

Research Article

## Administrative Staff Perception of Human Resources Utilization in Tertiary Institutions in South-South Nigeria

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**Abstract:** The study focused on perception of administrative staff regarding human resources utilization in tertiary institutions in South-South Nigeria. Two research questions guided the study and two null hypotheses were tested. A descriptive survey research design was adopted. The population of the study consisted of 3054 principal officers, unit heads and senior registry staff in tertiary institutions in South-South Nigeria. A sample size comprised of 336 principal officers, unit heads and senior registry staff was selected through the proportionate sampling technique. Instrument for data collection was a questionnaire structured on a 5-point rating scale and containing 20 items in two clusters. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. A pilot study was used to establish the reliability of the instrument and application of Cronbach alpha yielded reliability coefficients of 0.93 and 0.90 for the two clusters with an overall reliability coefficient value of 0.92. Data collected for the study were analyzed using mean and standard deviation to answer the research questions and determine the closeness of the respondents' views while ANOVA was used to test the null hypotheses at 0.05 level of significance. Findings revealed that staff recruitment and selection, staff training and development were utilized to a great extent in the tertiary institutions in South-South Nigeria; conform to the approved NUC, NBTE and NCCE guidelines. It was also found out that respondents do not differ significantly among the three groups (principal officers, unit heads and senior registry staff) in terms of their mean ratings perception with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection, staff training and development. Based on the finding, it was concluded that tertiary institutions in South-South Nigeria were doing well in implementing the guidelines, they are also updating the implementation of the guidelines in line with new staff administrative policies introduced by legislation. It was recommended, among others, that tertiary institutions should ensure that guidelines for staff recruitment and selection of newly administrative staff are included in their regulations. This will compel the tertiary institution to implement the guidelines and ensure appropriate recruitment and selection of new administrative staff with adequate skills needed.

**Keywords:** Administrative staff, human resources, utilization, tertiary institutions.

### Introduction

Human resources are the most critical factor in development. Human resources are nothing but the people working in the organizations for achieving the goals of the business and earning benefits for themselves for their survivals or for their specific purpose. They may be

craft, skilled, semi-skilled or unskilled (Robert-Okah, 2011). Human resource management is responsible for the attraction, selection, training, assessment, and rewarding of employees, while also overseeing organizational leadership and culture, ensuring compliance with employment and labor laws. Its increasing popularity in Nigeria is a recent development dating back to the last two decades. This development stimulated interests in human resource management practices in organizations. Corporate executives in the public and private sector organizations came to realize that indeed human resource is the very necessary and essential resource that energizes all other material and financial resources to enable the organization achieve its objectives. However, despite its centrality in organizational life, as people-management activity and its evident impacts on organizational performance and competitiveness, many organizations in Nigeria are yet to integrate its functions into their systems (Adebayo, 2012). None of the three arms of governance in the country is an exception. Therefore, tertiary institutions need an administrative staff who will integrate its functions into their systems.

Administration, according to Obi (2013), can be viewed from different angles. One angle is to view administration as a function or responsibility of every manager or supervisor who has people under them all of whom are working towards the achievement of desired goals. The second angle is that personnel management may be seen as a function in an organization which is performed by a department, the personnel department. Therefore, administrative staff is used interchangeably with personnel management, manpower management, or human resource management and they refer to the management of people at work in an organization. Thus, administrative staff is a specialized field of management concerned with the development and effective utilization of human resources so as to achieve organizational objectives. The American Management Association in Ejeh and Okoro (2016) defined administrative staff as one whose responsibility is to manage people. It is part of management staff which is concerned with people at work and with their relationships within an enterprise. It applies not only to industry and commerce but to all fields of employment and particularly tertiary institutions. More so, Ajayi and Ayodele (2011) stated that administrative staff is a basic function of management. From these definitions, administrative staff may be viewed as one who performs a set of functions and activities used in the management of human resources in a non-discriminatory, affirmative, and effective manner for the benefit of the organization, the individual and the society.

