

AN APPRAISAL OF HUMAN CAPITAL MANAGEMENT IN STATE COLLEGES OF EDUCATION: FOCUS ON EBONYI STATE COLLEGE OF EDUCATION, IKWO

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Abstract

This study investigated human capital management in Ebonyi State College of Education, Ikwo. Three research questions guided the study which adopted a survey design. The population of the study consisted of all the 610 staff of the college out of which a sample size of 61 was randomly selected. The instrument for data collection was a questionnaire titled "Human Capital Management Questionnaire (HCMQ)". The instrument was validated by experts and tested for reliability using Pearson's correlation co-efficient. Data collected were analyzed using mean ratings. Result showed that there is efficiency in the management of human capital in Ebonyi State College of Education. Recommendations were made among which was that the college should intensify its on-the-job training programmes.

Key word: Human Capital Management

Colleges of education are structured mainly to offer teacher education in line with the stipulation of Federal Republic of Nigeria (2004) which stated that all teachers in educational institutions shall be professionally trained and that teacher education programmes shall be structured to equip teachers for effective performance of their duties. In Nigeria, colleges of education established and run by the Federal Government are referred to as Federal Colleges of Education; those of the state as state colleges of education; those owned by individuals as private colleges of education and the one of the military as Army College of education (National Commission for Colleges of Education, 2006).

Excellent academic performance and instructional delivery are the hallmark of a good College of Education. Essentially, the capacity and ability to attain such status is directly related to the resources available to the college. The resources often include human, financial and physical facilities. Liphon and Hoe 1974 in Ezeuwa (2005:10) identified major management or operational areas of the college of education to include:

1. Management of instructional programme
2. Staff personnel management

3. Student personnel management
4. Finance and physical resource management
5. School community relationship management.

It is the ability to successfully manage each of those specific functional areas of operation that determines the achievement of the set- goals of the college.

The entire staff of the college constitute the human capital of the system. The human capital (personnel) needs to be managed for them to catch up with current demands and challenges about their jobs. In the present world where a lot of changes and innovations especially in the area of technology have become an integral part of the culture, there is the need to constantly upgrade the intellectual, aptitude and technical skills of the human capital of the teacher training institutions such as the colleges of education. Ezeuwa (2009) stated that attainment of the goals of education greatly depends on whether there are workforce adequately equipped to implement the curriculum at different levels of education. Iweka and Odiase (2012) described human capital as all employees of an organization designated to contribute to organizational growth.

Human capital remains an indispensable resource needed to achieve organizational goals. Formidable workforce adequately prepared and progressively equipped sustains organizational growth and survival. Obi (2003) maintained that a viable and veritable human capital must be available to enhance desired efficiency in an organization. Available human capital ought to be properly managed as this is of paramount importance for the sustainability and improvement on existing structure. Efficient management of human resources as the determinant of other resources guarantees greater output (Okolie, 2009). Inefficient management of human capital leads to low productivity and hinders attainment of set-goals. What then is human capital management?

Concept of Human Management

Vetter 1977 in Iweka and Odiase (2012) defined human capital management as the process by which management determines how an organization should move from its current position to its desired position. Similarly, Michael (1983) defined human capital management as the identification of assessment of internal human resources capabilities in relation to the requirements, development or management succession framework. In a related view, Ademolekun (2005) perceived human capital management as distinctive approach to employment management which seeks to achieve competition through the strategic deployment of a highly committed and capable workforce.

Human capital management stands for efficient and effective handling of organizational workforce to achieve greater goals. The responsibilities of human capital management involve:

- (a). recruitment of staff
- (b). orientation of staff
- (c). assigning responsibilities to staff
- (d). providing for staff means of further training on job
- (e). providing for staff adequate motivation for effective performance
- (f). evaluating staff performances through effective supervision.

For Okolie (2004), human capital management involves education and training, job definition, recruitment, skill development, remuneration, staff promotion, dismissal and training, mapping out of working hours and boosting staff morale. The underpinning variables in all the definitions are staff recruitment, job definition, training on job, motivation and performance evaluation all of which are attributes of human capital management.

