



AN INVESTIGATIVE DISCOURSE OF THE RECRUITMENT AND MANAGEMENT OF PERSONNEL FOR THE ADMINISTRATION OF TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

This paper identified management and recruitment of personnel for administration set up in tertiary institution in Nigeria. Recruitment and management of personnel have been enlisted due to their intertwining nature as elements of the formal human resources system used to influence personnel related decisions throughout the administration of tertiary institutions as in other organization. One of the key areas of personnel policy includes recruitment. The paper therefore serves as a working force document that can help guide administrators' efforts in the institution.

Keywords: Strategies, Recruitment, Management, Personnel, Administrators, Tertiary Institution, Nigeria

1. INTRODUCTION

The effectiveness of administration of tertiary institutions as in other organizations largely depends on the caliber or quality of its employees recruited into the system. The availability of a competent and effective labour force does not just happen by chance. It is due to a well-articulated recruitment exercise following the process in the recruitment and management of personnel for its administration. It is a very crucial aspect of the staffing process which involves testing, selecting, acquiring and placing labour to fulfill human resource plan. It is obvious that human beings constitute an essential aspect of the administration of tertiary institution which depends largely by way of administration on its human elements – the nature of the workforce, organizational policies, talks and interactions of other factors that continuously work to modify both the needs of the individuals and all stakeholders in the organizations.

Within the tertiary educational system, the purpose of staff personnel administration is to help the institution to attract, retain and develop the kinds of personnel in the establishment or personnel department which the system requires to effectively execute the various task of the system to enable it achieve its aims and objectives. In pursuance of this purpose of staff personnel administration, recruitment is the first step and its global best practices are the various strategies for potential members of the tertiary administration as in all other organization. There are several administrations of tertiary institutions especially by way of advertisement for qualified personnel to fill in vacancies.

Administrative policies of tertiary institution constitute elements of the formal personnel system. As in other policy areas, personnel policies are guideline for behaviour, stating what it will do or positively will not do, in relation to its employer's recruitment and affairs. An example of a personnel policy may be as follows, "every job vacancy shall be advertised within the organization

before any external advertising for recruitment takes place” with more specific human resource management practices. The practices are the human resource management activities that have a direct impact on employees recruited. There are many choices amongst the array of possible processes and because they influence the behavior of individuals by way of administration, they need to be selected systematically to be aligned with the other human resource management activities or practices. Thus, personnel management is operational via the administration of certain personnel process such as recruiting or resource training and development, performance management, performance management of staff and more specifically resourcing. Some practitioners and scholars use the concept of resourcing to describe three main areas of personnel activity; recruitment, selection and appointment (Martin, 2010). Others use this concept more broadly to include the process by which people are identified and allocated to perform necessary work. However, in subsequent research into the effect of recruitment and management of human resources in the colleges of education. Hofstede (1998) found that the major differences in university administration lay in their practices rather than in their values. He examined recruitment and management of human resources practices in terms of six dimensions as follows:

- Normative versus pragmatic approach to employees.
- Lose control versus tight control.
- Open system versus closed system.
- Parochial versus professional.
- Employee orientation versus job orientation.
- Process orientation versus results orientation.

In a modern organization that emphasizes division of labour, the function of manpower recruitment is delegated to the human resources department. It is the function of the personnel office to recruit, select, train, develop, assimilate and remunerate employees. All management personnel are involved in personnel functions of the organization. The effectiveness of their function depends on the people they have to work with. Personnel matters are the heart of all organizations and no organization succeeds that gives it a passing attention. The process by which management attempts to provide for human resources to accomplish its task is regarded as manpower planning which is necessary in all organization because it is required for recruitment. Without it, it would be difficult to know the number of personnel required for recruitment. Manpower planning reduces excessive recruitment, training and transfer, thereby save management cost and time. The essence of manpower planning is to have the right people in the right number with the right knowledge in the right jobs, in the right places.

2. RECRUITMENT POLICY IN TERTIARY INSTITUTIONS

Recruitment of staff is an ongoing process in most organization and very crucial. According to Carrell, et al (2000) recruitment is a process of acquiring applicants who are available and qualified to fill vacant positions in an organization. The main requirement in recruitment is a well-conceived policy, wherein guidelines and objectives to be achieved should be properly outlined. Different authors view this in the same way, namely, the careful consideration of the policy, rules and regulations, without forgetting the different Acts that serve as guidelines to employment. Accordingly, an institution must have a well-conceived policy as the first requirement for a strong workforce. According to Cloete (1998) the policy must provide guidelines on recruitment of staff and should state the goals to be achieved by the institution.

