

# **Impact of Human Resource Management on Teachers' Productivity in Colleges of Education in North Central Geo-Political Zone of Nigeria**

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## **Abstract**

Colleges of education are established to train teachers for the education sector. This paper assesses the impact of human resource management on teachers' productivity in colleges of education in the North-central geo-political zone of Nigeria. The researchers adopted a descriptive survey research design. The population of the study comprised of all the 11 colleges of education in North-central, with a staff strength of 4,914. The stratified and purposive random sampling techniques were used to select a sample of 495 staff, stratified along academic and non-academic, who participated in the research. A 15-item researcher-developed questionnaire titled "Impact of Human Resource Management on Teachers Productivity Questionnaire (IHRMTPQ)" was used as an instrument for data collection. Three research questions and one null hypothesis guided the study. Data collected were analysed using mean, standard deviation and percentage scores. The chi-square statistic was used to test the null hypothesis at the 0.05 level of probability. The findings revealed that recruitment processes, training and development and staff welfare have a significant impact on teachers' productivity in colleges of education. The conclusion was drawn and it was recommended, among others that administrators of colleges of education in the zone should follow stipulated due process in recruitment, increase staff training and development, and improve on staff welfare so as to motivate teachers to greater performance, which will in turn increase productivity.

**Key words:** Impact, human resource management, teacher productivity, motivation.

## **Introduction**

Human resource has long been an integral part of the management process. There is no time in history that educational institutions ever existed without individuals being involved in planning, organizing, and coordinating the activities of such institutions. It is therefore very important, to give much consideration to this facet of the organization, especially in the present dispensation of increasing environmental complexities and organizational sophistication (Tabotndip, 2009). Human resources in colleges of education in this study is grouped into staff (academic and non-academic) and students. Human resource is the most important factor of production in every organization as all others depend on it as the active agent for effectiveness. The maxim that human resource determines where, how, and when the organization moves is evident in the various managerial activities that go on in the organization such as planning, organizing, directing, delegating, reporting, budgeting and managing the use of the other resources, implementing and evaluating them for future improvements. Human resources in any organization are the people who coordinate all other factors of production in the production and the subordinates, (Adler, 1991; Fabunmi, 2003).

This study agrees with the above definition and perceives human resource as paramount and indispensable in every organization. The availability of other resources is to complement human resource efforts. It is the human resource that performs the physical and visible services and tasks that lead to the production of goods and services. Legge (1995) noted that human resource may be tapped most effectively by mutually consistent policies that promote commitment and which, as a consequence, foster a willingness in employees to act flexibly in the interests of their organizations. Armstrong and Baron (2002) posited that people and their collective skills, abilities and experience, coupled with their ability to deploy them in the interest of the organization are recognized as making a significant contribution to organization success and as constituting a significant source of competitive advantage. This implies that human resource can only be useful depending on how it is managed.

Human resources are very effective and capable of changing every situation, be it positive or negative and as such are potential assets to the educational organization. They possess the skills, techniques, experience, wisdom and knowledge on whatever tasks to be performed.

They also make plans, organize and coordinate the activities of the organization. Ekundayo (2012) asserts that in any organization, the human resource is very unique because each human being in the system has their needs which they hope to satisfy through working for the organization. Such needs included the need for food, clothes, shelter, transportation, self-esteem, and self-actualization. Adeoye (2013) exemplified the functions of a human resource manager as follows: "recruitment, selection, training and development; job evaluation with salaries/wages; formulation of manpower policies; provision of data for planning and decision-making; coordination of performance appraisals; promotion of organization communication; industrial relations; personnel resource, health and safety administration, as well as administration of discipline".

Inferring from the above, it is very important to note that staff working for the organization also expect the organization to cater for their needs. The transaction here is reciprocal (planting and harvesting). As human beings, they have unlimited needs to be fulfilled but there are some that are more pressing which the organization has to provide for. In colleges of education, educational administrators are charged with the responsibility of planning, organizing and coordinating the affairs of the institutions. As such, it is their duty to ensure that the needs of staff are met to encourage them to perform better. These needs include training and development, salaries/wages, organization policies, discipline, provision of welfare, recruitment of appropriate staff, promotion when it is due and proper communication with staff on matters that affect them. When the above and many more are satisfactorily done, a better performance is expected from the staff of the institutions; that is, productivity will definitely increase.

