HUMAN RESOURCE PLANNING IN THE NIGERIAN UNIVERSITIES

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ABSTRACT

Education is an instrument for promoting the socio-economic and cultural development of a country while Human resource is very important in the operation of the university system as the required number of staff and the staff mix are important for accreditation exercise. In recent times, increasing importance has been given to human resource, being viewed as the most valuable and key factor in the success of any work place. Thus, there is need to be properly managed for optimal efficiency as the new awakening importance has enlarged the scope of applying principles of human resource planning (HRP) for meeting future needs in workplace. So, this study examines the existing HRP, investigates the role of HRP and its problems in Nigeria University system as well as appraised the extent of human resource availability in the Nigerian university system using Human resource requirement approach with Incremental Labour Output Ratio (ILOR). The study is based on production theory using secondary data from Nigerian University Commission (NUC) and primary data from Nigerian universities selected using purposive random sampling. The result shows that the HRP before accreditation was different from what existed during accreditation period. The survey showed that NUC had introduced and enforced the idea of planning on Nigerian Universities as each university had been compelled to have the planning unit and the extent to which individual institutions had been able to carry out this had influence on their accreditation result. However, despite the planning, most universities still had denied or interim accreditation status due to inadequate staffing and inability to meet NUC human resource requirement. Too many students given the staffing situation showed ineffective human resource planning. The problem was attributed to several planning factors identified by the universities visited. The study offered suggestions for better HRP for better future in Nigerian universities.

Keywords: Human Resources, Planning, Nigeria, Universities, requirement

1. INTRODUCTION

Education is an instrument for promoting the socio-economic and cultural development of a country as well one of the basic human rights set out by the UN Charter and also creates motivation for progress of a country. Human resource is very important in the operation of the university system being one of the basic requirements for accreditation (Ifedili, 2006). The accreditation exercise as a measure of operating efficiency of the universities has given more consideration to human resource in the scoring method adopted by National Universities Commission (NUC) where 32% is given to staffing alone and 68% to other variables like academic content, physical facilities, library, funding etc.(NUC, 2010). Thus, this study is necessary considering the importance of human resource in relation to the other variables.

From the various studies examined, the first gap observed is that Staffing has been identified in literature as one of the major problems facing Nigerian Universities but less attention was devoted to the implication for rational Human Resource Planning (HRP). The work of Chouldhri (1988) on Planning and Management of academic staff concentrated on the quality of infrastructural facilities. Akutson (2005) in his own research examined the determinants of staffing and the HRP situation in Nigerian Universities in 2004, revealed ineffective human resource planning efforts in all the universities. This study is therefore necessary to examine the nature of human resource planning now existing in Nigerian Universities and establish the case for HRP for effective coordination of the university system as a means of preparing for future needs. This is in relation with the study by Pang and Linda (2005) which submitted that the deterministic manpower planning models that have served many countries well in the past are no longer appropriate as guides to resource allocation. Thus, there is the need for continuous review of human resource planning and the role it could play in this twenty-first century in order to update knowledge in this area.

In recognition of staffing problem, the National Universities Commission (NUC) has formulated many policies on staff mix and others for quality education in Nigerian Universities. So, the broad objective of this study is to investigate the role of HRP and the extent of human resource availability in the Nigerian university system: while the specific objectives of this study are to: (a) identify the importance of human resource planning; (b) appraise/examine the human resource planning situation in Nigerian universities; (c) investigate the problems of human resource planning in the Nigerian university system and offer recommendations for effective HRP in Nigerian universities as a means of preparing today towards tomorrow.
Financial and physical resources are planned, controlled and monitored by budgetary and accounting system but, human resource planning is sometimes neglected or given just little attention as organisations are always concerned about how much is spent on salaries and wages (Akutson, 2005). Hence, the study provides answers to the questions: How important is human resource planning in the University system? What is the HRP situation in Nigerian Universities? The study covered a period of thirty years from 1980 to 2009. This period was selected because the first experience of university planning in Nigeria provided by Ashby Commission ended in 1980. The year 1980 became new era in Nigerian Universities. The year 2009 marked a decade after the approval of private universities as they were also approved in 1999. The study also covered all Nigerian Universities: Federal, State and Private for a wider coverage of human resource planning approach in Nigerian Universities. The study is in five sections: section one provides an introduction to the study; section two contains the literature review; section three describes the methodology of the study; while section four covers an appraisal of the human resource planning in Nigerian Universities and examines the problems of HR planning in Nigerian Universities. Section five finally provides the conclusion and recommendations.

2. LITERATURE REVIEW AND THEORETICAL CONSIDERATION

This section gives conceptual definitions and meaning of major aspects of Human Resource planning as well as theoretical framework.