An institution’s recruitment policy has to be fair and consistent, be of non-discriminatory nature on the grounds of sex, race, age, religion, or disability, and should conform to statutory regulations of the country, and agreed best practices. There is a general shortage of supply of knowledgeable staff, as a result, there is vast competition in organizations to attract and retain these skilled resources Notten (2003). Strategies that work best in attracting, motivating and retaining knowledgeable staff should thus be put in place. Policies and procedures must be carefully looked into, so as to ensure that they go along with the Labour Relations. Where necessary, there should

be a compilation of new procedures to be applied consistently and fairly to all job applicants Carell, et al (2000). A recruitment policy is designed to describe and provide guidelines on carrying out recruitment processes. Its main objective is to enable management to attract the most competent of the candidates and to fill in the job positions with best qualified applicants Gerber, Nel & van Dyk, (1995).

2.1 Recruitment Strategies

Organizations are realizing that attracting and retaining the right talent has become the key strategic objective. The traditional recruitment focus on skills and knowledge has to be changed to focus on values and culture fit. There are internal and external factors that affect recruitment.

2.1.1 Internal Factors

The organizational strategic plan is the basis for short-term period in that recruitment efforts are based. The Human Resources department must make use of the organizational business plan in order to achieve the objectives set, indicates Erasmus (1998). Gerber, Nel & van Dyk, (1995) states that an organizational policy should provide for promotion opportunities for posts of existing staff members. If this is applied, external recruits will be in the cases of junior or entry posts. Existing staff members will thus be offered priority in being promoted, and this will help create a sense of security for them Erasmus (1998) further argues that an organizational recruitment policy must be clear, for example, affirmative action, promotion from within or employment of the handicapped, and that all the stakeholders within the organization must participate in determining the policy. Non-promotion and the recruitment of outsiders in an institution create a low morale, depression and de-motivation to existing staff members. Positions should be viewed as very urgent, for competency, potential and long-term development. An organization should search for candidates to bring a range of skills and versatility. Policies and practices of every organization have an effect on the recruitment of staff. Some believe in promotion only from within, many practice nepotism, whilst others perpetuate their community/clan. The main requirement, however, is that, whatever the declared or undeclared policy or practice is, it must significantly demarcate recruitment (Chatterjee, 1999).

a) Organizational Culture

An ideal organizational culture consists of a combination of high quality and high acceptance, and vice versa Boshoff (1998). The more an organization allows itself to be pushed into a conformance culture, the more backbone its employees will lose. Standards will be lowered and it will become very difficult or even impossible to achieve quality Boshoff (1998). Taking popular decisions, pleasing people, doing what the masses expect one to do, being pressurized into appointing people, going with the stream, overlooking poor performance, allowing lower standards, failing to discipline people, breaking accepted rules, tolerating manipulation, ignoring sensitive problems, and bending over backwards to please people, are all symptoms of a conformance culture Boshoff (1998). Many organizations fail to realize that creating a culture where transparency, openness, mutual trust, and respect are practiced is the cornerstone of human resource professionals. Every staff member in an organization should be involved, contribute opinions and play an active role in living the culture.

b) Organizational Image

Gerber, Nel & van Dyk, (1995), says that the image of an institution is based on what it does, and whether or not it is regarded as a good and advantageous place to work in. Both the community and staff members of an organization can have an impact and influence on the recruitment of staff. According to Chatterjee (1999), the quality of job applicants depends highly

on the image of an organization. The better the image, the better the organization is known, the better the quality of applicants and the greater the number of applicants. Whether or not an organization is favourable to work in, determines how it is perceived by the public and staff members. The larger the organization, the more likely it is to have a well-developed image (Chatterjee, 1999). The number and quality of job applicants depend crucially on the image perception of the organization. Whilst the institution must build up its own image, it is also influenced by the general image of the industry. The above authors are in agreement in that the organizational image has an impact in the attraction and retention of staff. The above-mentioned statement further indicates that the organization is responsible to build its own reputation and image.

c) Recruitment Requirements

Organizational requirements of prospective staff members have a determining influence on the recruitment program. If the requirements are abnormally high, they may impede the program. Therefore, it is important that effective job analysis, job descriptions and job specifications be used to lay down the requirements for the job incumbent, and for the smooth running of a recruitment program Gerber, Nel & van Dyk, (1995). If correct information regarding job requirements is available, including the remuneration involved and the direction in which the organization is moving, both the organization and the candidate can make a better judgment of whether the job and the candidate's own needs and abilities will match or not.