Ebonyi state college of education has some staff both academic and non academic in place that ought to be effectively managed to achieve desired results. This implies that the effectiveness of the management of the school is determined from its output. Succinctly put, members of the public use the academic performance of a school to adjudge the managerial abilities of the managers of such a school. College administrators are expected to use their positions to reflect growth and change in the school. There is the need to critically examine how this is done at state colleges of education using Ebonyi State College of Education as a point of reference.

It is against this backdrop therefore, that this paper is set to appraise human capital management in Ebonyi State College of Education, Ikwo with special regards to efficiency in staff training, motivation and discipline.

Research Questions

The following research questions guided the study.

1. To what extent does Ebonyi State College of education provide on-the-job training for its staff?
2. To what extent does Ebonyi state college of education motivate its staff for effective service?
3. To what extent does Ebonyi state college of education apply disciplinary measures as a management strategy?

Method

The descriptive survey research design was adopted for this study. The population of the study consisted of 185 academic and 425 non-academic staff of Ebonyi state college of education, Ikwo. In all, the population of the study was 610. Through the use of simple random sampling procedure, 61 which, constitutes 10% of the population was selected as sample for the study. In the sample, 19 represents

academic while 42 represents non academic staff. Ali 1988 in Ezeuwa (2005) postulated that 10% sample was adequate for a survey design of this nature.

The instrument for data collection was a questionnaire titled “Human Capital Management Questionnaire (HCMQ).” It is a 15 item questionnaire structured in likert form and consisting of three (3) sections designed to seek information on:

- (a). Staff management through on-the-job-training
- (b). Staff management through adequate motivation
- (c). Staff management through use of disciplinary measures.

Two experts, one in educational administration and the other in the area of measurement and evaluation validated the instrument. Their comments and suggestions led to the reduction of the items from original 21 to 15. Reliability of the instrument was established using Pearson’s Correlation Coefficient. Reliability coefficient values of 0.84, 0.73 and 0.64 respectively were obtained from each of the three sections. Sixty-one (61) copies of the questionnaire as administered were collected and used for analysis.

Research questions were answered using mean ratings and standard deviation. Item with mean score of 2.5 and above was regarded as having positive/agree response while scores less than 2.5 were regarded as having negative /disagree response.

Result

Table 1: Staff Management through on-the-Job-Training

S/N	Statement	\bar{X}	SD
1	Ebonyi state college of education provides on-the-job-training for its staff.	2.62	1.07
2	Available training programmes cover all the functional departments, sections and units of the college.	2.54	1.12
3	All categories of staff benefit from the college’s on-the-job training programmes.	2.51	1.06
4.	Training programmes are regular.	2.52	1.09
5.	On-the-job training programmes are usually sponsored by the college.	2.51	1.06

Data in table 1 summaries extent of provision of training on job programmes for its staff by Ebonyi state college of education, Ikwo. All the item statements scored up to 2.5 which, is the decision score for positive response. It then implies that the college not only provides regular on-the-job- training for its staff but ensures that all departments, units and different categories of staff benefit from such programs.

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Table 2: Staff Management Through Adequate Motivation

S/no	Statement	\bar{X}	SD
6	Consideration is given to skills acquired during on-the-job training for staff advancement/promotion.	2.57	1.09
7	Staff are fully paid their entitlements even when out of office for the on-the-job training.	2.51	1.06
8	Staff are paid based on their new positions as a result of the on-the-job training acquired.	2.52	1.07
9	Staff salaries/allowances are paid as and when due by college management.	2.51	1.04
10	Staff promotions are regular in the college .	2.56	1.06
11	Every staff is provided with an office.	2.26	1.14
12.	Senior staff such as Deans, Heads of Department and Unit heads are provided with official vehicle.	2.14	1.09
13	Most staff are provided with living accommodation.	2.05	0.92

Results in table 2 show that out of 8 item statements on staff motivation, 5 met the decision score of 2.5 while 3 did not. Staff are promoted not only regularly but based on their new qualifications even as they are paid all their entitlements while in training. Staff salaries are paid as and when due. College management did not provide enough offices, living accommodation and official vehicles for staff.