2.1 Human Resource (HR):
According to Yesufu (2000), Human resource is described as embracing, all persons who work now, or are likely to be productively employed sooner or later to staff and operate an organization while Heathfield, (2010) identified human resource as the scarcest and most crucial productive resources that created the largest and longest lasting advantage for an organisation. It resides in the knowledge, skills and motivation of people and is one of the four factors of production that can learn and grow better under right conditions with age and experience which is not so for other resources. Udin (2010) described HR as inimitable, appropriable, valuable, scarce and non-substitutable asset which can create competitive advantage. HR could therefore be viewed as people who possess certain levels of education and training required to fill occupational posts considered critical for socio-economic development and growth. So, people as well as their skills cannot be imitated by the competitor organisations. Therefore, HR is not only important; but is also strategic as it would determine the success or failure of any industry.

These various definitions revealed HR as a modern concept that could be used interchangeably with employees, personnel, workforce, workers, staff, manpower (to take care of the gender factor) and also to what economists referred to as ‘labour’ (one of the factors of production). Human resource is more descriptive of the role of employees since they are, indeed, resources with all their skills, competencies and potential. According to Jones and Creese (2000), the workforce or human resource of a university consisted of very large group (academics) who carry out the core work of teaching and research, plus many smaller groups (non-academics) who carry out the range of corporate and support functions needed for the core work to continue labelled, ‘the general staff’. In fact, university non-academics include a wide range of workers: senior executives such as registrars, university secretaries, and other managers of major non-academic functions; professional staff of all kinds; office workers involved in administrative, clerical and similar duties; technical officers; maintenance, grounds and cleaning staff; and various others. The efficiency of any university depends on a normal functioning in which material and human resources play fundamental role.

In recent times, increasing importance has been given to human resource, being viewed as the most valuable and key factor in the success of any work place and mostly universities in this case (Newell & Scarborough, 2002). Thus, there is need to be properly managed for optimal efficiency and the new awakening importance of human aspect of any establishment has in fact enlarged the scope of applying principles of human resource planning (HRP) in workplace.

2.2 Human Resource Planning (HRP):
Robert (2002) simply defines HRP as the process by which management ensures that it has the right personnel, who are capable of completing those tasks that help the organization reach its objectives at the right time. HRP according to Blowers (2008) is the process of anticipating future staffing needs and ensuring that a sufficient pool of talent possessing the skills and experience needed will be available to meet those needs. According to Monds’ (2008), HRP is the systematic process of matching the internal and external supply of candidates with job openings that a company anticipates over a certain period of time. HRP involves the process of identifying the number of people required by an institution in terms of quantity and quality. It is a primary activity in any institution from which the institution identifies how many people it has currently and how many people would be required in future. However, from this perspective, Mitali (2009) then believed that HRP involves a process by which an entrepreneur determines how an organisation should move from its current manpower position to its desired manpower position.

HRP could also be examined on the basis of efficiency and cost as the process by which a nation here, a university ensures that it has the right number of people at the right time, doing the things for which they are economically most useful (Torrington, Hall & Taylor, 2008). It is in line with these various definitions but adding time dimension that Ojeiro & Oshionebo (2007) identify the key goal of HRP as getting the right number of people with the right skills, experience and competencies in the right jobs at the right time and at the right cost. Putting HRP purely in economic terms, Ogguniyi (1992) and Yesufu (2000) describe HRP as involving a critical analysis of supply, demand, surpluses, shortages, wastages and utilisation of human resource over a defined time-scale and under specific assumptions.
HRP is integrative and systematic, embracing determination of workforce needs, employment, personnel evaluation, training and development, rewards, managing people and labour relation, discipline, disengagement of labour including retirement, turnover, retention and so on (Afolabi, 2007). Thus, HRP is expected to provide a realistic and implementable framework of action that will ensure the optimum development and productive utilisation of all the HR of the nation. According to Scribd (2010), HRP has two components: requirements and availability while he identified factors considered as: Quantity (How many employees do we need?); Quality (which skills, knowledge and abilities do we need?); Space and Time (where, when and for how long do we need the employees?). To Elyse (2006), the factors influencing HPR could be grouped into internal and external. The internal factors are changes in: organisation’s production pattern, product demand, capital investment plans, technological and administrative changes. The external factors however include demographic trends, employee demand, competitor practices, technological change, political initiatives, and social factors and enhanced customer expectations. The HRP needs to change with changing situation in the system. Therefore, HR Planning systematically forecasts an organisation’s future demand for and supply of employees and matches supply with demand. It involves forecasting demand and supply and addressing labour shortages and surpluses.

Therefore, in HRP process, the university must know if there exist enough supply of staff, internally or externally to meet the expected demand for staff from the system (Mondy, 2008). So, the process of HR planning involves three interrelated activities/steps. These are: first, Personnel(HR) requirement forecast: where the HR planning department found out department wise number of people required by the institution and qualification they must possess; second, determining Personnel supply or inventory: where, record of number of people actually available in each department is taken and third is to reconcile the demand or human resource requirements with the supply. University environments are continually changing, human resource leaders need to plan for these changes and adjust overall staffing to match the system requirements. Governments around the world have come to realize the crucial role of HR in meeting the challenges of public service and global competition (Canave, 2003); surprisingly, HRP aspect of HR is one of the most neglected in the HR field. An effective HRP strategy provides the best option for supply of workers but many firms make resource decisions on an informal basis (Newell&Scarborough, 2002).

