HUMAN RESOURCE RECRUITMENT AND TRAINING COMPETENCIES REQUIRED BY ADMINISTRATORS FOR EFFECTIVE MANAGEMENT OF TERTIARY INSTITUTIONS IN SOUTH-SOUTH NIGERIA

Onojetah, S. O

Abstract

The study examined human resource recruitment and training competencies required by administrators for effective management of tertiary institutions in South-south Nigeria. Two research questions were answered while two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted in carrying out the study. The population and sample of the study comprised 1,736 administrators from the existing public tertiary institutions in the six South-South States of Nigeria. The sample of the study is 868; represents 50% of the population. The instrument that was used for data collection was a structured questionnaire titled: Human Resource Recruitment and Training Questionnaire (HRRTQ) face-validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha reliability method which yielded a coefficient of 0.85 for human resource recruitment competencies and 0.91 for human resource training competencies. Data collected were analyzed using mean for answering the research questions while analysis of variance (ANOVA) was used for testing the hypotheses. Based on the data collected and analysed, the study identified 11 human resource recruitment competencies and 11 human resource training competencies required by administrators for effective management of tertiary institutions in South-south, Nigeria. There are no significant ($p<0.05$) difference in the mean ratings of the responses of administrators in universities, polytechnics and colleges of education on the human resource management competencies required for employees recruitment and training in tertiary institutions in South-South, Nigeria. Hence, the study among others recommended that the findings of this study should be packaged into a pamphlet and made available to all categories of administrators in tertiary institutions to serve as a guide in their human resource management and conduct of their duties in the school.

Keywords: Recruitment, Training, Tertiary Institution, Administrators, Human Resource.

Introduction

The success of any educational institution to a large extent depends on the competencies of the administrators who are charged with the responsibilities of managing the day to day affairs of the institutions. Competency as defined by Abu (2008) is the successful performance of a task through the acquisition of knowledge, skills, attitude and judgment. The authors emphasized that competency can also be referred to as the state of being functionally adequate in performance of one's duty. Isiwu (2015) posited that competency is the ability to do something well, measured against a standard especially the ability acquired through experience or training. To be competent according to Olaitan (2003) means that the individual has acquired the knowledge, skills, attitude and judgment he required in performing successfully at a specific level in a given work and could perform such a work. In the context of this study, competencies

are well-developed abilities of administrators to recruiting and training employees for effective management of tertiary institutions in south-south Nigeria.

Recruitment is a process of finding and attracting the potential resources for filling up the vacant positions in an organization. It sources the candidates with the abilities and attitude, which are required for achieving the objectives of an organization. According to TutorialPoint (2020) recruitment is a process of identifying the jobs vacancy, analyzing the job requirements, reviewing applications, screening, short-listing and selecting the right candidate. Zirra, Ogbu and Ojo (2017) viewed the recruitment as the discovering of potential candidates for actual or anticipated organizational vacancies. It can also be seen as act of linking/bringing together those with jobs vacancy and needs to fill the vacant with those seeking for the vacant job. The ideal recruitment effort will attract a large number of qualified applicants. It should also provide information so that unqualified applicants can self-select themselves out of job candidacy. A good quality recruiting program advert should catch the attention of the qualified and not the unqualified through effective job specification and explanation. Sangeetha (2010) opined that recruitment process involves the sourcing, advertising and interviewing of future employees, however the selection process entails the staffing and training of new employees on the roll of their new job. Successful recruitment of employees is followed by training of the employees for the success of the organization or institutions.

Training and development of personnel in an organization is the process of developing qualities in human resources to be more productive and thus contribute more to an organization's goals and objectives. Training, in the opinion of Ezeani and Oladele (2013) is effort aimed at equipping individuals with the necessary skills and competencies to enable recipients find employment, gain promotion and have reasonable expectation of redeployment in the event of being made redundant. Training is an exercise for developing employees' affective, cognitive and psychomotor skills; and assisting organizations to have a crucial method of developing the employees towards enhancing productivity. Armstrong (2012) defined training as the use of systematic and planned instruction activities aimed at promoting learning; the approach, in the author's view, can be summarized as "learner-based training" which organizations/institutions. Olaniyan and Ojo (2008) noted that before training or development programmes are organized efforts are being made through individuals and organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy of mention that organization development follows the development of individual who form the organization.

