

Human Capital Regeneration: A Panacea for University Goals Achievement in Rivers State, Nigeria

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Abstract

The study seeks to discover the factors that enhance university educational goals achievement in Rivers State, Nigeria and how the staff evaluate them. The significance is to equip educational policy formulators, university administrators and workers to be effective and efficient in their functional performances. Validated, reliability tested and constructed questionnaire was used to elicit information from a stratified-random sample of all the university staff. The study discovered twenty factors and a very positive significant relationship between the teaching and non teaching staff evaluations. It concludes that human capital regeneration is a sine qua non for university educational goals achievement hence recommends knowledge and application of the factors by the appropriate stakeholders in the conduct of university education affairs always.

Keywords: human, capital, regeneration, university, goals achievement, Nigeria

INTRODUCTION

Nationally and internationally, goods and services are produced, exchanged and utilized even on daily and hourly bases by the knowledge and activities of different kinds and groups of professional and non-professional people found and located everywhere. This is made very possible through the various forms, types and levels of education normally undertaken by the individuals involved. It is a generally acceptable fact or matter that education is the most veritable tool for growth, development and advancement politically, economically, socially and technologically by individuals and nations of which university education is at the apex for the highest grade of manpower development individually and collectively. Therefore, it is based on the above premise that this present study is being anticipated hopefully.

STATEMENT OF THE PROBLEM

Indisputably, the fact remains that education is the most important instrument for the development of mankind. And, of all the levels and forms of education available for mankind, university education is the highest form for manpower development. Moreover, among all the factors used for the production of goods and services, labour or manpower, which is the human beings, is

considered and generally regarded as the most crucial because not only those it uses itself but also uses all the other available material resources for production. This makes the processes of continuity and continuous improvement for production throughout the ages past a very important concern via handing over to ancestors by predecessors. This is the principal reason for applying immeasurable efforts to generate these successors who are the human capital. In the case of the university, which is regarded and accepted all over the world as having a life of perpetuity, human capital regeneration becomes a sine qua non for university educational goals achievement hence the purpose of this present study.

PURPOSE OF THE STUDY

The purpose of this study is to:

- 1) Find out the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria.
- 2) Know how the teaching members of staff evaluate the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria.
- 3) Know how the non-teaching members of staff evaluate the factors that will enhance human

capital regeneration for university educational goals achievement in Rivers State, Nigeria.

- 4) Establish the relationship, if any, between the teaching and the non teaching staff evaluations of the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria.
- 5) State whether the relationship, if any, between the teaching and non teaching members of staff evaluations of the factors that enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria is significant or not.

RESEARCH QUESTIONS

- 1) What factors will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria?
- 2) How do the teaching members of staff evaluate the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria?
- 3) How do the non-teaching members of staff evaluate the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State Nigeria?
- 4) What is the relationship, if any, between the teaching and non-teaching members of staff evaluations of the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria?

HYPOTHESES

There is no significant relationship between the teaching and the non-teaching members of staff evaluation of the factors enhancing human capital regeneration for university educational goals achievement in Rivers State, Nigeria.

SIGNIFICANCE OF THE STUDY

The outcome of this study will be of immense significance to a lot of stakeholders in the education industry. For instance, educational policy formulators will be properly equipped with the factors that are supplied by those that are actually and directly in the field at the universities. Additionally, the principal officers in the management teams of universities would apply the outcome of this study to enhance their day-to-day management and administrative performances in terms of efficiency and effectiveness. Both the teaching and non teaching members of staff in universities would be in a position to compare notes as it concerns their evaluations of factors enhancing human capital regeneration which they both are interested in. More importantly, university faculty and curriculum designers

would definitely apply the outcome of this study in course content, inclusions, scheduling and programming. The various tiers of government, namely, the federal, state and local would use the outcome of this study in the deliverance of the dividends of democracy to the people, especially at it relates to educational goals achievement. Also, employers of labour and other well meaning individuals would apply the outcome of this study for their entrepreneurial decision making that would attract the best group of personnel as well as increase in profitability anticipation and realization.