2.3. Theoretical Framework

The study is concerned with human resource planning based on theory of production relating input (academic staff) to output (enrolment). In practice, HR planning is concerned with the demand and supply of labour and problems arising from the process of reconciling these factors. The relationship between inputs and outputs of education is called education production function (Psacharopoulos and Woodland, 1997). The quantity of inputs is an indicator of the quantity of outputs (student population) that the educational system will produce. The theoretical foundation of this study was thus, the Production Function approach to university human resource planning. The basic premise upon which the theory stands being that there is strong connection between the quality of inputs of the university system and its outputs. Thus, the inputs need to be effectively and efficiently processed to guarantee better outputs.

3. METHODOLOGY

The human resource-requirements approach which is the most preferred HRP methodology is used in this study in estimating human resource needs which focus on forecasting/projecting future human resource needs from past trends and present tendencies (Blaug, 2006:30). It emphasised three major specifications which are three steps to complete in HRP: first, forecasting the demand for labour or human resource requirements in the university system over the planning (study) period that is, the composition of human resource needs at some future date; next is the specification of manpower availability; that is, performing a supply analysis by examining the supply situation of human resources (inventory or availability) and lastly, a specification which reconciles the former with the later that is, balancing supply and demand (Audit).

Human resource needs and requirements are generally referred to as a technological definition of demand because it is not related to the wage rate or price of labour (Aikutson, 2005) while the economic definition of demand emphasises the close relationship between quantity and price. The technological, definition of demand is interpreted in one sense as number of jobs filled and unfilled that exist. In dynamic sense it was interpreted as job openings in the form of new jobs and vacancies resulting from death, retirement or change of occupation (Oladeji,1987). Oladeji (1987,25) further defines human resource needs as the number of workers considered desirable to achieve a general policy objective such as economic growth or to fulfil some national goals. HR requirement on the other hand, refers to the number of workers technically necessary to achieve a specific objective, for example, a given level of output or a target like teacher-pupil ratio; doctor-patient ratio; lecturer-student ratio. However, the various HR forecasting techniques for estimating HR needs/requirement according to the advocates of human resource forecasting like Blaug; Psacharopoulos & Woodhall, etc. are: (i) Enquiry from employers (Delphi method) (widely used in US, U.K. & France); (ii) Extrapolation of historical trends and (iii)Incremental Labour Output Ratio (ILOR).

Incremental Labour Output Ratio (ILOR) was used for the forecast where Labour refers to a specific occupational group which in this study is the academic human resource. For example, estimation of the demand for human resource with university human resource qualifications in a country can be made using trends in output per lecturer and the percentage of university human resource employed as lecturers in different departments of the Nigerian universities (Density Ratio). This technique is based on the idea that the current situation and possible future trends can only be properly assessed in the light of past experiences.
\[ \Delta L_1 = \alpha \Delta Y, \quad \frac{\Delta L_1}{\Delta Y} = \alpha \]  \hspace{1cm} \text{(1)}

Where:
- \( \alpha \) is the Teacher-Students Ratio;
- \( \Delta L_1 \) = change in Academic HR; and
- \( \Delta Y \) = change in Output.

Reliable times-series data on lecturer output by each department or faculty and educational qualification are necessary for this method.

This study used a survey research design while the research technique used is a combination of both descriptive and quantitative analyses of both primary and secondary data to achieve the objectives of this study. The secondary data were obtained from NUC and published documents of the National Bureau of Statistics (NBS) to provide information on all Nigerian Universities (Federal, State and Private) for the appraisal of human resource planning in the Nigerian Universities during the period 1980 and 2009. The accreditation guidelines of NUC were used to examine the conformity of the universities’ human resources to the NUC criteria which indicate the staff (HR) need. The primary data, on the other hand, were obtained from nine universities selected using purposive random sampling. It is purposive in the sense that it comprises of three universities each from the three university stakeholders (federal, State & Private) and from the three geo-political regions (North, South-west & South-east). Oral interview was used to obtain information from principal officers in academic planning unit of the selected universities on the problems facing HR planning.

The quantitative aspect of the study involved the use of HR requirement approach in HRP explained above to examine (or appraise) the HR availability and requirements in the university system. Forecast of demand for labour in the university system in this study was a conditional forecasts or ex-post facto analysis involving the use of a combination of Incremental Labour Output Ratio (ILOR) and Density Ratio (specifically referred to as Teacher-Students Ratio). For the purpose of this study, the basic variables were enrolment (E) used as the number of students (students’ population) being the potential output within the university system and human resource (HR) taken to be the university staff disaggregated into academic (L1) which is the focus of this study and non-academic staff. Thus,

\[ L_{tr} = \alpha E \]  \hspace{1cm} \text{(2)}

Where \( L_{tr} \) stands for academic staff; \( E \) for Output or Enrolment and \( \alpha \) is the Staff-Students Ratio.