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently in Nigerian tertiary institutions system. Tertiary institution is organised form of learning activities at the higher education level. According to Okute and Agomuo (2010), tertiary institutions are third tier of learning which provide training in an ever-increasing number of specialization necessary for the modern society. Tertiary institutions are established and charged with the mandate of providing knowledge, skills and training to students who have successfully

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. The Federal Republic of Nigeria (2014) described tertiary institution to include, universities, colleges of education, polytechnics and monotechnics. Ofoegbu and Alonge (2017) noted that, in the realization of the potency of tertiary education in human capital development, Nigeria government unequivocally spelt out the goals of tertiary education. Federal Republic of Nigeria (2014) in her National Policy on Education described the goals and aims of tertiary institutions as: to contribute to national development through high-level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capability of individual to understand and appreciate their local and external environment, acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society, promote and encourage scholarship and community services, forge and cement national unity; and promote national and international understanding and interaction. The achievement of these goals and objectives cannot be realized without effective management of available human and material resources in Nigerian tertiary institutions to ensure that competent employees are recruited and relevant training giving to enhance their productivity on the job.

Unfortunately, there is increase case of institutional crisis in Nigeria resulting from poor management of personnel. For instance, Zirra, Ogbu and Ojo (2017) observed that, in Nigeria, there has been increase in the rate of failure, crisis and poor institutions and organizational performance due to low productivity of employees. Despite the conflict between the stakeholders and the employees, employees have critical roles to play in ensuring the organizations achieve competitive advantage over the competitors for the achievement of goals and objectives. It was based on this background that this study was carried out to determine the human resource recruitment and training competencies required by administrators for effective management of tertiary institutions in South-south Nigeria.

Purpose of the Study

The broad purpose of this study was to determine human resource recruitment and training competencies required by administrators for effective management of tertiary institutions in south-south Nigeria. The study specifically identified:

3. human resource recruitment competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.
4. human resource training competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Research Questions

In line with the above specific purposes, the study answered the following research questions:

1. What are human resource recruitment competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.
2. What are human resource training competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Hypotheses

The following null hypotheses were formulated to guide this study and were tested at 0.05 level of significance.

3. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource recruitment

competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

4. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource training competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Method

The study was carried out in South-South geopolitical zone of Nigeria. The South-South zone is made up of six states, namely, Akwa Ibom State, Bayelsa State, Cross River State, Delta State, Edo State and Rivers State. The design adopted for this study is descriptive survey research design. Descriptive survey research design according to Check and Schutt (2012) is the collection of information from a sample of individuals through their responses to questions. Ponto (2015) stated that survey research can use quantitative research strategies using questionnaire with numerically rated items, qualitative research strategies using open-ended questions, or both strategies for data collection. The design is suitable for this study because it involves the collection of needed information on human resource management competencies required by administrators for effective management of tertiary institutions. The population and sample of the study comprised 1,736 administrators from the existing public tertiary institutions in the six South-South States of Nigeria (Establishment Division of the Tertiary Institutions, 2018). The population is made up 795 administrators from public universities (federal and states), 382 administrators from public polytechnics (federal and states) and 558 administrators from public colleges of education (federal and states), totalling 1,736. The sample of the study is 868; represents 50% of the population. The sample was drawn from the study population of 1,736 administrators.

The instrument that was used for data collection was a structured 22-item questionnaire titled: Human Resource Recruitment and Training Questionnaire (HRRTQ). The questionnaire was structured on a 5-point rating scale of Very Highly Required (VHR), Highly Required (HR), Moderately Required (MR), Less Required (LR) and Not Required (NR) with corresponding values of 5, 4, 3, 2 and 1 respectively. The instrument was face-validated by three experts (validates). These included two academic staff of Michael Okpara University of Agriculture, Umudike, Abia State and a measurement and evaluation expert in Nnamdi Azikiwe University, Awka, Anambra State, all in South-East Nigeria. Their observations/suggestions were incorporated into the final copy of the questionnaire for the supervisor's approval before it was administered to the respondents for data collection.