RELATED LITERATURE REVIEW

Rivers State is one of the 36 states in Nigeria excluding the Federal Capital Territory, FCT Abuja, Government of Rivers State (2014), Nigerian Agip Oil Company (2016). It has three universities namely the University of Port Harcourt (Uniport), the Rivers State University of Science and Technology (RSUST) and the Ignatius Ajuru University of Education (IAUOE), National Universities Commission (NUC) (2000), Joint Admission and Matriculation Board (JAMB) (2015). According to Bickel (1975), Peril and Promise (2000) and the Federal Republic of Nigeria (FRN) (2001, 2014), Territory education, of which university education is inclusive shall inter alia

- (a) Contribute to national development through high level relevant manpower training;
- (b) Develop and inculcate proper values for the survival of the individual and society;
- (c) Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) Promote and encourage scholarship and community service;
- (f) Forge and cement national unity; and
- (g) Promote national and international understanding and interaction.

They added that these tertiary educational institutions shall pursue these goals through different means and methodologies including;

- (a) Teaching;
- (b) Research and development;
- (c) Virile staff development programmes;
- (d) Generation and dissemination of knowledge;
- (e) A variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc;
- (f) Access to training funds such as those provided by the Industrial Training Fund (ITF);

(g) Students Industrial Work Experience Scheme (SIWES);
Just to mention but few.

Most importantly, university education shall make optimum contribution to national development, Ekpo (2005). These can only be done through

- (i) The inculcation of community spirit in research and development programmes, Obanya (1999), Schwartzman (2004)
- (ii) Professional training and retraining programmes, Wallace (1986), (FRN (2002), Asiabaka & Emenalo (2011), Szekere (2011). The Institute of Corporate Administration (2013).
- (iii) Having a very cordial relationship with the host and surrounding communities Fan & Chen (2001), Epstein (2001), Osaolu (2010), Anietan & Asita (2012), Obinna (2013) and Onyekwere (2013).
- (iv) Having the students as the central focus, Ige (2011) and Akuegwu (2010, 2013); as well as
- (v) Within the various categories of staff academic staff union of universities, ASUU (2009), Anikpo (2011) and Ethel (2013).

The above expectations do not exclude the Personnel Administrative and management functions which according to Ogunsanya (1984), Nwachukwu (2000), Obikezi, Obi & Abonyi (2005) and Byars (2008) entail proper recruitment procedure, detail perusal or scrutiny of academically acquired certificates and qualifications and the possession of relevant experiences before now. On the other hand, Mgbokem (2004), Omoike & Ogunn (2007), Akpam (2011), Maduagwu (2012) and Igwe (2015) add that relevant experience should include legal knowledge of educational administration or management organization structure of universities.

However, there are other professional experts and dogens who expect additional issues and factors like supervision, leadership, inspection, communication and procedure for accounting and accountability to be included Soriwei (2004), Izedonmi (2006), Smith (2009), Adegite (2010), Nnabuo (2011), Abdulkareem (2014), Oladele (2014). The issue of funding and financing is of relevant importance by Babalola (1997), Monday (2000), Samuel (2003), Okebukola (2000, 2003), Afianmagbon (2007) and Okowa (2011). The summary of the matter is that there would be no end to the factors for staff needs and requirements since human wants are insatiable and they are as dynamic as their nature.

METHODOLOGY

The descriptive research design was adopted in this present study because the information required were already in existence in the universities. The need therefore was to extract it from a sample and after analysis, apply the results for generalization. Thus, the target population consists of all the members of staff of all the universities in Rivers State, Nigeria. The details of which are shown clearly on table 1.

Table 1: Population of universities in Rivers State, Nigeria

S/N	University	Staff		Total
		Teaching	Non teaching	
1	University of Port Harcourt	2874	1688	4562
2	Rivers State University of Science and Technology	2389	987	3376
3	Ignatius Ajuru University of Education	1609	824	2433
	Total	6,872	3,499	10,371

Applying the stratified random sampling technique, ten percent of this population was chosen as the sample of the study. Thus, according to table 2, the sample was 1037 members of staff per calculation to the nearest number.