Table 1 shows the staff requirements; \( \alpha \) (Teacher-Students Ratio) as specified by the NUC.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>Mean Teacher/Students Ratios</th>
<th>By Discipline</th>
<th>For Nigerian Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUC GUIDELINES</td>
<td>NUC GUIDELINES</td>
<td>NUC GUIDELINES</td>
</tr>
<tr>
<td></td>
<td>1999/00</td>
<td>2005/06</td>
<td>Current</td>
</tr>
<tr>
<td>ADMINISTRATION</td>
<td>1 : 20</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>AGRICULTURE</td>
<td>1 : 9</td>
<td>1:15</td>
<td>1:15</td>
</tr>
<tr>
<td>ARTS</td>
<td>1 : 20</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>1 : 24</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>ENGINEERING/TECHNOLOGY</td>
<td>1 : 9</td>
<td>1:15</td>
<td>1:15</td>
</tr>
<tr>
<td>ENVIRONMENTAL SCIENCES</td>
<td>1 : 10</td>
<td>1:15</td>
<td>1:15</td>
</tr>
<tr>
<td>LAW</td>
<td>1 : 20</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>1 : 6</td>
<td>1:10</td>
<td>1:15</td>
</tr>
<tr>
<td>PHARMACY</td>
<td>1 : 10</td>
<td>1:15</td>
<td>1:15</td>
</tr>
<tr>
<td>SCIENCES</td>
<td>1 : 10</td>
<td>1:20</td>
<td>1:20</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>1 : 20</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>VETERINARY MEDICINE</td>
<td>1 : 6</td>
<td>1:10</td>
<td>1:10</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>1:14</td>
<td>1:21</td>
<td>1:23</td>
</tr>
</tbody>
</table>

Source: NUC 2010 University Statistics
Building and linkages between Nigerian Universities and various American institutions. During this period the Nigerian for this study with the average calculated to be 1\(L_1\) indicating the proportion of each category of staff needed to ensure quality. Column four which is the current one was used for this study with the average calculated to be 1\(L_1\) to 23 students.

**Assumptions:** The technological definition used in this study is based on the following assumptions: (a). Fixed coefficients: This is the idea that a certain level of skilled human resource is necessary for a given level of enrolment, based on certain predetermined local or international norm which for this study, was NUC norm(table 1.1) used to determine the required size of academic staff necessary for each level of enrolment. (b). Low substitutability between labour inputs of different skill levels and non-consideration of earnings. It is assumed that different types of human resource cannot be substituted for one another and capital cannot be substituted for human resource. This issue or assumption of complementarity between the two categories of labour is to enhance a combination of different skills in right proportion. It has important implications in terms of planning education and human resource development.

With these assumptions, actual demand for university human resource (HR requirement) was determined based on the idea of NUC guidelines which is related to the Leontief Production Function or Fixed Proportions Production Function that implies the factors of production will be used in fixed (technologically pre-determined) proportions (that is NUC norm in this study), as there is no substitutability between factors.

### 4. RESULT ANALYSIS AND PRESENTATION

#### 4.1 Resource Planning In Nigerian Universities
Planning is a systematic analysis of the resource needs in order to ensure that correct number or quantity of all resources is available when required. The goal of planning is to keep and improve on the resource assets of the institution in order to meet up with its mission and vision.

The human resource planning period were divided into three phases under this study each covering ten years (a decade) : 1980 to 1989(pre-accreditation phase); 1990 to 1999(regime of accreditation) and 2000 to 2009(another regime of accreditation) because of the nature of the period under consideration. During the period before accreditation (1980-1989), the study showed that the universities had no central HRP imposed by National Universities Commission (NUC) but each university effect programme once it is approved by the Senate of the university. The main findings on these phases may be summarised as follows:

#### 4.2 Pre-Accreditation Phase: 1980-1989
The period between 1980 and 1990, in the word of Adamu (1994), was a period of Americanisation of Nigerian Universities. The information collected from the survey of nine universities revealed that universities HRP programmes before the introduction of accreditation programme were under the Ministry of Education. Recruitment of staff was based on advertisement and appointment of brilliant graduating students who were appointed and sent abroad immediately for postgraduate studies in United States of America or United Kingdom. There were well developed programmes of institution building and linkages between Nigerian Universities and various American institutions. During this period the Nigerian Universities ranked well with other universities in the world and produced world-class graduates. During that period, there used to be an exchange of both lecturers and students with universities abroad. Professors and lecturers came to Nigeria for their sabbatical and academic journals were up to date. The strength of universities then was in the high quality of scholarship and research. This experience predated the establishment of the NUC and each university arranged the recruitment of lecturers on its own as it deemed fit (Nigerian Tribune, 2009).