Table 3: Staff Management through The Use of Disciplinary Measures

S/no	Statement	\bar{X}	SD
14	Staff punctuality and regularity to work are checked by use of time book.	2.56	1.09
15	Erring staff are usually disciplined based on the level of their offences ranging from warning, query, suspension of salary, suspension from office and dismissal.	2.56	1.07

Results in table 3 indicate that staff discipline is a management strategy in Ebonyi State College of Education. All the item statements show positive response having scored mean up to 2.5. There is therefore discipline in the college.

Major Findings

1. Ebonyi State College of Education, Ikwo provides on-the-job training for its staff.
2. The college motivates its staff for effective services
3. Staff discipline is a managerial strategy in the college

Discussion

The first finding of the study reveals that the state college of education provides on-the-job training for its workers. This is perhaps in recognition that employees competence on the job is acquired not only by initial preparation but also through experience gained in the work environment. Maduabum (2006) confirmed this when it noted that there are limits to the effectiveness of any pre-service course of preparation however well conceived, and that initial training will only be successful, if it is a bridge into a professional life which is illuminated by regular periods of in-service education and training. Iweka, *et al* (2012), equally maintained that staff competence is enhanced through the acquisition of specific skills and knowledge on the job by training and development.

The second finding reveals that the college motivates its staff for effective performance. This is not very surprising since motivation has always been acclaimed a veritable administrative strategy within organizations. Ezeuwa (2005) elaborately recommended that motivation is a vital administrative instrument in any objective-oriented organization. Similarly, Ugo (2010) noted that the ability to keep staff in their jobs and make them want to stay depends on the managements ability to adequately motivate them. However, the same second finding indicates inadequate motivation of staff as enough offices and living accommodations were not provided for them, while Deans and Departmental heads were not provided official vehicles. The situation is absurd as it is equally a negation of earlier warning by Oboegbulem (2004) that effective performance of staff could be negatively affected by insufficient accommodation and lack of means of transportation.

The third finding of the study shows that staff discipline is one of the managerial strategies of the college management. The staff are managed using disciplinary measures such as use of time book, warning, query, suspension of salary, suspension from office and even dismissal depending on magnitude of offence. Discipline according to Federal Government of Nigeria (1987) is concerned with the observance of established code of conduct, which upon infringement attracts punishment. Federal Ministry of Education and Youth Development (1993) stated that discipline is concerned with the establishment and maintenance of order and harmonious functioning of an organization and have always remained a veritable instrument for management of schools. There cannot be effective school management without sufficient application of disciplinary measures.

Conclusion

The findings of the study in general terms show that there is efficiency in the management of human capital in Ebonyi state college of education, Ikwo. Varieties of opinions derived from the sampled population involved in the study were in consensus that there is on-the-job training programme for the staff of the college and that the staff are variously motivated towards effective performance. However, motivation was found to be lacking in some vital areas such as provision of enough offices, living accommodation and means of transportation to workers. The absence of these important requirements would obviously negatively affect staff performance. The college also applies disciplinary measures in the management of human capital. The measures were applauded by works cited as vital managerial strategies.

Recommendation

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

1. Though on-the-job training programmes are already available in the college, there should be continuity as it is a good management skill worthy of emulation.
2. Other state colleges of education yet to adopt on-the-job training of their workers as a management strategy should emulate Ebonyi State College of Education.
3. The college should ensure adequate motivation of its staff by providing every one of them with office accommodation, living accommodation within the college and then official vehicles for Deans of schools, Heads of department and other Senior staff in that category to enhance efficiency in their work.
4. The use of discipline as a management strategy should continue, given that no goals will be achieved in any organization where indiscipline pervades.

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