Deducing from the various definitions, human resource management (HRM) is the systematic effort of the human resource managers to plan, employ, coordinate, develop, motivate, communicate, evaluate, discipline and direct the staff personnel in colleges of education towards the attainment of its objectives. Hence, it is operationalized in this study as an effective utilization and maintenance of the teaching and non-teaching staff who work in colleges of education for the production of NCE teachers.

Considering the importance of human resource management in colleges of education, NCCE (2010) provided some guidelines on the conditions of service for staff of colleges of education in Nigeria. These

guidelines form part of the benchmark on which this study is hinged. In Nigeria, there are 152 colleges of education, 21 federal, 49 state and 82 private. There are 11 colleges of education in North-central zone, as follows: Benue has 2, Nasarawa has 1, Niger has 1, Kwara has 3, Plateau has 1, Kogi has 2, and FCT has 1 (NCCE, 2018). It is noteworthy that the NCCE is not only the supervising body for the colleges of education, but also responsible for human resource management in the various federal and state institutions in all the colleges. The commission is also saddled with the responsibility of maintaining the minimum standard and ensuring quality in teacher education in all NCE awarding institutions in Nigeria. Consequently, the commission pays accreditation visits to accredit new programmes and re-accreditation visits every four years to ensure that the old ones are still on track.

Management is the process of planning, organizing and coordinating material, financial and human resources in organization purposely to achieve the organizational goals or objective. According to Okafor (2016), management is a social process concerned with identifying, maintaining formally and informally organized human and material resources within a social system. Similarly, Aliyu (2003) sees management as the art of getting things done through people. This implies that management involves human beings that have the capability of planning, organizing and carrying out activities in an orderly manner. It provides people with directions towards attainment of organizational goals. To determine success or failure an assessment of impact is necessary.

Impact assessment is normally used to pass judgment on the entity being assessed; it could be viewed as appraisal, evaluation or assessment. This is probably why Hornby (2000) defines it as a judgment of value performance. It is perceived differently by various writers. For instance, Adeyemi (2009) sees it as a systematic and formal assessment of both employers and employees, made in a prescribed and uniformed manner at a specified time to identify both individuals and group weaknesses and strengths so that weaknesses can be corrected and strengths developed or built upon. Impact assessment focuses on the performance of activities over a period of time. The aim is to improve performance, since judgment will be provided and areas of strengths and weaknesses identified. Therefore, impact assessment in this study is the identification of the strengths and weaknesses of the

management of human resource departments of colleges of education. This implies a close look into the guidelines governing recruitment, placement, training/development, promotion, motivation, discipline and welfare of staff and its impact on teachers' productivity in colleges of education.

Teacher productivity and or performance is conceptualized as the ability of human resource managers to adequately motivate teachers towards increased productivity or vice versa. Orphlims (2002) is of the view that motivated teachers always look for better ways of doing their teaching jobs, they are more quality oriented and are more productive. Therefore, it means that motivated teachers are determined to give their best, to achieve the maximum output (qualitative education). Motivation can be in the form of regular payment of salary, fringe benefits, such as allowances, bonus, on the job training, promotion of the teachers, provision of good working environment, maintaining high degree of relationship and improving the teachers' wellbeing. Hence, any teacher that enjoys the above named items is bound to give all his/her best in discharging of his/her duties, because he/she would derive satisfaction for being a teacher.

Human resource management could be seen as a set of internally consistent policies and practices designed and implemented to ensure that staff contribute to the achievement of colleges of education goals and objectives – hence teachers' performance. Minbaeva (2005) viewed human resource management as a set of practices used by organizations to manage human resource through facilitating the development of competencies that are firm specific, produce complex social relation and generate organizational knowledge to sustain competitive advantage. Suffice it to say that human resource management relates to specific practices, formal policies and philosophies that are designed to recruit, develop, promote, provide welfare services and retain employees who ensure the effective functioning and survival of the organization such as colleges of education.

Apparently, the National Commission for Colleges of Education (NCCE) seems to be more interested in accrediting academic programmes as no major assessment or evaluation, to the knowledge of the researchers, has ever been carried out on human resource management in colleges of education in North-central geo-political zone. This study is therefore interested in the impact assessment of

human resource management in relation to recruitment, training/development, and welfare of staff, and its effect on teachers' productivity in colleges of education in the North-central geo-political zone of Nigeria.