Between the 1960s through to early 1980s, although Nigeria had a National Universities Commission (modelled on the British Universities Grants Commission), this Commission was mainly in existence then for funding purposes. As the university programmes were not under the central control of the Commission, each stage of the Nigerian University curricular change (general studies, semester system, and course unit system) had to go through the Departmental Board, Faculty Board, University Academic Development Committee, and finally the Senate for a careful assessment, but there was no identifiable central HRP from NUC. Quality in the Nigerian educational system was perceived in the form of excellent examination results. It continued like that from about 1965 to 1985 as internal processes and HRP guidelines were not imposed on the universities by the central NUC. Competition, variety and diversity became key concepts that characterized Nigerian university education in this era.

### Table 1.2 Academic Staff Structure

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage of total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors/Associate Professors</td>
<td>20</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>35</td>
</tr>
<tr>
<td>Lecturer 1 and below</td>
<td>45</td>
</tr>
</tbody>
</table>

*Source: Funso Falade (2010), Accreditation of Courses in Tertiary Institutions*
However, in April, 1983 Academic Planning Unit (APU) was recommended by NUC to coordinate academic activities in Universities in the later part of pre-accreditation period in response to the need to coordinate and streamline academic policy matters and academic activities of the Universities as well as monitor the growth and development of new academic programmes. It was also meant to address the problems of data collection, management and use.

4.3 Regime of Accreditation (1990-1999)

Accreditation of academic programmes in Nigerian University system was non-existent before 1989. The Federal Government of Nigeria empowered the NUC to lay down the minimum academic standards (MAS) for universities in Nigeria and to accredit degrees and other academic awards. The first in the history of accreditation of programmes in Nigeria was conducted in 1990 shortly after MAS were developed for all the programmes existing in the Universities at that time. The exercise gave the nation the opportunity to have information backed up with data on the state of education delivery in Nigerian universities (Okogie 2008).

It is not enough to license a university to operate; there must be a constant evaluation to ensure that the set standards and operational guidelines are not violated. Accreditation is a way of examining the state of the institution for licensing of the university and after that ensures that they conform to the set standard on human resource mix and other quality guidelines. However, the accreditation by NUC is a system of evaluating academic programmes in all Nigerian universities as having met the provision of Minimum Academic Standards (MAS) documents. Benchmarks Minimum Academic Standards (BMAS) were developed for all disciplines or programmes as reference documents for the accreditation of programmes in the Nigerian University system. The need to enforce conformity with NUC norms or guidelines on HRP called for programmes accreditation that started in 1990. The emphasis was on university compliance with human resource planning in a way that would reflect meeting human resource mix in terms of staff-student ratio, academic staff mix (Table1.2) and academic-non-academic staff ratio. The HRP in Nigerian Universities during the accreditation period was influenced by accreditation criteria of NUC (Table 1).

4.4 Regime of Accreditation II (2000-2009)

Human Resource Planning (HRP) under Accreditation Regime was in line with NUC guidelines. The survey of Nigerian Universities revealed that most universities tried as much as possible to comply with NUC guidelines being the coordinating body for Nigerian Universities. The survey further revealed that universities tried to meet up with NUC guidelines on staffing but it has been so difficult. From the survey of nine universities conducted, the academic planning unit responsible for human resource development exists in all universities as it is so directed by the NUC. HRP therefore comes in if the needed staff are not available. However, staffing has been a serious problem in Nigerian Universities. As each university aspires to meet up with the guideline, the central planning unit has not been able to provide enough academic staff from which the universities can draw. This is due to inadequate planning by the central authority (NUC).

Table 2: Summary of Trends in Accreditation Status of Programmes in Nigerian Universities

<table>
<thead>
<tr>
<th>Year of Accreditation</th>
<th>Number of Programmes Accredited</th>
<th>Accreditation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% Full</td>
</tr>
<tr>
<td>1990/91</td>
<td>837</td>
<td>22.1</td>
</tr>
<tr>
<td>1999/2000</td>
<td>1,119</td>
<td>11.4</td>
</tr>
<tr>
<td>2005/2006</td>
<td>1,670</td>
<td>44.8</td>
</tr>
<tr>
<td>2007 /2008</td>
<td>1,110</td>
<td>67.5</td>
</tr>
<tr>
<td>2009/2010</td>
<td>710</td>
<td>38.0</td>
</tr>
<tr>
<td>Average</td>
<td>1,089.2</td>
<td>36.8</td>
</tr>
</tbody>
</table>


Denied accreditation status from accreditation result indicated that most of the universities were not able to meet up with the NUC accreditation criteria and basic norms (BMAS). This could be associated with certain deficiencies in human resource planning.