In the case of the University of Limpopo, however, the researcher observed that there are no job descriptions in place. Based on Erasmus et al (1998), accurate job descriptions and specifications help to set realistic requirements which results in effective recruitment. Recruitment criteria must always be drawn to avoid discriminatory practices. Laferla (1998) states that most managers do not fail because they lack the financial acumen, marketing knowledge or management skills. The most common reason for failure is an excessive ego drive characterized by misplaced ambition of a self-serving, uncompromising and dominating nature, which is neither for the good of the organization nor custodians.

2.2 External factors

According to Gerber, Nel and Van Dyk (1995), external factors are based on Government or trade union limitations and the general condition of the labour market. Government Acts and trade unions have far more influence on recruitment in ways.

(a) *Models in Recruitment and Management of Human Resources in Tertiary Institutions*

Tertiary institution is the apex of educational institutions. It is an institution which provides skilled and professional manpower for the nation. Its products contribute greatly to the economic and political growth of the country by way of administration through recruitment and management process since human capital function is a pre-condition for the success of any productive enterprise. Personnel administration is both a field of study and practice, especially bringing new members (entrants) into the system and managing them to achieve goals and objectives. It focuses on the whole process of administration; planning, organizing, staffing, building, coordinating, utilizing workforce and handling the formal system for the management even after their retirement. When one is a recruiter for a large or a small organization, it is critical to keep up with the latest strategic approaches; recruiting and managing personnel administrating tertiary institutions are:

- Best use of metrics and best recruiting process.
- Most innovative employee referral program.
- Best corporate careers websites.
- Best employer brand.
- Tertiary institutional technology.

It is obvious that one important institution that entrepreneurs in both public and private sectors of the economy rely on for the production of high level manpower in the recruitment and management of personnel in the tertiary institutions. The recognition of the importance of higher school administration in facilitating national development underscores why its provision is legendary. In Nigeria, the provision and management of tertiary administration started with the establishment of university college, Ibadan in 1948 that later metamorphosed into University of Ibadan that is today known as the Nigerian premier university. Personnel refer to all categories of employees, skilled and unskilled workers, supervisors and managers in an organization; if well treated and adequately motivated, personnel can be said to be the greatest, most important, crucial and critical asset of an organization. The survival of an organization, its increase productivity and high profit margin are dependent on human resources. Special attention should therefore be given to how personnel could be “best managed” for the administration of tertiary institutions by way of recruitment of personnel. The importance of human resources and its proper management cannot be overemphasized. Schermerhorn (1984) stated that employees are resources that should be effectively managed if organizations are to be managed successfully.

Without proper recruitment and management of personnel, even the best designed organization that is guided by well-made plans, with necessary equipment cannot achieve its performance potentials. These human resources must be well motivated and properly managed if the organization is to achieve its goals. This implies that an organization has to plan for its future through recruitment process to get personnel for tertiary institutions administration. Also, management is the ability to make use of the resources available for utmost benefit of the organization which requires current information, attitude and skills. As such, personnel management is that function of organization, which provides for the effective utilization of human resources to achieve both the objectives of the organization and satisfaction and development of employees.

Personnel management is considered as an essential element which is most vital of the resources that are at the disposal of the organization whether they are business organization, educational institutions, hospitals, political organization or even the family. Therefore to be successful in any organization, the organization requires the management personnel to have interpersonal skills, since the proper management of the human in it would, apart from being an added advantage in attaining organizational goals, also attract efficient and quality staff (Nakpodia, 2007). In the final analysis, all educational institutions are social organization and their survival is directly linked to their ability to provide useful human resources by way of recruitment through global practices on internal and external advisement.