### **Statement of the problem**

The poor quality of teacher education in North-central zone of Nigeria is a source of worry to the general public. One of the fundamental ways of achieving the goals and objectives of colleges of education in Nigeria is through effective human resource management. In managing colleges of education, staff recruitment, training and development, and staff welfare are some of the key areas that are most emphasised, and that have a direct impact on teachers' productivity. Serious concerns are being expressed by the general public in North-central Nigeria over the performance of the administrators of the colleges of education which seems to be unsatisfactory; which is also evident in the students' performance or poor quality teacher education in the zone.

A visit to colleges of education in the North-Central revealed poor state of affairs as staff always complain of their poor working conditions which often result in strike actions embarked upon by the staff from time to time demanding better working conditions, which in turn affects teachers' performance. This may be as a result of ineffective human resource management. Despite the fact that there are public service rules, conditions of service for staff in colleges of education articulated by the NCCE as a policy guideline and other expert documentation to regulate the educational administrator's practices of human resource management, the extent to which these administrators comply with these provisions is yet to be known. Over the years, research studies in the area of human resource management strive to improve on it, but it appears that those issues that reveal poor human resource management have not witnessed significant changes in colleges of education in the North-Central. The problem that this study intends to solve is an impact assessment of human resource management in relation to recruitment, training and development, and staff welfare, and its attendant effect on teachers' productivity in colleges of education in North-Central geo-political zone of Nigeria.

## **Purpose of study**

The main purpose of this study is to assess the impact of human resource management on teachers' productivity in state-owned colleges of education in the North-Central geo-political zone of Nigeria. Specifically, this study seeks to:

1. determine the extent to which staff recruitment practices affect teachers' productivity in colleges of education in North-Central Nigeria.
2. evaluate the impact of staff training and development on teachers' productivity in colleges of education in North-Central Nigeria.
3. find out the impact of staff welfare on teachers' productivity in colleges of education in North-Central Nigeria.

## **Research Questions**

The following research questions guided the study

1. What impact has staff recruitment practices on teachers' productivity in colleges of education in North-central zone?
2. To what extent does staff training and development impact teachers' productivity in colleges of education in North-central zone?
3. In what ways do staff welfare affect teachers' productivity in colleges of education in North-central zone?

## **Hypothesis**

The following null hypothesis guided the study, and was tested at 0.05 level of significance:

$H_0$ : "Human resource management has no statistically significant impact on teachers' productivity in colleges of education in North-central zone of Nigeria".

## **Significance of the Study**

This study intends to conduct an impact assessment of human resource management on teachers' productivity in colleges of education in North-central geo-political zone of Nigeria.

The findings of this study might be of immense benefit to the Ministry of Education, National Commission for Colleges of Education (NCCE), educational administrators, staff, students, researchers and society. The result of the study might be of benefit to the Ministry of

Education because information regarding human resource management will be provided since the government through the Ministry provides social amenities for the welfare of staff in the colleges. This might help them in providing necessary information with regard to compliance with due processes in public service delivery as required by the state government.

The findings of the study might be of benefit to the National Commission for Colleges of Education because it might provide feedback regarding performance of the educational administrators charged with the responsibility of managing the affairs of the colleges, especially as regards human resource management. The findings might help the Commission ascertain whether the right staff for the job are being recruited for the effective implementation of the NCCE minimum standards; which might help them to review

The findings of this study might help educational administrators charged with the responsibilities of spear-heading the affairs of the colleges of education, students, staff of the colleges and the general public to appreciate the problems facing colleges of education in the effective management of human resources; which might consequently stem the trend for conflicts and strike actions in the colleges.

The result of this study might also be of benefit to researchers because the findings might provide additional body of knowledge in the field of research in the educational institutions. The information contained in this research work might also assist other persons wishing to undertake further research in related areas of human resource management.

### **Scope of the Study**

This study is on the impact of human resource management on teachers' productivity in State colleges of education in North-central geo-political zone, Nigeria. The scope of the study is the six (6) states in north central zone, which are: Benue, Nasarawa, Kogi, Kwara, Plateau, Niger States and FCT. Particularly the study was delimited to all principal officers, academic and non-academic staff of state owned colleges of education in the six states of the North-central geo-political zone of Nigeria. It will focus on the following variables: recruitment, training and development, and staff welfare.