Accreditation results had showed improvement in academic activities in Nigerian Universities from 1990 until 2009/2010 when there was serious shortage of academic human resources. However, the effect of human resource planning on enrolment had not been so evidenced.
4.5 Result from Human Resource Requirement using Teacher-Students Ratio (TSR)

The overall teacher-students ratio (TSR) in Table 3.1 compared with required average in Table 1 stood at average of ratios 1:13 in 1980-89 (below the required 1:14); rose rapidly to about 1:19 in 1990-99 (still below the required 1:21) and 1:31 in 2000-2009 (above required 1:23). There was increased enrolment which led to increased need for academic staff that were not readily available relative to the demand.

<table>
<thead>
<tr>
<th>Period</th>
<th>TSR</th>
<th>Period</th>
<th>TSR</th>
<th>Period</th>
<th>TSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981/82</td>
<td>1:11</td>
<td>1990/91</td>
<td>1:15</td>
<td>2000/01</td>
<td>1:26</td>
</tr>
<tr>
<td>1985/86</td>
<td>1:12</td>
<td>1994/95</td>
<td>1:15</td>
<td>2004/05</td>
<td>1:28</td>
</tr>
<tr>
<td>1998/99</td>
<td>1:23</td>
<td>2008/09</td>
<td>1:40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Prepared from University Statistics from NUC (2010)

Generally, in Nigerian Universities there was a severe shortfall in the teacher-students ratio between 2000 and 2009 as in Tables 3.1 and 3.2. Column 7 in the table indicated the approved NUC guideline for teacher-students ratio.

Table 3.2: Average Student Enrolment, Academic Staffing (L1) and Staff Requirements

<table>
<thead>
<tr>
<th>Period</th>
<th>Average Enrolment ($E_t$)</th>
<th>Actual L1 value</th>
<th>Actual TSR $L_y=(\alpha)(E_t)$</th>
<th>Required L1 $\alpha$</th>
<th>NUC Ratio $\alpha$</th>
<th>Difference value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-89</td>
<td>127,389</td>
<td>9,954</td>
<td>180.4</td>
<td>1:13</td>
<td>5,518</td>
<td>1:23</td>
</tr>
<tr>
<td>1990-99</td>
<td>284,984</td>
<td>14,808</td>
<td>120.4</td>
<td>1:19</td>
<td>12,302</td>
<td>1:23</td>
</tr>
<tr>
<td>2000-09</td>
<td>760,951</td>
<td>24,539</td>
<td>74.2</td>
<td>1:31</td>
<td>33,085</td>
<td>1:23</td>
</tr>
</tbody>
</table>

Source: Prepared by the Author from enrolment by Disciplines in Table 1.1 using ILOR

\[
L_y=(\alpha)(E_t)
\]

Average NUC TSR ($\alpha$) = 1:23

$\alpha$ = Average NUC TSR;

$L_y=Enrolment$;

Required Academic Staff

The forecast of demand for academic staff was based on lecturer-student ratios in which relied on enrolment forecasts combined with staffing norms of the NUC. The forecast here was an ex-post analysis of the needed academic staff during the study period. The estimated demand for university academic HR based on the NUC specified teacher-students ratio ($\alpha$) is presented in Table 3.2. The study observed that the HRP before accreditation was different from what was existing during accreditation period. The HRP in Nigerian Universities during the accreditation period was influenced by accreditation criteria of NUC. Too many students given the staffing situation showed that human resource planning was not effective.
Several universities in Nigeria have faced severe difficulties in recruiting and retaining academic staff. Despite the record of increasing enrolment the academic staff strength continued to show fluctuations over time. The number of academic staff is supposed to follow enrolment trends but this may not be in direct proportion, as in the case of Nigerian University system. Considering the academic staff by rank, growth in academic staff strength revealed an increase in the proportion of academic staff in the senior categories (professors) in the first decade of the study with an average of 14.6%; 13.9% in the second decade but increased to average of 18.2% in the third decade. This was because most of the retired Professors are reemployed to the system by the newly established universities. It is however noteworthy that the university system has not achieved the NUC stipulation that 20% of academic staff should be in the professorial grade as shown in table 1.2. Apart from this, most of the universities in Nigeria are bottom heavy in terms of academic staff mix while a survey of Nigerian Universities revealed that some of the first generation universities are top heavy. For example in table 4, 62.3%, 63.1% and 57.6% were Lecturer 1 and below. Also, NUC has not been able to implement its policy of PhD as minimum academic requirement. From the survey conducted, most of the new universities rely on Federal University staff where the institutions are located close to them. This is an indication of inadequate human resource planning at the national level.

Thus, most of the universities have not been able to meet the NUC norm of 20% professors, 35% Senior Lecturer and 45% Lecturer 1 and below. This contradicts the NUC stipulation that 20% of academic staff should be in the professorial grade as shown in table 1.2. Apart from this, most of the universities in Nigeria are bottom heavy in terms of academic staff mix while a survey of Nigerian Universities revealed that some of the first generation universities are top heavy. For example in table 4, 62.3%, 63.1% and 57.6% were Lecturer 1 and below in the three decades of the study by average which is not in line with the NUC prescribed ratio of 45% for this cadre of staff.