3. THE CONCEPT OF RECRUITMENT IN PERSONNEL ADMINISTRATION

Recruitment is a process and one of the key areas of personnel practice in human resources management. It is a process of locating, identifying and attracting capable applicants in an organization by way of employee resourcing and determining the essential characteristics of a job in order to produce job specification / description. Therefore, recruitment is a means of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their application are submitted. It is a crusade to attract a reasonable number of prospective candidates to fill existing vacancies in the organization to satisfy personnel needs, and usually undertaken to implement personnel policies and previously established plans of manpower planning and projections.

Nakpodia (2008) quoting Flippo (1983) stated that recruitment is the process of searching for the prospective employees and stimulating them to apply for the jobs in the organization. Furthermore, he added that the purpose of recruitment is to “ensure an increased ratio during the selection process”. From the definition, recruitment can be seen as the process of bringing a pool of qualified persons to apply as staffers in an organization such as a school. The task of recruitment therefore, concerns the availability of a pool of potentially employable personnel from which to make selection of the most qualified and most outstanding candidate. The recruitment process

begins when you know you need someone new in the organization or unit either because an existing staff member has left or because there is a new work to be done.

The aim of recruitment is to assure that the organization's demand for employees is met by attracting potential employees (candidates) in a cost-effective and timely manner; recruiting focuses on the identification of a vacancy (job analysis), identifying where likely candidates may be found, advertising, documenting and initial sifting. This is followed by selection which is aimed at identifying from those coming forward, the individuals most likely to fulfill the requirements of the organization. In a nutshell, recruitment is a method of employee resourcing which is the process by which people are identified and allocated to perform necessary work. Resourcing has two strategic imperatives; first, minimizing employee cost and maximizing employee value to the organization, secondly, obtaining the correct behavioural mix of attitude and commitment in the workforce.

Recruitment practices or activities may be carried out by operational / line managers, human resource or a combination of the two. Typically, human resource will take the lead, providing a service to the line manager in need of new staff. It is important that such activities are conducted in a non-discriminating and legal manner that sustains or enhances the good reputation of the organization. The key activities to attract the right people may include:

- Identification of a vacancy and the analysis.
- Identification of where likely candidates may be found.
- Documentation.
- Advertisement.
- Application forms.
- Standard letter.
- Initial sifting (short listing).

4. MANAGING PERSONNEL IN TERTIARY INSTITUTION: ITS ROLE AND STRATEGIES

Personnel management is a philosophy of people management based on the belief that human resources are uniquely important to sustained organization success. An organization gains competitive advantage by using its people effectively, drawing on the expertise and ingenuity to meet clearly defined objectives (Leopold and Harris, 2009). Human resource management is aimed at recruitment capable, flexible and committed people, managing and rewarding their performance and developing key competencies. The effective human resources is a major determinant of success or failure in tertiary administration. Its aim is to improve the production contribution of employees – individually or teams, to enhance the tertiary institution performance.

The goal of human resources management is to help the organization meet strategies goals by attracting and retaining employees and also to manage them effectively. Human resources management is therefore concerned with the strategic management of human resources to achieve a competitive advantage. Managing people is part of the role of every manager, team leader or tertiary institution administrator responsible for the work of others. Managers often identify the need for new employees, leading to recruitment. In doing so they specify the work each employee will be required to do. Once employed, they must guide, develop and motivate them. In order to maximize the return on investment from the tertiary institution's human capital larger organizations establish a human resource function. Human resources specialists are typically used to support line administrator, inculcate best human resource practice and ensure a fair, legal and consistent companywide approach.

The role of human resources had been evolving since the 1950's essentially from an administrative to a broader, more important strategy enabling role. The contemporary human resources management function may undertake a variety of activities, such as determining staffing needs and whether to use temporary staff or hire employees to fill these needs, recruiting and training the best employees, ensuring human resource practices conform to various regulations. Activities also include managing employee benefits and compensating, employee records and personnel policies. In the tertiary institution administration, the human resource function will seek

to implement best practice in human resource management. Disusing the evolving role of staff and the implication for personnel professionals. Torrington, et al (2009) opined that the professional human resource function was typically supportive and administrative in the tertiary institution administration. The role of human resource staff was to ensure that recruitment training, benefits administration and the like supported the well-defined strategic and operational agenda. The key human resource activity in the evolving role of human resource suggested by Bartlett and Ghoshal (2002) is building human capital as a core source of competitive advantage.