Table 2: Sample Selected of the Study

S/N	University	Staff Sample		Total
		Teaching	Non teaching	
1	University of Port Harcourt	287	169	456
2	Rivers State University of Science and Technology	239	99	338
3	Ignatius Ajuru University of Education	161	82	243
	Total	687	350	1037

Two instrument research experts from the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria, scrutinized the self-constructed questionnaire in order to remove ambiguity and ensure adequate coverage of the intended areas as well as its general appearance and vocabulary. Thus, the face validity and content validity of the research instrument of this study were determined. Later, the test-retest reliability technique was used to determine the reliability of the instrument and having applied the Pearson's Product Moment Coefficient of correlation formula to obtain a very high positive value of coefficient, the instrument was considered very reliable for use in this study. It was then administered to the chosen sample within a fortnight by the researchers and trained research assistants. The reports of the administration are contained in table 3 as for calculation to the nearest percentage number.

Table 3: Questionnaire Administration Report

S/N	University	Teaching Staff			Non-Teaching Staff			Total		
		Administered	Returned	% returned	Administered	Returned	% returned	Administered	Returned	% returned
1	Uniport	287	275	96	169	156	92	456	431	95
2	Unitech	239	208	87	99	85	86	338	293	87
3	IAUOE	161	147	91	82	71	87	243	218	90
	Total	687	630	92	350	312	89	1037	942	91

Source: Field Work and Calculations

PRESENTATION AND ANALYSIS OF RESULTS

Research Question 1: What factors will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria?

Table 4: Respondent Frequencies for factors enhancing Human Capital Regeneration

S/N	Name of Factor	Respondents Frequency	%	Remarks
1	Proper staff recruitment procedure	782	83	All are accepted for scoring over and above 50% average except numbers 4 and 13 that scored 45% and 40% respectively.
2	Adequate financing and funding	904	96	
3	Staff appropriate qualification	875	93	
4	Staff relevant/previous experiences	424	45	
5	Availability of tangible assets	883	94	
6	Availability/adequacy of infrastructure/ Amenities	895	95	
7	Proper maintenance culture and services	810	86	
8	Supportive research and development programmes	631	67	
9	Assistance in professional training, training and retraining programmes	857	91	
10	Proper structure and system of communication	892	95	
11	Enthusiastic, dedicated and committed staff/workforce	838	89	
12	Cordial host community-school relationship	687	73	
13	Acceptable religions and traditional practices	379	40	
14	Understandable stewardship and accountability procedure	565	60	
15	Understandable growth and promotion procedure/route	815	87	
16	Well defined staff retirement contract procedure	776	82	
17	Acceptable general condition of service/staff welfare	881	94	
18	Free scholarship and educational support services	650	69	
19	Trade unionism and participation in political activities	4543	58	
20	Management style/ administration efficiency and effectiveness	666	71	

N = 942

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17	Acceptable general condition of service/staff welfare	881	94	
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20	Management style/ administration efficiency and effectiveness	666	71	

Table 4 is about the factors that will enhance human capital regeneration for university goals achievement in Rivers State, Nigeria. Specifically, it supplies the mean of 20 factors their corresponding frequencies of the sampled respondents as well as their percentage evaluations. It concludes that all the factors are accepted

except numbers 4 and 13, which are staff relevant/previous experiences and acceptable religions and traditional practices, that scored 45% and 40% respectively in the overall evaluation.

Research Question 2: How do the teaching members of staff evaluate the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria?

Research Question 3: How do the non-teaching members of staff evaluate the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State Nigeria?