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### 4.6 Human Resource Planning Problems in Nigerian Universities

The discrepancies in academic staff requirements (Demand) and the actual quantity available (Supply) had been a major problem within the Nigerian University system (table 2). The dominance of this problem led to a survey of nine Nigerian Universities covering the three major regions and the three major stakeholders in order to find out their level of planning and the major causes of the problem. The survey showed that NUC had introduced and enforced the idea of planning on Nigerian Universities as each university had been compelled to have the planning unit. The extent to which individual institutions had been able to carry out this had influence on their accreditation result. However, despite the planning, most universities still had denied or interim accreditation status due to inadequate staffing. The problem was attributed to several planning factors identified by the universities visited.

The first problem could be identified as **System Problems** which were problems caused within the university system like inadequate data, because most departments would not supply their data at the appropriate time. The Academic Planning unit in some Universities indicated that most head of departments believed they are being overburdened when asked to update their data or supply certain information. Also, in a State University visited, the Director could not inherit any valuable data from the predecessor; she thus, started all over. Planning based on inadequate data can cause imbalances such as undersupply or oversupply of labour because there could have been over or under estimation. It was shown by almost all the universities visited that Nigerians are not good in data generation. This supported the data collected on Nigerian Universities from NUC where many universities did not submit the necessary information about their institutions.

Another major problem was **management problem**. Coordinating human resources is a big problem according to the survey because many academic staff are not hardworking because many could not even complete the course when sent on training. In addition, most universities confirmed that many workers were not really interested or good for the job but found themselves there because they could not get any other job while some cannot cope with serious academic work. This has great influence on university decision on staff training and development in most universities. Also, management in most cases were not given free hand to operate because of government interference in decision making especially in State Universities. Such is the situation in some universities visited where government determined who are to be employed which has led to high staff turnover in the institution.

Another common problem to the Federal universities visited was the issue of structural rigidity. This is referred to as **Workers’ Problem** because they are caused directly by the workers. Most workers believed in the ways they do things in the past and are not ready to adapt to changes and also, many workers were not on ground to work but occupied space and may not come back. Some universities declared that many staff had travelled long ago and did not give space for employment of new hands. So, there is physical shortage of staff whereas on book there may be enough, which means that the physically present workers are overloaded with work.
There is also the problem of non-compliance of labour with training agreement. It is painful that some after being sponsored will be ready to pay back the money in cash instead of working with the university that trained them that is; most trained people on bond were not ready to come back. This has been the reason why most of the private universities were sceptical about staff training and development.

Thus, those institutions belonging to religious group prefer sending those belonging to their religious group on training. In addition, there is problem of labour mobility. In some states there is no retirement benefit, so, young ones leave for establishments with better conditions of service. Related to this was the issue of new Pension Scheme causing high labour turnover as workers were no more committed to the system. Also, government had contributed massively to HRP problems because it was not sincere in its promise so that the salary negotiation and the new pension scheme were not properly handled as stipulated by the authority in charge thereby causing many people to leave for other establishments with better pay and social security.

Emanating from the above problems is another big problem on the issue of excess work-load given to workers. Due to inadequate academic staff, most workers were given excess capacity which may affect productivity and efficiency. The relatively low level of academic salaries during the past decade, the declining financial attractions of university employment in comparison with other opportunities and the rising workloads associated with deteriorating teacher-students ratios led to brain-drain in the past. The past brain-drain is still having much impact on the university system up till today.

Furthermore, the issue of funding was another big problem. All the three federal universities visited lamented on the problem of getting enough funds to train staff, send staff on seminar and even send money to those on training outside the country. This issue of funding also led to the use of outdated equipment and general inadequacy of infrastructure, while in some cases no facilities for effective planning. The survey revealed that most universities based their recruitment on budgetary provisions, if they require more staff than the budget can accommodate it could not be implemented. So, it is the annual budget instead of HRP (human resource need/requirement) that determined the recruitment of staff.

The general problem in Nigerian University system today is shortage of academic staff that is, unavailability of academic staff in the required quantity. The University, visited revealed that the shortage of staff is to the extent that advertisements were placed for some courses but there was no response (i.e. there may be no applicant) especially in certain departments. The Director of Academic Planning in some of the universities said notices were sent to old University to send their graduating students from postgraduate college to their institutions for appointment but none was received. Also, some private Universities although have enough fund but no staff to recruit. The survey finally showed that Nigerians are good at planning but the execution is a problem and Human lapses at times lead to problems in planning.

