that he said:

> "You should consider paying a little above the prevailing rates. You will save money in the long run by encouraging employees and keeping them from jumping to rival companies for a few Naira more (p. 25)

Metagoals of Compensation and Reward Systems

Cascio (1992) states that no organisation or firm exists in a vacuum. They exist within societies and communities. Just as they impact on their environment so also their immediate and external environment influences them and their activities. Consequently no organisation can afford to ignore the effects of external influences on its compensation and reward system. Some of the very important influences on compensation and rewards systems are: Federal and state legislation and regulations, Unions and Collective bargaining, and Labour market conditions.

In higher Education, pay is the basic compensation an employee receives. It is the money that staff receives for performing a job. This could be in salary or wage. Salary is a fixed regular payment made monthly to employees, while wage is a regular daily or weekly payment made or received for work or services.

METHODOLOGY

The study presented the research methods that were employed in the study. It described the following: Design of the study; 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.

The Design of the Study

The design of the study was a descriptive survey study. According to Ali (2006), a descriptive survey study describes what exists or the present status of what is being investigated in its natural settings and no manipulation of any variable. The design is appropriate for the study because it involved collection of data from administrators in higher education in order to determine their in-service education needs for the management of human resources in higher education.

Area of the Study

The study was conducted in South-South zone of Nigeria. The South-South zone is one of the six geopolitical zones of the Federal Republic of Nigeria. The South-South zone comprises six states, namely; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. In South-South geo-political zone, there are three (3) Federal Colleges of Education and four (4) State Colleges of Education. The Federal Colleges of Education (FCE) include: Federal College of Education Obudu, in Cross River State; Federal College of Education (T), Asaba in Delta State and Federal College of Education (T) Omoku, in Rivers State. The State Colleges of Education in South-South geo-political zone include: College of Education, Agbor; Akwa Ibom State College of Education, Afaha-Nsit; College of Education Ekiadolo; and College of Education, Warri, Delta State. In all, there are seven (7) Colleges of Education in the area of study.

The South-South geo-political zone has a unique feature of housing many oil companies, Federal and State Colleges of Education. Also, the zone is noted for constant conflicts and crises in the colleges as reported in News Watch (2009, July 8). These attributes were considered as good justification for choosing the area of study.

Population of the Study

The population of the study included all the 277 Colleges of Education administrators in the South-South geo-political zone (Personnel Department of Colleges of Education in South-South, 2011). The administrators in Colleges of Education are made up of college Principal officers (Provost/Deputy Provost; Registrars, Bursars, Chief Librarians, Directors of Works, Directors of Health Services and Directors of Planning); The Deans of Schools and the Heads of departments. In South-South zone colleges of Education, the population size included Principal officers (56); Deans of schools (64) and Heads of departments (157). The population was considered appropriate for the study because they were the most likely group to provide the required information needed for the study as the college administrators.

Sample and Sampling Technique

Due to the small size of the population of the administrators in Colleges of Education in South-South geo-political zone (277), there was no sampling. Instead, the entire population was studied as it was manageable.

Instrument for data Collection

The instrument used for data collection was a questionnaire developed by the researcher called College of Education Administrators In-Service Education Needs Questionnaire (CEAIENQ). The instrument consisted of two parts, A and B. Part A of the instrument sought information on the demographic data of the respondents such as: Ownership status of college (Federal/State colleges); officers' position (Principal officer/Dean/Head of department) years of administrative experience (more experience/less experience); gender (male/female) and educational qualification.

The part B of the instrument sought information on in-service education needs of the administrators of Colleges of Education on staff appraisal, compensation and motivation. These were presented in two clusters and the response options were formed on a four-point modified likert-type scale response of Highly Required (HR); Moderately Required (MR), Slightly Required (SR) and Not Required (NR) (for competencies required). In answering the research questions, the mean score of each item and cluster mean were compared with the real limit of numbers. Similarly, the real limits for competency possessed were 3.50-4.00 (Highly Possessed), 2.50–3.49 (Moderately Possessed), 1.50–2.49 (Slightly Possessed), 0–1.49 (Not Possessed).

Validation of the Instrument

The instrument was face-validated by three experts; in Education Administration and Planning and two in Measurement and Evaluation from the University of Nigeria, Nsukka. These experts were given initial drafts of the instrument. Also given to them were the purpose of study and research questions. The experts were requested to scrutinize the items of the instrument in terms of relevance and appropriateness for the collection of data to address the research questions and hypotheses formulated for the study. The experts also scrutinized the instrument in terms of ambiguity, language structure, and the suitability of rating scale. The comments of the experts were used in modifying the instrument for final data collection.

Reliability of the Instrument

The reliability of the instrument was established for the different clusters of the instrument as well as the entire instrument. To determine the reliability, copies of the instrument was administered to thirty (30) randomly sampled Colleges of Education administrators from two Colleges of Education in South East zone of Nigeria. The colleges in the South-East geo-political zone were chosen for reliability testing since the study was not carried out in the zone. The data collected from the trial testing was tested for reliability using Crombach Alpha. The internal consistency reliability coefficients obtained is 0.816. This indicated that the instrument was reliable.