## **Methodology**

The research design adopted for this study is the descriptive survey design. This involves collection of data from a small sample of a large population to enable the researcher to describe and interpret in a systematic manner the characteristic features and facts about things that exist in the population without manipulation.

The population of this study covers all eleven (11) State owned Colleges of Education in the North-central geo-political zone of Nigeria, and the Federal Capital Territory (FCT); with a staff strength of four thousand nine hundred and fourteen (4,914) which is made up of two thousand two hundred and sixty (2,260) academic staff and two thousand six hundred and fifty-four (2,654) non-academic staff (NCCE, 2018).

Stratified and purposive random sampling procedure was used to constitute the number of research subjects of this study from the strata: namely – academic and non-academic staff of state owned colleges of education. Each of the six states in the North-Central, Plateau, Nasarawa, Kogi, Benue, Niger, Kwara and FCT represents a stratum. A total sample of 495 respondents made up of 330 academic staff and 165 non-academic staff of state owned colleges of education. From each of these schools, 45 respondents were sampled, 30 teaching and 15 non-teaching staff; representing 10% of the population. The sample size was statistically derived using the Taro Yamane's formula for sample size for a finite population.

The study employed the use of structured questionnaire constructed by the researcher, for the academic and non-academic staff of all the ten colleges of education in the North-central geo-political zone of Nigeria. A 15-item, three clusters with four points rating scale questionnaire titled: "Impact of Human Resource Management on Teachers Productivity Questionnaire (IHRMTPQ)" constitutes the main instrument used for data collection. The questionnaire consists of two sections (A & B). Section A comprised general information e.g. name of school, State, sex of respondent, age group, category of respondent, etc. Section B contains questions on impact of human resource management on teachers' productivity in colleges of education in North-central zone, Nigeria. The scoring procedure or rating scale used is Likert modified scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The Impact of human resource management on teachers' productivity questionnaire was subjected to face validation by experts in the Faculty of Education, Nasarawa State University, Keffi. The validated instrument was tested with eight teaching and twelve non-teaching staff of Taraba State College of Education, Zing; making a total of 20 respondents, to ensure its reliability. After completion and return, the data were collated and analyzed using the Pearson product moment correlation statistic, and a correlation co-efficient of 0.73, 0.81 and 0.87 were calculated for the three clusters respectively. The instrument was therefore adjudged to possess high reliability.

A total of 495 copies of the Impact of Human Resource Management on Teachers Productivity Questionnaire (IHRMTPQ) was administered through the help of seven (7) research assistants. At the end of the distribution, after two days, a total of 476 questionnaires were retrieved which is 96% rate of return. The data collected from this study was analyzed using descriptive statistic (Mean and Standard Deviation), Chi-square ( $X^2$ ) and percentage scores. Arithmetic Mean of 2.50 was used as the scale mean in answering research questions. The Chi-square was used to test the hypothesis to determine the impact of human resource management on teachers' productivity. All tests were performed at a probability level of 0.05, using Statistical Package for Social Sciences (SPSS), latest edition.

## **Results**

Research Question 1: What impact has staff recruitment practices on teachers' productivity in colleges of education in North-central zone?

**Table 1: Summary of mean and standard deviation of teaching and non-teaching staff on the impact of recruitment on teachers' productivity in colleges of education**

S/N	Description	SA	A	D	SD	M	SD	Decision
1	Recruitment of teaching staff follow due process as stipulated by the NCCE handbook.	80	78	143	175	2.1	1.09	Disagree
2	Recruitment of qualified teachers has significant impact on productivity in colleges of education.	181	164	70	61	3.0	1.02	Agree
3	Shortage of teaching staff in colleges of education impact negatively on staff productivity.	168	188	73	47	3.0	0.97	Agree
4	Excess work load due to inadequate teaching staff, leads to low productivity in colleges of education.	174	169	67	66	2.9	1.03	Agree
5	Political, traditional and opinion leaders influence who is to be recruited in colleges of education.	158	147	89	82	2.8	1.08	Agree
Cluster Mean								2.8
Scale Mean = 2.5								

Table 1 shows that respondents disagree that the recruitment of teaching staff in colleges of education in the North-central zone follows the due process as stipulated by the National Commission for Colleges of Education (NCCE); with a mean of 2.1 and a standard deviation of 1.09. They however agree that recruitment of qualified teachers has a significant impact on productivity in the colleges of education; with a

mean of 3.0 and standard deviation of 1.02. They further agree that a shortage of teaching staff in colleges of education in the zone impact negatively on staff productivity; with a mean of 3.0 and standard deviation of 0.97. They also agree that excess work load due to inadequate teaching staff leads to inefficiency and low productivity in college of education; with a mean of 2.9 and standard deviation of 1.03. They also agree that political, traditional and opinion leaders influences who is to be recruited into the teaching cadre of colleges of education; with a mean of 2.8 and standard deviation of 1.08. With a cluster mean of 2.8 which is greater than the scale mean of 2.5, one can conclude that recruitment practices impact on teachers' productivity in colleges of education in North-central zone.