4.7 Need for Human Resource Planning
The HRP in Nigerian Universities has been appraised and the problems with human resource planning have been identified. The existence of shortage of academic staff indicated problems with HRP. The main findings of this study have confirmed the need for effective planning thus, the need to examine the implication of the findings for human resource planning. It involves an attempt to examine the necessary action to ensure that the needed resources are available in required quality and quantity and at required time. A good human resource plan creates more satisfied and more developed employees and also provides an effective equal employment opportunity. The operation of HRP determines the effectiveness and efficiency of people within the university system.

Proper allocation of resources is needed because no institution in the world can boast of having everything needed for its programmes. However, careful planning and monitoring can help a lot. Human resource planning (HRP) has an enormous task keeping pace with all the changes and ensuring that the right people are available to the universities at the right time and at the same time influence the methods of selection, training, compensation and motivation. Also, since it takes many years to turn out highly skilled staff human resource planning is desirable at the national level. It will thus help in maintaining effectively, the equilibrium between staff needs and enrolment needs. Thus, from the findings of this study, the basic need is HRP with the associated benefits primarily centred on the work quality or output and the general welfare of the staff of the institution.
4.8 Benefits of HRP

The goal of forecasting and planning is to keep and improve on the HR assets of the organisation in order to meet their future needs and objectives. There are a lot of benefits associated with good HRP techniques which are primarily centred on the work quality or output and the general welfare of the workforce of the organisation (Akutson, 2005). These benefits are: helping in the proper distribution and assignment of jobs to the right personnel; in the organisation, manage variations in staffing and recruitment and also provides other relevant information about how the current HR of the organisation is contributing to the successes or failures of key business processes. To Psacharopoulos and Woodhall (1997), the need for forecasting teacher requirements is a fundamental prerequisite of any decision in education projects. Forecasting supply and demand of manpower is also seen as an indispensable step for education industry (Park, Yeon & Kim, 2006). It is necessary to examine the possible course of future events because such decisions as the building of schools, the training of teachers or the introduction of new courses are based on predictions about the future patterns of educational needs.

Then final responsibility is that, HRP must then find ways to reduce the number of employees if a surplus is projected and if a shortage is forecasted, it must look for ways to obtain the proper quantity and quality of workers from within and outside the university system (Yambesi, 2009). Planning is very important to our everyday activities.
5. CONCLUSION

The HRP is related to accreditation in Nigerian Universities and the denied accreditation is an indication of ineffective HRP. Also, too many students given the staffing situation showed especially in the last decade of this study showed that human resource planning was not effective. The HRP problems exist in Nigerian University system generally therefore, the problems of planning need to be handled by education authorities in achieving educational objectives.

5.1 Policy Recommendations

The findings of this study required those involved in the planning and management of Nigerian Universities to play important role in solving human resource problem through careful planning at the national level. The solution needs the government and NUC to put appropriate policies in place rather than ad-hoc decision making. There is therefore need for effective HRP, effective management and realisation of the university’s vision and mission. Where planning already exists, there is need therefore for constant review of HRP to reflect available resources and changing environment. In essence, there is need to do the following:

(i) Increased Supply of Academic Staff in order to solve the academic staff shortage confirmed by the study, as part of the HRP, NUC should check and monitor continuously the rate of output from postgraduate schools in Nigerian Universities. In addition, NUC should as well enforce staff training and development as important aspects of HRP and a strategy for staff retention to take care of staff shortage in universities.

(ii) Forecasting as aspect of HRP is necessary to foster economic growth, NUC and other planners therefore need to identify future requirements for skilled personnel and design the educational systems to produce the needed labour force. The existing Academic planning unit should be engineered to produce strategic plan for Nigerian Universities from which NUC can generate information for the University system. The strategic ongoing planning discussions and policy decisions to financial needs.

(iii) Provision of Adequate data for planning also, effective planning requires adequate data thus; each department should be encouraged to provide needed data at the appropriate time. NUC could also organise training courses and applied workshops for the staff on quantitative analysis of the educational data to encourage and support universities planning officers and institutional finance officers. This is because HR inventory called for collection of data; while HR audit requires systematic examination and analysis of this data thus, there is need for data to examine the two components of HRP.

(iv) Psacharopoulos and Woodhall (1997) further revealed that actual teacher-pupil ratios were frequently different from official norms. They therefore, concluded that the planning of teacher supply should not be left to forecasting numbers and determining annual intakes to a university but maintain flexibility so that teacher supply can adjust to rapidly changing situations. They then affirm that, what is needed is an approach to human resource analysis that provides constant feedback and monitoring information. They are also of the opinion that human resource planning should be concerned with patterns of human resource utilisation and the demand for human resources (Park, Yeon & Kim, 2006).

(v) Human resource planning emphasises the need to train employees to acquire new skills and retrain employees whose current skills are no longer necessary. When enrolment declines or certain skills are no longer necessary for the university, human resource planning efforts need to focus on how to reduce the workforce in the ways that are fair and based on the institutions’ needs (Leigh, 2010).

Endnotes

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REFERENCES