For the purpose of obtaining the reliability of the instrument, Cronbach Alpha reliability method was used in which a coefficient of 0.85 was obtained for human resource recruitment competencies while 0.91 was obtained for human resource training competencies. Out of the 868 copies of the questionnaire administered, 844 copies were completely filled and retrieved representing 97.2% rate of return. The retrieved 844 copies were collated by the researcher and subjected to data analysis. The data collected for the study were analyzed using mean scores and standard deviation to answer the research questions while analysis of variance (ANOVA) was employed to test the null hypotheses at 0.05 level of significance. The 5-point response options were assigned scale values as follows:

Response Category	Values	Boundary Limit

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

Very Highly Required (VHR)	5	4.50 – 5.00
Highly Required (HR)	4	3.50 – 4.49
Moderately Required (MR)	3	2.50 – 3.49
Less Required (LR)	2	1.50 – 2.49
Not Required (NR)	1	1.00 – 1.49

Based on this adoption, any competency item with mean values of 4.50 - 5.00 was regarded as Very Highly Required and mean values of 3.50 - 4.49 was regarded as Highly Required. Competency item with mean values within the range of 2.50 - 3.49 was regarded as Moderately Required and competency item with mean values of 1.50 - 2.49 was regarded as Less Required while items with mean values within the range of 1.00 - 1.49 was regarded as Not Required. The hypothesis of no significant difference was accepted for items whose F-calculated (F-cal) values were less than the critical table (F-tab) value of 3.00 at 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected for those items whose F-calculated (F-cal) values were greater than or equal to the critical table (F-tab) value of 3.00 at 0.05 level of significance.

Results and Interpretations

Research Question One: What are human resource recruitment competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Table 1: Mean Ratings of the Responses of Respondents on Human Resource Recruitment Competencies Required by Administrators for Effective Management of Tertiary Institutions in South-south Nigeria

SN	Competency required for human resource recruitment and selection	$\bar{X}_U$	$\bar{X}_P$	$\bar{X}_C$	$\bar{X}_G$	SD	Rmks
1	Accessing relevant information about the recruiting and selection process for institutional growth	4.45	4.44	4.50	**4.46**	0.50	**HR**
2	Making good attempt to obtain an adequate pool of applicants for more choices.	4.71	4.74	4.71	**4.72**	0.46	**VHR**
3	Developing strategies to recruit those individual possessing the skills needed by the institution.	4.28	4.25	4.27	**4.26**	0.64	**HR**
4	Using employment process of finding qualified applicant/potential employees.	4.73	4.74	4.75	**4.74**	0.43	**VHR**
5	Identifying the gender of employee that is required if necessary.	4.46	4.51	4.51	**4.50**	0.50	**VHR**
6	Gathering accurate information from which selection decision is made through interviewing process.	4.25	4.26	4.47	**4.33**	0.53	**HR**
7	Using the interview process to get useful information on the candidate's reaction to the work for institutional growth.	4.32	4.36	4.34	**4.34**	0.69	**HR**
8	Involving effective human resource planning to identify the institutional human resource needs.	4.32	4.34	4.37	**4.35**	0.47	**HR**
9	Informing the candidates about job vacancies through relevant communication means promptly.	4.81	4.81	4.82	**4.81**	0.38	**VHR**
10	Specifying the future jobs requirements to form the basis for workplace training and developments.	4.46	4.47	4.45	**4.46**	0.55	**HR**

11	Making contact with selected employees on terms and condition of service for institutional growth.	4.14	4.20	4.39	**4.25**	0.79	**HR**
	Cluster Summary	**4.45**	**4.47**	**4.50**	**4.47**	**0.54**	**HR**

Note: *$\overline{X}_U$ = Mean of University; X_P = Mean of Polytechnics; X_C = Mean College of Education; X_G = Grand Mean; **VHR** = Very Highly Required; **HR** = Highly Required*

The data presented in Table 1 showed that the grand mean ratings of the responses of the respondents on items 2, 4, 5 and 9 are 4.72, 4.74, 4.50 and 4.81 respectively which all fell within the boundary limit of 4.50 – 5.00 on five point rating scale. This indicated that the four competency items of employees' recruitment and selection are "Very Highly Required" by administrators in tertiary institutions in South-South, Nigeria. On the other hand, the grand mean ratings of the remaining seven items, specifically items 1, 3, 6, 7, 8, 10 and 11 are 4.46, 4.26, 4.33, 4.34, 4.35, 4.46 and 4.25 respectively which are within the boundary limit of 3.50 – 4.49 on five point rating scale. This indicated that the seven competency items of employees' recruitment and selection are "Highly Required" by administrators in tertiary institutions in South-South, Nigeria.

The cluster means for universities administrators was 4.45, polytechnics was 4.47 and colleges of education was 4.50 while the overall grand mean for the three groups of administrators was 4.47 which implied that employees recruitment competencies are generally "Highly Required" for human resource management by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the 11 items in the table ranged from 0.38 - 0.79 which shows that the responses are close to one another and the mean.