Table 5: Staff Evaluations of the factors enhancing human capital regeneration

S/N	Name of Factor	Teaching Staff N ₁ =630			Non Teaching Staff N ₂ =312		
		Respondent frequency	%	Remarks	Respondent frequency	%	Remarks
1	Proper staff recruitment procedure	521	83	A	261	84	A
2	Adequate financing and funding	606	96	A	298	96	A
3	Staff appropriate qualification	599	95	A	276	89	A
4	Staff relevant/previous experiences	220	35	NA	204	65	A
5	Availability of tangible assets	582	92	A	301	97	A
6	Availability/adequacy of infrastructure/ Amenities	591	94	A	304	97	A
7	Proper maintenance culture and services	577	92	A	233	75	A
8	Supportive research and development programmes	503	80	A	128	41	NA
9	Assistance in professional training, training and retraining programmes	600	95	A	257	82	A
10	Proper structure and system of communication	592	94	A	300	96	A
11	Enthusiastic, dedicated and committed staff/workforce	556	88	A	282	90	A
12	Cordial host community-school relationship	482	77	A	205	66	A
13	Acceptable religions and traditional practices	238	38	NA	141	45	NA
14	Understandable stewardship and accountability procedure	361	57	A	204	65	A
15	Understandable growth and promotion procedure/route	542	86	A	273	88	A
16	Well defined staff retirement contract procedure	544	86	A	232	74	A
17	Acceptable general condition of service/staff welfare	586	93	A	295	95	A
18	Free scholarship and educational support services	434	69	A	216	69	A
19	Trade unionism and participation in political activities	345	55	A	148	47	NA
20	Management style/ administration efficiency and effectiveness	447	71	A	219	70	A

A = Accepted; NA = Not Accepted

respectively were NA – not accepted by the non-teaching members of staff.

Table 5 shows how the teaching and non teaching members of staff evaluate the factors that enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria. Specifically, it lists the 20 factors, their staff frequencies and their evaluation in percentages. It remarks that, A: all the factors whose evaluations are more than 50% average are accepted while those less than 50% are NA – not accepted. Thus, the teaching members of staff do not accept factors numbers 4, staff relevant/previous experiences and 13, acceptable religions and traditional practices for scoring 35% and 38% respectively. On the other hand, for similar reasons, factors numbers 8, 13 and 19 – supportive research and development programmes, acceptable religions and traditional practices and trade unionism and participation in political activities that score 41%, 45% and 47%

Research Question 4: Establish the relationship, if any, between the teaching and the non teaching staff evaluations of the factors that will enhance human capital regeneration for university educational goals achievement in Rivers State, Nigeria.

Table 6 is about the relationship between the teaching and the non-teaching members of staff evaluations of the factors enhancing human capital regeneration for university educational goals achievement in Rivers State, Nigeria. Adopting the Pearson’s Product Moment Coefficient of correlation statistical formular.

It shows specifically that there is a very strong positive correlation of 0.9134 or 91.34%.

Table 6: Relationship between teaching and non-teaching staff evaluations of factors enhancing human capital regeneration

S/N	Name of Factor	Staff Evaluation in %		Coefficient of co-relationship r	Remarks
		X=Teaching	Y=Non teaching		
1	Proper staff recruitment procedure	83	84	0.9134	Very strong positive correlation
2	Adequate financing and funding	96	96		
3	Staff appropriate qualification	95	89		
4	Staff relevant/previous experiences	35	65		
5	Availability of tangible assets	92	97		
6	Availability/adequacy of infrastructure/ Amenities	94	97		
7	Proper maintenance culture and services	92	75		
8	Supportive research and development programmes	80	41		
9	Assistance in professional training, training and retraining programmes	95	82		
10	Proper structure and system of communication	94	96		
11	Enthusiastic, dedicated and committed staff/workforce	88	90		
12	Cordial host community-school relationship	77	66		
13	Acceptable religions and traditional practices	38	45		
14	Understandable stewardship and accountability procedure	57	65		
15	Understandable growth and promotion procedure/route	86	88		
16	Well defined staff retirement contract procedure	86	74		
17	Acceptable general condition of service/staff welfare	93	95		
18	Free scholarship and educational support services	69	69		
19	Trade unionism and participation in political activities	55	47		
20	Management style/ administration efficiency and effectiveness	71	70		
N=20	Total	1576	1451		

$\sum xy = 124494; \sum x^2 = 131014; \sum y^2 = 123,303$

factors enhancing human capital regeneration for university educational goals achievement in Rivers State, Nigeria.