**Research Question 2:** To what extent does staff training and development impact on teachers' productivity in colleges of education in North-central zone?

**Table 2: Summary of mean and standard deviation of teaching and non-teaching staff on the impact of training and development on teachers' productivity in colleges of education**

S/N	Description	SA	A	D	SD	M	SD	Decision
6	Teachers are sponsored to attend workshops and conferences, to improve their skills and knowledge in colleges of education.	96	89	162	129	2.3	1.08	Disagree
7	Teachers are allowed to attend in-service training to obtain higher academic and professional qualifications.	127	153	109	87	2.7	1.06	Agree
8	Government through TETFUND do sponsor teachers in colleges of education to further their studies locally and abroad.	118	148	111	99	2.6	1.07	Agree

9	Teachers who attend workshops and training are more productive than those who do not.	146	167	90	73	2.8	1.03	Agree
10	Teachers who attend further studies are exposed to new teaching techniques and skills which improves productivity.	147	176	86	67	2.8	1.01	Agree
Cluster Mean								2.6

Scale Mean = 2.5

Table 2 shows that respondents disagree that teachers are sponsored to attend workshops and conferences, so as to improve their skills and knowledge in the colleges of education; with a mean of 2.3 and a standard deviation of 1.08. They however agree that teachers are allowed to attend in-service training to obtain higher academic and professional qualification; with a mean of 2.7 and a standard deviation of 1.06. They also agree that the government through Tertiary Education Trust Fund (TETFUND), do sponsor teachers in the colleges of education to further their studies locally and abroad; with a mean of 2.6 and a standard deviation of 1.07. They further agree that teachers who attend workshops and trainings are more productive than those who do not; with a mean of 2.8 and a standard deviation of 1.03. They also agree that teachers who attend further studies are exposed to new teaching techniques and skills which improves their efficiency and productivity; with a mean of 2.8 and a standard deviation of 1.01. With a cluster mean of 2.6 which is greater than the scale mean of 2.5, one can conclude that staff training and development have a significant impact on teachers' productivity in the colleges of education in the North-central zone.

**Research Question 3:** In what ways do staff welfare affect teachers' productivity in colleges of education in North-central zone?

**Table 3: Summary of mean and standard deviation of teaching and non-teaching staff on the impact of staff welfare on teachers' productivity in colleges of education**

S/N	Description	SA	A	D	SD	M	SD	Decision
11	Teachers' salaries and allowances are paid in full and promptly too by the state governments.	98	104	168	106	2.4	1.05	Disagree
12	Teachers are promoted as and when due in colleges of education according to laid down rules by NCCE.	72	84	183	137	2.2	1.01	Disagree
13	Adequate instructional materials and facilities are provided for teachers to function effectively.	87	92	186	111	2.3	1.02	Disagree
14	Erring teachers are disciplined according to laid down rules	143	167	102	64	2.8	1.01	Agree
15	Teachers are provided with health care and staff quarters by government to enhance productivity.	98	102	193	83	2.5	1.00	Agree
Cluster Mean								2.4

Scale Mean = 2.5

Table 3 show that respondents disagree that teaches' salaries and allowances are paid in full and promptly by their various state governments; with a mean of 2.4 and standard deviation of 1.05. They also disagree that teachers are promoted as and when due in colleges of education in the zone; with a mean of 2.2 and standard deviation of

1.01. They further disagree that adequate instructional materials and facilities are provided for teachers to function effectively; with a mean of 2.3 and standard deviation of 1.02. They however agree that erring teachers are disciplined according to laid rules; with a mean of 2.8 and standard deviation of 1.01. They also agree that teachers are provided with health care facilities and staff quarters by government to enhance their performance and increase productivity; with a mean of 2.5 and standard deviation of 1.00. With a cluster mean of 2.4 which is less than the scale mean of 2.5, one can conclude that, though staff welfare has significant impact on teachers' productivity, its practices in colleges of education in North-central zone, Nigeria has negative impact. This means that staff welfare practices in colleges of education is performing below average.