5. THE NEED FOR PERSONNEL IN TERTIARY INSTITUTIONS

Staff are organization's greatest assets; without them, everyday business and administrative functions in any organization such as tertiary institutions could not be completed. Human possess the potentials to drive an organization towards its goals. In fact, the effectiveness of an organization largely depends on the caliber of staff personnel it possesses. Today's organizations are continuously changing. Organizational change impacts not only the administration of the tertiary institution but also its employees. In order to maximize tertiary institution effectiveness, human potential – individuals' capabilities, time and talents – must be managed. Human resource management works to ensure that employees are able to meet the organization's goals. It is seen by many to have a key role in risk reduction within organizations. Synonyms such as personnel management are often used in a more restricted sense to describe activities that are necessary in the recruiting of a workforce, providing its members with payroll and benefits and administering their work-life needs. Hence, Torrington and Hall (1987) have this to say that "personnel administration is a series of activities which first enable working people and their employing organization to agree about the objectives and nature of their working relationship and secondly ensure that the agreement is fulfilled.

6. IMPORTANCE OF EDUCATION IN TERTIARY INSTITUTION

Tertiary institution is at the center of human resource development. The nation's professional and highly skilled personnel as engineers, administrators, managers, accountants, surgeons, lawyers etc, are results of efforts of lecturers in various disciplines of tertiary institutions who promote the life of the mind through intellectual inquiry and generate, store and transmit specialized knowledge and sophisticated expertise, higher forms of culture and ethical bases on conduct. The importance of Nigeria tertiary education is aptly spelt out by the Federal Government of Nigeria in its National Policy on Education document (2004) *inter alia*:

"To contribute to national development through high level relevant manpower recruitment and training; to develop and inculcate proper values for the survival of the individual and society, to develop the intellectual capability of the individual to understand and appreciate their level and external environment; to acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society."

Similarly, section 8 sub-sections 64 of the National Policy on Education (2004) states that tertiary education shall make optimum contribution to national development by:

"Intensifying and diversifying its programme for the development of high level manpower within the content of the needs of the nation; making professional course contents and administration to reflect our national requirement..."

Sub-section 65 also states that university research shall be relevant to the nation's developmental goals. In this regard universities, shall be encouraged to disseminate their research

results to both government and industries. There is no gain saying the fact that no matter how well written these policies are, human beings are the resources that can make its implementation and attainment possible. In the tertiary institution, staff and materials are important resources that make things work out well which determine the failure or success of enterprises, society or nation. Kulwant (2000) explains that tertiary institution is a veritable agent of developing revamping and sustaining any nation's economy through harnessing human talents to achieve industrial objectives and development. He further stated that manpower development and training which is obtainable in higher institutions emerge as a veritable method of making human resource to adapt to the changing technological improvement. The Nigerian Institute of Personnel Management – NIPM (2000) noted that the quality of graduates in Nigeria is on a rapid decline especially in the area of valuable skill including; communication, technical abilities, human interaction, social, conceptual and analytic capacity. To collaborate this, the Nigerian Employers Consultative Association – NECA (2000) asserted that companies were not recruiting but adopting employment protection strategies due to the very poor quality graduates who do not meet the demands of industries. Similarly, in 2000 the National Universities Commission (NUT) organized a curriculum review debate in collaboration with other stakeholders in the education industry and confirmed that the quality of graduates who left schools between 1995 – 2000 have actually declined in those critical skills. Consequently, the NUC as part of its statutory responsibility embarked on conducting comprehensive curriculum review exercise to address current and future high level manpower needs.

The mechanism for improving and sustaining quality and high standard in the universities has been set by the Federal Government of Nigeria however, the actual implementation are vested on the Senate of individual universities. Anho (1998) summarized some of the specific functions on the Senate as follows:

- The establishment, organization and control of campuses, colleges, faculties, departments, schools, institutes and other teaching and research units of the university and the allocation of responsibility for different branches of learning.
- The organization and control of courses of study at the tertiary level and the examination is held in conjunction with those courses including the appointment of examiners both external and internal.
- The award of degrees, diploma, certificates and such other qualifications as may be prescribed in connection with the examinations held or may be held.