Research Question Two: What are human resource training competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Table 2: Mean Ratings of the Responses of Respondents on Human Resource Training Competencies Required by Administrators for Effective Management of Tertiary Institutions in South-south Nigeria

SN	Competency required for human resource training and development	$\overline{X}_U$	$\overline{X}_P$	$\overline{X}_C$	$\overline{X}_G$	SD	Rmks
1	Providing employees with learning opportunities designed to help them grow for future use	4.46	4.45	4.49	**4.46**	0.49	**HR**
2	Specifying to the employees what to do and how to do it	4.70	4.67	4.67	**4.68**	0.60	**VHR**
3	Giving orientation to new employees of their responsibilities in an effort to ease their transition to the institution	4.55	4.51	4.54	**4.56**	0.44	**VHR**
4	Giving proper orientation about the institution to the employees	4.35	4.23	4.53	**4.37**	0.81	**HR**
5	Designing training programme to meet the goals of the institutional while simultaneously meeting the goals of the individual employee	4.47	4.53	4.57	**4.53**	0.49	**VHR**
6	Carrying out training programmes for employees to increase competency in their job	4.49	4.51	4.47	**4.50**	0.56	**VHR**
7	Developing qualities in human resource that will enable them to be more productive	4.36	4.33	4.32	**4.33**	0.47	**HR**

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

8	Equipping individual with activities to enable them gain promotion	4.69	4.70	4.73	**4.71**	0.57	**VHR**
9	Determining training needs of individual for further development in increasing the productivity of that individual	4.38	4.46	4.50	**4.45**	0.49	**HR**
10	Developing training experience that helps administrators to plan and design employees' goals.	4.02	4.10	4.32	**4.16**	0.84	**HR**
11	Communicating the conditions for training and development to employees	4.47	4.56	4.52	**4.54**	0.49	**VHR**
	Cluster Summary	**4.44**	**4.46**	**4.51**	**4.48**	**0.57**	**HR**

Note: *$\bar{X}_U$ = Mean of University; $\bar{X}_P$ = Mean of Polytechnics; $\bar{X}_C$ = Mean College of Education; X_G = Grand Mean;* ***VHR*** *= Very Highly Required;* ***HR*** *= Highly Required*

From the data presented in table 2 above, it was revealed that the grand mean ratings of the responses of the respondents on items 2, 3, 5, 6, 8 and 11 are 4.68, 4.56, 4.53, 4.50, 4.71 and 4.54 respectively which all fell within the boundary limit of 4.50 – 5.00 on five point rating scale. This indicated that the six competency items of employee training and development are "Very Highly Required" by administrators in tertiary institutions in South-South, Nigeria. The grand mean ratings of the remaining five items, specifically items 1, 4, 7, 9 and 10 are 4.46, 4.37, 4.33, 4.45 and 4.16 respectively which are within the boundary limit of 3.50 – 4.49 on five point rating scale. This indicated that the five competency items of training and development are "Highly Required" by administrators in tertiary institutions in South-South, Nigeria.

The cluster means for universities administrators was 4.44, polytechnics was 4.46 and colleges of education was 4.51 while the overall grand mean for the three groups of administrators was 4.48 which signified that employees training competencies are generally "Highly Required" for human resource management by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the 11 items in the table ranged from 0.44 - 0.84 which signified that the responses of the respondents are close to one another and the overall mean.

Hypothesis One: There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource recruitment competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Table 3: Analysis of Variance (ANOVA) Test of Significant Difference in the Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Recruitment Competencies required by Administrators.

Sources of Variance	Sum of Squares	DF	Mean Square	F-Cal	F-Tab	Sig	Decision
Between Groups	0.842	2	0.47	0.36	3.00	0.05	**NS**
Within Groups	449.245	840	0.42				
Total	450.087	842					

Note: NS = Not Significant

The result of analysis of variance (ANOVA) in Table 3 showed that F-calculated (F-cal) value of 0.36 is less than the F-critical value of 3.00 at p< 0.05 level of significance. This indicates that there is no significant (p<0.05) difference in the mean ratings of the responses of administrators in universities, polytechnics and colleges of education on the human resource recruitment competencies required for effective management of tertiary institutions in South-South, Nigeria. Hence, the null hypothesis of no significant (p<0.05) difference in the mean ratings of the three groups of respondents is accepted on hypothesis one.

Hypothesis Two: There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource training competencies required by administrators for effective management of tertiary institutions in South-South, Nigeria.

Table 4: Analysis of Variance (ANOVA) Test of Significant Difference in the Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Training Competencies required by Administrators.