### **Testing of Hypothesis**

Ho “Human resource management has no significant impact on teachers' productivity in colleges of education in North-central zone of Nigeria”.

**Table 4: Chi-Square analysis of null hypothesis**

Scale	Frequency	%	X <sup>2</sup> Cal.	X <sup>2</sup> Crit.	Remarks
Strongly Agree	1893	26.5			
Agree	2028	28.4			Null Hypothesis
Disagree	1832	25.7	1.409	12.592	rejected
Strongly Disagree	1387	19.4			
<b>TOTAL</b>	<b>7140</b>	<b>100</b>			
<i>P= 0.05</i>	<i>DF = 6</i>		<i>Chi-Square = <math>\frac{\sum (O-E)^2}{E}</math></i>		

Table 4 is a contingency table of 3 columns and 4 rows which gave a degree of freedom (df) of 6. Table 4 shows that a total of 1,893 respondents representing 26.5% strongly agree; 2,028 representing 28.4% agree; 1,832 representing 25.7% disagree, while 1,387 representing 19.4% strongly disagree. The table show that the Chi-square ( $X^2$ ) calculated is 1.409 while the Chi-Square critical or table value at 0.05 level of probability stood at 12.592. Going by the decision rule, since the chi-square calculated is less than the chi-square critical, the null hypothesis which state that Human resource management has

no significant impact on teachers' productivity in colleges of education in North-central zone of Nigeria is not accepted.

### **Discussion of Findings**

The results of this study reveal that recruitment processes in the colleges of education in North-central zone of Nigeria impact significantly on teachers' productivity. This conforms with Bakwo (2004) who found out that influence based on personality/group and ethnic origin of applicants play over-riding role in matters of staff recruitment in organizations and that the adoption of non-objective criteria for staff recruitment is responsible for low productivity.

The finding also reveals that training and development of staff, which is a core mandate of human resource management, impacts significantly on teachers' productivity in colleges of education in the zone. This is in consonance with Ukpere and Naris (2009) who found out that organizing training and development activities with the purpose of enhancing staff competencies is the best option to improve staff performance.

The finding of the study further reveal that teachers' welfare practices, which is key in human resource management, impacts significantly on teachers' productivity. This is in agreement with Akani (1993) who posit that welfare services serve as moral boosters to staff and when staff morale is boosted, they perform their duties effectively and efficiently, thus productivity is increased. The finding is also in agreement with Ugwuangwu (2001), who discovered that staff welfare service is a motivational phenomenon in the work environment, which is concerned with why people do (or refrain from doing) things; also that when working condition is conducive to the needs of workers, high employee productivity would be expected.

The study also reveal that human resource management has significant impact on teachers' productivity in colleges of education in North-Central geo-political zone of Nigeria.

### **Conclusion**

This study has provided evidence to suggest a link between undergraduates' creativity, locus of control and risk tolerance on the one hand, and their entrepreneurial inclination on the other. This implies that students who are creative and exhibit strong risk tolerance propensity are more likely to be inclined towards entrepreneurship.

## **Recommendations**

Based on the findings, the following recommendations are put forward.

1. Recruitment of teaching staff in colleges of education in the North-Central zone should follow due process as stipulated in the laws establishing the schools and National Council for Colleges of Education guidelines. This will help to recruit quality teachers which will enhance productivity.
2. Teachers in colleges of education in the zone should be sponsored by State governments and the FCT in collaboration with their Institutions, to attend workshops and conferences so as to improve their skills and knowledge, thus high productivity is envisaged.
3. States under the zone and FCT should endeavour to pay teachers in colleges of education their salaries and allowances in full and promptly, so as to spur them towards higher performance and or productivity.
4. Teachers in colleges of education in the zone should be promoted as and when due to encourage them to function effectively and efficiently.
5. Government must strive to adequate instructional material and facilities in colleges of education in the zone, to enhance teaching and learning, which will in turn, improve productivity.
6. Government must improve on teachers' welfare generally by increasing budgetary allocation to education in the zone; this will make teachers happy, healthy, prosperous, satisfied, dedicated, committed and motivated; thus organizational equilibrium is achieved and high productivity is envisaged

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