7. ADMINISTRATION OF TERTIARY INSTITUTIONS AND NIGERIA NATIONAL DEVELOPMENT

Tertiary education plays a very vital role in personal development, as Umo (1997) puts it, quality and marked relevant education is capable of offering clear directions in most economic endeavours ranging from poverty eradication to population control. Administration of tertiary institution has a crucial role in creating, supporting, propelling knowledge and developing an organization. Development is a dynamic concept; in the mean capacity for sustaining growth. Okoh (1998) observe that every focus on development is usually for the purpose of national greatness and human welfare. Thus, national development is judged by the nature of the living standard in a country, hence it is being referred to as economic development. Hence, Rodney (1972) pointed out that:

“A society develops economically as its members increase jointly their capacity for dealing with the environment which is dependent on the extent to which they understand the laws of nature (science) and practice it by various tools (technology) and the member in which work is organized.”

The term national development is used to refer to a state of maturity which results from interplay of modern political, economic and social forces and processes which transform diverse

lives sharing a common geographical area. It involves the acceptance and creation and participation of modern nation-state characterized by government machinery capable of commending loyalty, peace and order; eliciting legitimacy, festering integration, permitting needs participation and satisfying population and expectation. The concept of national development is seen as involving the society's transformation through its institutions, organization, social, customary usages and attitudes to an extent that makes the society more and more positively responsive to desired modern change (Nakpodia, 2016). National development is also seen as the process involved in reduction or eradication of inequality, absolute poverty, unemployment and slavery or apartheid as it affects institutional change and economic growth. This is the bedrock of the Federal Republic of Nigeria development programme – the National Planning Commission through NEEDS (National Economic Empowerment Development Strategy) whose four key strategies for national development are; re-orientating reducing poverty, creating wealth and generating employment; these are the current goals of Nigeria development plans for which university education should be a vital instrument in achieving.

8. MANAGEMENT FUNCTION OF PERSONNEL IN TERTIARY INSTITUTIONS

In the organization of tertiary institutions, management coordinates, organizes and execute plans by engaging in certain basic administrative or managerial roles. If the tertiary system is to continue operating, certain common functions of management must be generally performed regardless of whether the tertiary institution is state or privately owned. In this regards, some objectives and plans must be formulated; operators must be recruited, selected, trained, appraised, motivated and supervised. In the tertiary education system management is expected to improve the institutional operations and results through innovations. Brathon and Gold (2003) classified the basic management functions as planning, control, organizing, staffing and directing. They are responsible for interpreting overall goals of the institution and specifically defining the objectives of the particular operating unit of which they are in charge. They organize, coordinate and unite the personnel and physical resources to achieve the institution goals.

Therefore, in tertiary administration, the Vice Chancellor, the Provost or the Rector as a manager is responsible for coordinating the efforts of a group of people so that their individual needs and goals are engaged in activities that contribute to the attainment of the objectives of the institution that employed them. Thus, the primary job of the manager is to establish and maintain an environment that will develop and facilitate cooperative, efficient and effective efforts in the pursuit of organizational goals by performing management functions based on three skills necessary for carrying out the process and practices of managing human resources such as; technical, conceptual and human skills.

- *Human Skills*: Ability and judgment in working with through people, including an understanding of motivation and application of effective leadership.
- *Technical Skills*: The ability of the manager to use knowledge, methods and techniques necessary for the performance of specific tasks acquired from experience, education and training.
- *Conceptual Skills*: Ability of the personnel manager to understand the complexities of the overall organization and where one's own operation fits into the organization. This knowledge permits one to act according to the overall objectives of the organization rather than only those of one's communication group.

9. MECHANISM IN THE MANAGEMENT OF TERTIARY EDUCATION

Management is an essential aspect of administration be it public or private. The term 'management' has been defined in various ways. Musaaazi (1982) defined it as a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within a social system. In such a social process, there is always a structural hierarchy comprising the subordinates and super ordinates. Sherlekar

(1984) described it as a guideline, leadership and the control of the efforts of group of people towards some common objectives. Management has also been seen as a hierarchy of people and their functions within an organization. It is concerned with the efficient and effective performance of a task in achieving the goals and objectives of an organization.