Sources of Variance	Sum of Squares	DF	Mean Square	F-Cal	F-Tab	Sig	Decision
Between Groups	1.067	2	0.34	0.43	3.00	0.05	NS
Within Groups	453.572	840	0.29				
Total	454.639	842					

Note: NS = Not Significant

The result of analysis of variance (ANOVA) in Table 3 showed that F-calculated (F-cal) value of 0.36 is less than the F-critical value of 3.00 at p< 0.05 level of significance. This indicates that there is no significant (p<0.05) difference in the mean ratings of the responses of administrators in universities, polytechnics and colleges of education on the human resource recruitment competencies required for effective management of tertiary institutions in South-South, Nigeria. Hence, the null hypothesis of no significant (p<0.05) difference in the mean ratings of the three groups of respondents is accepted on hypothesis one.

Discussion of Results

This study in respect to research question one identified 11 human resource management competencies highly required by administrators for recruiting and selecting potential employees in tertiary institutions in South-South, Nigeria to include: accessing relevant information about the recruiting and selection process for institutional growth, making good attempt to obtain an adequate pool of applicants for more choices, developing strategies to recruit those individual possessing the skills needed by the institution, using employment process of finding qualified applicant/potential employees, identifying the gender of employee that is required if necessary, gathering accurate information from which selection decision is made through interviewing process, using the interview process to get useful information on the candidate's reaction to the work for institutional growth and involving effective human resource planning to identify the institutional human resource needs among others. The findings corroborated Omisore and Okofu (2014) who noted that the recruitment and selection of staff in

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

any public or private organization is of paramount importance to the organization. Gamage (2014) equally reported that recruitment and selection are vital functions of human resource management for any type of organization or tertiary institution. The findings of this study agreed with that of Kanyemba, Iwu and Allen-He (2015) investigated the impact of recruitment and selection on organizational productivity, evidence from staff of a university in the Western Cape province of South Africa and found that about 77.4% of the respondents agreed that indeed recruitment and selection had a huge impact on organizational productivity. The findings of this study supported the report of International Labour Organization (2018) which identified basic activities in recruitment and selection of employees to include: searching for appropriate information about the qualities of personnel to recruit, making good effort to obtain an adequate pool of applicants for selection of competent ones, generate accurate information from which selection is made through consultation and interview and hiring experts or competent human resource managers for effective planning and identification of quality employees from the applicants.

This study as regard to research question two identified 11 human resource management competency items that are highly required by administrators for employees' training and development in tertiary institutions some of which include: providing employees with learning opportunities designed to help them grow for future use, specifying to the employees what to do and how to do it, giving orientation to new employees of their responsibilities in an effort to ease their transition to the institution, giving proper orientation about the institution to the employees, carrying out training programmes for employees to increase competency in their job, developing qualities in human resource that will enable them to be more productive, developing training experience that helps administrators to plan and design employees' goals and communicating the conditions for training and development to employees among others. In agreement with the fings of this study, Ezeani and Oladele (2013) reported that training and development is a course of diet and exercise for developing employees' affective, cognitive and psychomotor skills to assist organizations have a crucial method of developing employees towards enhancing productivity. Kossivi, Xu and Kalgora (2016) training and development is mutually inclusive; it has become an important factor in the business world today because it increases the efficiency and effectiveness of both employees and organizations. The findings of this study agreed with that of Ajayi (2017) who investigated staff training and development needs in Ondo State public service and found that management bodies in public establishment should be well equipped with skills in giving adequate job orientation to new staff intake, helping to adequately specify employees' job to avoid duplication of duties, subjecting public employees to adequate and constant development training for effective service delivery.

Conclusion

Human resource management is vital to the overall performance of all organization, institutions and enterprises in both developed and developing countries. The increase in the rate of crisis, failure, unrest, industrial action and employees' poor performance in terms of productivity in Nigeria public institutions is alarming. For organizations or institutions to be sustained, employees have crucial roles to play in order to ensure that institutions attain competitive advantage over the competitors across the globe. This study therefore examined human resource recruitment and training competencies required by administrators for effective management of tertiary institutions in South-south Nigeria. Based on the data collected and analysed, the study identified 11 human resource recruitment competencies and 11 human

resource training competencies required by administrators for effective management of tertiary institutions in South-south, Nigeria. There are no significant ($p<0.05$) differences in the mean ratings of the responses of administrators in universities, polytechnics and colleges of education on the human resource recruitments and training competencies required by the school administrators for effective management of tertiary institutions in South-South, Nigeria. By this finding, the study concluded that, the adoption of the identified human resource recruitment and training competencies by administrators of public tertiary institutions will result to boost the morale of employees and boost their service delivery for higher productivity at work.