Method of Data Collection

Six research assistants, one from each state were employed by the researcher for the purpose of administration and collection of the questionnaire to the respondents. The research assistants

were instructed by the researcher on how to administer the questionnaire if question arises. The research assistants distributed the copies of questionnaire to administrators (Principal Officers, Deans and Heads of Departments of higher education in the South-South geo-political zone of Nigeria. The research assistants also waited and collected the copies of the questionnaire when they had been filled by the administrators.

Method of Data Analysis

The data collected from the respondents were analyzed using descriptive statistics Mean ($\bar{x}$), standard deviation (SD).

RESULTS and DISCUSSION

Research question 1

What are the in-service education needs of administrators for human resource appraisal in higher education in South-South Nigeria?

Table 1: Mean and standard deviation of the responses of the administrators to the in-service education required and possessed for human resource appraisal (N=277)

| S/N | Items | Required | | Possessed | | Needed | Remarks |
		Mean	Std Deviation	Mean	Std Deviation	(R – P)	
1	Developing procedure for appraisal of staff.	2.68	0.99	2.49	1.01	0.18	Needed
2	Developing instrument for appraisal of staff.	2.71	0.96	2.47	0.94	0.25	Needed
3	Knowledge of appraisal report writing technique	2.67	0.95	2.52	0.95	0.15	Needed
4	Developing and interpreting valid criteria for promotion of staff	2.64	0.95	2.51	0.92	0.14	Needed
5	Ensuring reliability of instrument for promotion of staff	2.74	0.95	2.49	0.90	0.25	Needed
6	Establishing objectivity in staff appraisal	2.67	0.97	2.58	0.95	0.09	Needed
7	Management of staff potentials for effective appraisal and promotion	2.72	0.96	2.51	0.90	0.21	Needed
8	Development of manpower inventory planning of staff	2.66	0.98	2.51	0.93	0.15	Needed
9	Appropriate weighting/scoring of appraisal items for promotion	2.65	0.98	2.55	0.96	0.10	Needed
Overall		**2.68**	**0.58**	**2.51**	**0.52**	**0.17**	**Needed**

Table 1 shows mean and standard deviation of the responses of the administrators to the in-service education required and possessed for human resource appraisal. The result revealed that

the administrators agreed that all the items are required for human resource appraisal. This is because each of them has a mean greater than 2.50. Therefore, they needed in-service training in all items for human resource appraisal. From the result, the difference between the required and possessed is positive for all items, which revealed that administrators needed in-service training for human resource appraisal.

Research Question 2

What are the in-service education needs of administrators for human resource compensation and motivation in higher education in South-South Nigeria?

Table 2: Mean and standard deviation of the responses of the administrators to the in-service education required and possessed for human resource compensation and motivation (N=277)

| S/N | Items | Required | | Possessed | | Needed (R – P) | Remarks |
		Mean	Std Deviation	Mean	Std Deviation		
10	Determination of compensation strategies	2.79	1.03	2.41	1.05	0.38	Needed
11	Identification of motivation procedures.	2.74	1.02	2.44	0.98	0.30	Needed
12	Determination of staff performance output.	2.65	0.94	2.53	0.93	0.12	Needed
13	Identifying ways to motivate deserving staff.	2.64	0.98	2.52	0.95	0.11	Needed
14	Identifying motivation needs of staff.	2.66	0.97	2.45	0.96	0.21	Needed
15	Evaluation of level of work output for compensation.	2.72	0.97	2.50	0.93	0.22	Needed
16	Designing appropriate compensation system.	2.66	0.96	2.49	0.97	0.17	Needed
17	Determination of types of motivation suitable for deserving staff.	2.62	0.98	2.49	0.96	0.13	Needed
18	Compensation of salaries, allowance and bonuses of staff regularly.	2.68	1.05	2.58	1.02	0.10	Needed
Overall		**2.68**	**1.07**	**2.49**	**0.53**	**0.19**	**Needed**

Table 2 shows the mean and standard deviation of the responses of the administrators to the in-service education required and possessed for human resource compensation and motivation. The result revealed that the administrators agreed that all the items are required for human resource compensation and motivation. This is because each of them has a mean greater than 2.50. Therefore, they needed in-service training in all items for human resource compensation and motivation. From the result, the difference between the required and possessed is positive for all items, which revealed that administrators needed in-service training for human resource compensation and motivation.

CONCLUSION

This investigation has evaluated the in-service education needs of administrators for human resource appraisal, compensation and motivation in higher education in Nigeria. The well-articulated literature review and the empirical data highlighted the roles and the need for appraisal and compensation/motivation on staff training and development. The evidence from the study have practical and theoretical implications for administrators of higher education, tertiary education Governing Councils, staff and researchers. The study revealed that higher education administrators in Nigeria require the need for in-service education for HR appraisal, compensation and motivation. Since most administrators in higher education institutions in Nigeria lack the adequate competencies required for HRM, there is the need for in-service education to bring them up-to-date with best global practices.

In spite of the limitations of this study, it is necessary to establish that in-service education needs of administrators in higher education in Nigeria need to be adequately examined by further studies. The following suggestions are made for further studies:

- The research should be conducted on in-service education needs of administrators of the entire levels of higher education (universities, polytechnics etc.) for human resource management using academic staff, in addition to the administrators as respondents. This will provide a comprehensive view of staff in-service education needs.
- Further studies on the same or related topic should expand the scope to include private tertiary institutions of higher education. This will provide a wide view on the in-service education needs of the administrators in Nigeria.

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