Supporting these points, Nwadiani (1998) described management as a variety of sequential and related activities that are designed and carried out in order to effectively and efficiently achieve the goal of teaching and learning in relation to the needs of the society. This achievement could be made through effective planning, organizing, coordinating, supervising, directing, motivating, controlling, budgeting and evaluating programme as well as undertaking of risks and handling of uncertainly. Against this, educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplish this task; the school manager must coordinate the activities of the divergent groups in order to achieve the objective. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effectiveness in the use of the available human and physical resources together with the ability to combat any constraints that might hamper the achievement of the objectives. Human resources in any organization are the people who act as coordinators of all other factors of production to produce and distribute goods and services. They are in categories of subordinates and super ordinates. Physical resources, on the other hand, other halls, administrative blocks, science rooms, libraries and workshops, (Adeyemi, 2009).

School effectiveness could be seen in the number of inputs into the system in relation to the outputs of the system. The human resources available in organizations are addressed as the personnel or staff of the organization. The school manager must bring all his abilities, physical, mental, and emotional to the job. It is equally important that the school head teacher should involve people in various aspects of his organizational personnel manager is to see that the pupils receive educational services through the efforts of the teachers. He is therefore charged with the responsibility of promoting the goals of the system. The head teacher tends to achieve greatly when he endeavors to understand his staff as individuals and as a group and when he respects the personality of all his subordinates in the way of creating favorable atmosphere. He should be concerned with the problem of his staff, understand their needs as well as consider their ideas and suggestions. He should also encourage staff participation in decision making and have confidence in staff ability to perform task, (Oyedeji, 1998).

For effective management, the objectives and goals as well as policies and procedures of meeting the identified objectives and goals must be clearly stated. Precise objectives and goals are normally established by the tertiary administrator and the sub-objectives are usually set for the operating units of the institutions. In fact, policies guide and assist line managers and staff members to meet the objectives of the tertiary administration. Procedures are most specific in the sense that they give direction as to how routine tasks should be carried out. It is obvious that if goals and policies of management will be greatly facilitated, (Nakpodia, 2016). In all tertiary administration, management is a cohesive force that coordinates and directs many different components of an educational system and ensures that widely accepted long term goals are approached more objectively. In a nutshell, managing personnel in tertiary administration are accomplished through the following:

- a) *Planning*: This entails the establishment of a broad outline of what the tertiary institution intends to do and the methods of achieving the intention. It involves the identification of organizational goals as well as the means of achieving the goals. Planning the key to successful management is the prerequisite performance of all managerial function on human resources. A plan is a guide for action – a map that institutional personnel managers use to get an organization from where it is to where it wants to be. Planning involves assessing the status of institutions human resources, predicting the environment of the

future, identifying the resources required to operate competitively in that climate, establishing goals and objectives, anticipating obstacle; and designing and implementing strategies or practice to overcome barriers to the attainment of desired results.

- b) *Organizing and Staffing*: This involves developing a formal structure of carrying out duties within the organization in order to achieve the stated goals and objective of the organization. In developing the structure, attention should be placed on the job analysis, the job description, the job specification and the finally the job evaluation. Not only is staffing one of the most critical function in the management of human resources, it is also one of the most difficult to perform well. Staffing is the function that involves the acquisition, assignment, training and development, compensation, promotion and termination of human resources. The tertiary administration must give painstaking attention and care to each of those activities if they are to fulfill their roles as members of the management team.
- c) *Making Decisions*: Developing a process through which a course of action is consciously chosen among other available alternatives. Five major processes should be followed in arriving at logical decisions. It includes; identifying the need for a decision to be taken, diagnosing the cause calling for the decision, searching for and analyzing of available alternatives and their probable consequences, evaluating the alternatives and selecting course of action, accepting and implementing the decision by the organization.
- d) *Setting Objectives*: This is the process whereby the manager formulates ideas and statement, which gives the direction and goal to behavior and effort of human resources in the organization. Objectives usually provide answer to questions asking what the manager is doing and where he intends to go. Objectives maybe broad, intermediate or specific and relates to short term aims.
- e) *Communicating*: The designing of information channels and networks as well as supplying or relevant information useful to the organization. It is the process whereby the ideas and images of one person are transmitted to another. In the tertiary institution, the process may be viewed in very simple terms – like the two-way communication between the principal and his teachers.
- f) *Directing and Supervising*: The ability to show the subordinates the right path to achieve the organizational goals and objectives. The objective of this function is to get subordinates to do well what the institution wants and needs them to do. Directing and supervising is accomplished by guiding and assisting, motivating and actuating, stimulating and encouraging, communication, persuading, leading and inspiring subordinates.
- g) *Controlling*: This involves seeing that everything occurs in conformity with the established rule. Keeping and locking organizational objectives with the hope of readily implementing corrective action strategies when the organization strays too far from objectives. Controlling is the partner of planning. Adequate control involves the establishment and implementation of appropriate standards and the application of corrective measures to prevent or remedy deviations from plan. Tertiary management must engineer and apply effective control; otherwise their efforts will amount to little or nothing. Amstrong (1996) pointed out some practices in controlling human resources such as, setting objective for using available resources, formulating plans for achieving these objectives, identifying the activities to be performed, defining the tasks, staffing the jobs with people, initiating and supplying incentives to stimulate productivity.