TESTING THE HYPOTHESIS

There is no significant relationship between the teaching and the non-teaching members of staff evaluation of the

Table 7: Hypothesis Testing Particulars determining significance of relationship between staff evaluations

Staff Category	N	Σ	Σ square	Σ product	r		Remarks
					Calculated	Critical	
Teaching	20	1576	131014	124494	0.9134	0.304	Ho not accepted
Non Teaching		1451	123303				
a = 0.05; df = 38							

Table 7 contains the calculative particulars for testing the hypothesis that there is no significant relationship between the teaching and the non-teaching members of staff evaluation of the factors enhancing human capital regeneration for university educational goals achievement in Rivers State, Nigeria. Specifically, it follows that at 0.05 alpha level of significance with 38 degree of freedom, the Pearson product moment coefficient of correlation value of 0.9134 calculated is more than the critical/table value of 0.304. Therefore, the stated hypothesis is not accepted. Hence it is concluded that there is a significant relationship between the teaching and the non-teaching members of staff evaluation of the factors enhancing human capital regeneration for university educational goals achievement in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

This study found out 20 factors that would enhance human capital regeneration for university goals

achievement in Rivers State, Nigeria. First of all, the high scores of the evaluation by the members of staff sampled is indicative of the fact that human capital regeneration is of much concern to the staff and also actually it is regarded and generally accepted as a panacea for university goals achievement as supported by the Federal Republic of Nigeria (2001, 2004). Most importantly, that the funding and financing factor scores the highest means that funding and the issue of university financing is paramount not only to university educational goals but to the entire education industry in Nigeria. This agrees with the various cries of Dabulula (1997), Okebukola (2000, 2003), Afanmagbon (2007) and Okowa (2011). Other top scoring factors including the provision of infrastructure/amenities, facilities, communication as well as promoting training and retraining all culminate into the idea of proper personnel/staff management and administration which are generally supported by Mgbokem (2004), Byars (2008), Akpan (2011), Oladele (2014) and a lot of the

literature reviewed. A very noticeable revelation of the study is that religion, with a very low evaluation of 40%, is not a staff regeneration factor to be reckoned with. On the other hand, separately, although the teaching members of staff lowly evaluate previous experience 35% and religious 38% the non-teaching members of staff only evaluates religion 45% and research and development programme 45%. On the whole, the findings agree with the related literature reviewed.

CONCLUSION

All over the world, university education is well known and generally accepted as the highest form of education to be attained by any individual. Like any other productive ventures, continuity or sustainability and continuous improvement over the previous year's performances are among their desired goals and objectives in these universities. One legitimate instrument for the satisfaction of the stated desire is human capital, the workforce, which does not only solely use its self but also economically uses all the other available material factors in the production of its output of goods and services. In the education industry of the economy, therefore, human capital generation becomes a sine qua non. Very importantly, human capital regeneration becomes unarguably, surely, a panacea for university goals achievement, not only in Rivers State, Nigeria but also all over the world at large especially as universities are considered to have perpetual/unending life.

RECOMMENDATION

The following recommendations are hereby made;

- 1) The principal officers in the universities should apply the staff evaluations of the factors enhancing human capital regeneration for university goals achievement in Rivers State, Nigeria to improve their managerial effectiveness and efficiency.
- 2) The government should apply the evaluations of the two major categories of university staff in decision-making to curb the incessant staff industrial actions playing the Nigerian university system of education.
- 3) Individual university administrators should apply the relationship between the teaching and non-teaching staff evaluations in ensuring effective and efficient coordination of university affairs.
- 4) The national universities commission should apply the staff conclusions of the factors stated in this study and the overall coordination of Nigerian universities including their advice to the visitors and governing councils.
- 5) Higher educational researchers should replicate this present study in other states of the federation to see the variation, if any, in the final results hence

recommend appropriately for the betterment of the education industry in Nigeria.

- 6) University enthusiastic and well meaning individuals should use the outcome of this study for their philanthropic decision making and supports.

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