Recommendations

Based on the findings of the study, the following recommendations were made:

4. The findings of this study should be packaged into a pamphlet and made available to all categories of administrators (Heads of Department, Deans, Directors, Vice Chancellor, Provost, Rectors and their Deputies) in tertiary institutions to serve as a guide in their human resource management and conduct of their duties in the school.
5. There should be a periodic assessment of the administrators in both human and material resource management for effective management of tertiary institutions in south-south Nigeria and the nation at large.
6. There should be regular workshop and conference on modern practices for human resource recruitments and training for administrators of tertiary institution in south-south geopolitical zone and the nation in general.

References

Abu, M. (2008). Competency Improvement needs of farmers in soil conservation in Kogi State. *An Unpublished M.Ed Project,* Department of Vocational Teacher Education, University of Nigeria, Nsukka.

Ajayi, O. S. (2017). Staff Training and Development Needs of Public Civil Servants in Ondo State. *Unpublished Project,* Educational Management, Adekunle Ajasin University, Akungba, Akoko, Ondo State.

Armstrong, M. (2012). *Armstrong's handbook of human resource management practice,* 12th edition. London: Kogan Page.

Check, J and Schutt, R. K. (2012). Survey research. In: J. Check, R. K. Schutt., (editors) *Research methods in education*. Thousand Oaks, CA: Sage Publications.

Ezeani, N. E and Oladele, R. (2013). Implications of training and development programmes on Accountants' productivity in selected business organizations in Onitsha, Anambra State, Nigeria. ,*International Journal of Asian Social Science, 3(1),* 266 - 281.

Federal Government of Nigeria (2014). *National Policy on Education.* Lagos: NERC Press.

Gamage, A. S. (2014). Recruitment and selection practices in manufacturing SMEs in Japan: An analysis of the link with business performance. *Ruhuna Journal of Management and Finance, 1(1),* 37 – 52.

International labour Organization. [ILO] (2018). Selecting Human Resource Requirement for Cooperate Organizations. Geneva: International labour Organization.

Isiwu, E. C. (2015). Development of Entrepreneurial Training Programme on Grasscutter Production for enhancing the Income of Pensioners in South East, Nigeria. A Project

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

Submitted to Department of Vocational Teachers Education, University of Nigeria, Nsukka.

Kanyemba, M., Iwu, C. G and Allen-He, C. O. K. (2015). Impact of recruitment and selection on organizational productivity, evidence from staff a university in South Africa. *Corporate Ownership and Control, 12(2),* 177 - 188.

Kossivi, B., Xu, M and Kalgora B. (2016). Study determining factors of employee retention. *Open Journal of Social Sciences, 4(1),* 262 - 268.

Ofoegbu, T. & Alonge, A. (2017). Recruitment and selection practices in small and medium enterprises. *Journal of Educational Management, 4(1),* 59 - 73

Okute, A. L and Agomuo, E. E. (2010). Business teacher's perception of the application of e-learning in reforming business courses delivery system in Tertiary Institutions in cross-river and Akwa Ibom State. *Nigerian Vocational Association Journal, 15(1),* 40 - 54.

Olaitan, S. O. (2003*). Understanding curriculum.* Nsukka, Nigeria: Ndudim Printing and Publishing Co.

Olaniyan, D. A and Ojo, L. B. (2008). Staff Training and Development: A Vital Tool for Organizational Effectiveness. *European Journal of Scientific Research, 24(3)* 326 – 331.

Omisore, B. O and Okofu, B. I. (2014). Staff recruitment and selection process in the Nigerian Public Service: What is to be done? *International Journal of Human Resource Studies, 4(3),* 280 – 293.

Ponto, J. (2015). Understanding and Evaluating Survey Research. *Journal of Advance Practitioner in Oncology, 6(2),* 168 – 171.

Sangeetha, K. (2010). Effective Recruitment: A Framework. *IUP Journal of Business Strategy, 7(1/2),* 93 – 107.

TutorialPoint (2020). Recruitment Process. Retrieved 10th February, 2020 from https://www.tutorialpoint.co/index.htm.

Zirra, C. T. O., Ogbu, J. O & Ojo, G. R. (2017). Impact of recruitment and selection strategy on employees' performance: A study of three selected manufacturing Companies in Nigeria. *International Journal of Innovation and Economic Development, 3(3),* 32 – 43.