10. STRATEGIES IN THE RECRUITMENT OF PERSONNEL IN TERTIARY INSTITUTIONS

There are various strategies in recruiting human resources in tertiary institutions as identified out by Scullion (1992).

- Cluster hiring.
- Mentoring programs.
- Cultural competency training.
- Campus climate assessment.
- Multi-cultural resource directory for new staff.
- Enhancements to search process.

Cluster Hiring: The term cluster hiring is used in two ways. The first described the practice of hiring a group of people at all levels that are well versed in more than one area and can float between disciplines. The advantage of this is to have a cohort of flexible and dynamic minority scholars well suited to the new challenges facing them in an ever-changing environment. The second method aims at hiring more than one person at a time, minimizing feelings of isolationism and overload.

Mentoring Programs: Mentoring is a critical component for professionally developing junior faculty. Tertiary institutions across the nation have utilized mentoring programs to improve retention rates of underrepresented minority faculty and reinforce a respectful positive work environment. Some tertiary institution has strengthened its mentoring “culture” and made mentoring a priority by regularizing sound mentoring practices among faculty as well as across the generation of undergraduate students, graduate and professional students and post-doctoral fellows.

Cultural Competency Training: A number of institutions have identified the need to inform faculty and staff diversity issues and provide cultural competency training for them.

Campus Climate Assessment: Building an environment that is perceived inclusive to all people will go a long way in helping a person to feel safe and comfortable in their new position. A key to doing this is to understand our current “climate” with respect to valuing and appreciating differences and to be able to benchmark progress we can make in this area. Conducting climate assessment is one first step that all department / units can take to assess the “inclusiveness” of their environment and to begin to identify how to ensure that all feel welcome. There are many climate assessment instruments available. Additionally, periodically held focus groups with employees can help identify strength and weaknesses in this area, as departments / units build their own plan to create and maintain an inclusive environment in which all employees will feel comfortable, including diverse employees.

Multicultural Resources Directory for New Staff: As staff and recruits are interview on campus and are hired, it is important for them to understand that there are appropriate resources available to them both on campus and in the community. Thus, the tertiary institution should make this resource directory readily available to new staffs.

Enhancements to Search Process: A number of tertiary institutions have enhanced their training by holding Hiring Workshop for Departments with a focus on diversity. Others have ensured the establishment of search committees that represent a diverse cross section of the campus.

11. CONCLUSION

In Nigeria, a proper recruitment effort is made for position openings to be filled by qualified personnel. Personnel recruitment programme require that the organization should anticipate vacancies as fast as possible in advance. Recruitment involves all prospective applicants for job position in the organization. A good recruitment programme is one that is properly planned and

well operated. Poor recruitment efforts could lead to the selection of poor applicants because positions are to be filled too quickly. If a satisfactory recruitment effort is not made, the university may be forced to lower its standard to accept marginal applicants. Personnel is strategically important due to attributes which are difficult to imitate, thus ensuring any derived competitive advantages is sustainable. The human resources function develops and implements human resources systems comprising the human resource policies and practices. Its role is strategic and operational. It is strategic in that the continued availability of personnel is assured in order for the strategy to be met. In addition, is also operational via the administration of personnel practices such as resourcing, training and development and performance management. In a nutshell, recruitment activities in tertiary institution include identification of a vacancy and the job analysis, identification of where likely candidates may be found, advertising, documentation and initial sifting; and many of the outputs from the recruitment sub-process form inputs and practices of managing personnel in the administration of tertiary institution in the country.

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