Nwachukwu in Fika, Ibi and Abdulrahman (2016) identified the traditional functions or activities with which staff personnel administration is concerned. These are staff recruitment, orientation, motivation and welfare, training and development, manpower planning, job analysis, health and safety, wages and salary administration and employee retirement and so on. Similarly, the critical functions of staff administration highlighted by Akinsolu (2012) are examined in the context of the general practice in organizations particularly in tertiary institutions in South-South Nigeria. For the purpose of this study, the following staff administrative functions were focused on. They are staff recruitment and selection, and staff training and development programmes. Recruitment refers to those activities or operations which the school administrator undertakes with the intent of attracting and securing personnel of the desired quality and in the desired quantity to satisfy the needs of the school. Recruitment, according to Ogunsaju in Fika, Ibi and Abdulrahman (2016), is the process of scouting round for qualified applicants/candidates to fill up vacant positions in an organization. Recruitment relates to these activities in human resources management commonly associated with the attraction of the quality and quantity of staff needed for the system. The facet is starting for the appointment of staff. Generally recruitment is done from

three principal sources. In the context of this study recruitment means attracting individuals to apply for the job that are open; the goal is to attract qualified candidates.

In addition to above view, there are two sources of recruitment, namely internal sources-limited to people only within the organization (usually through promotion); and external sources-through advertisements for the vacant position(s) to people both within and outside the organization. Such external sources include Media-radio, television and newspapers; Employment agencies, (Ministry of Labour and Productivity/Labour Office); College Placement Office (similar to Students' Affairs Office)-where results of finalists are kept and organizations contact the office in case of any vacancies; Embassies-for executive or highly placed job positions (Abdulkareem, Fasasi and Akinnubi, 2011). The embassy can conduct the selection interview and send a list of successful applicants to the foreign country or arrange for the interview to be conducted by the country. Referrals and walk-ins-referrals are applicants directed by other people to where vacancies exist while walk-ins are desperate job seekers who, with certificates in hands, go from one office to another in search of jobs. For the job advertisement to be effective (attract sufficient numbers of the right kind of candidates), it must be able to provide details about the vacant position and the employing organization; provide information on all essential and desirable personal requirements of applicants, state the main conditions of employment (especially the salary) and whom to direct the application.

Then, comprehensive and detailed application forms are prepared, detailed enough to make an objective judgement on the applicants except on physical appearance. However, application form, letters may be required from applicants. Looking through the applications, the list of suitable candidates is drawn and invited for selection interviews. This-process is known as short listing. Therefore, selection is a process of making comparison among applicants and deciding on those to be finally required by the job(s).The main objective of selection/therefore, is to be able to make an acceptable offer to the applicants who appear to be most suitable for the advertised jobs. Methods of selection after evaluation of application forms include interviews, psychological testing and performance tests, as the situation demands. Acceptance of the offer of employment is followed by placement-putting the new employees on the job.

Staff training and development programmes are professional development activities engaged in by administrative staff to enhance their knowledge, skills and attitudes in order to educate students more effectively. The immediate aim of staff development is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning. Azuh and Modebelu (2013) identified four types of such development programmes in the educational system. These are programmes that aim at correcting deficiencies of staff at the time of appointment. The beginning of staff development is induction or orientation. This is a type of training given to new employees in order to give them a good start.

A new staff needs to be introduced formally into the school system to minimize the, initial problems of adjustment that normally confront new members of staff. Induction programmes fall into two categories, namely informational and personal adjustment programmes. Informational programmes are concerned with materials such as pay and work schedule, special facilities, break period and any other information about the school and the community it serves. Personal adjustment programmes aim at ensuring meaningful interactions between the new staff and other people (co-workers, students, parents, among others) for whom and

with whom their work. Induction programmes could last for between a day and a week and involve activities such as visitation, seminars and meetings. These programmes are tailored to the dynamic nature of societal expectations from education.

Relevant teachers and technicians had to be trained and are still being trained in these areas. In the same vein, the introduction of students' continuous assessment system alongside the 6-3-3-4 system necessitated-the training of lecturers and school counselors in its techniques. The recent introduction of Universal Basic Education (UBE) programme would equally require that more teachers are trained especially in the areas of the use of scientific and technical equipment. Moreover, the on-going global emphasis on information technology has resulted in the inclusion of computer education in the school curriculum of some schools such as Federal Government Colleges and some private schools. Hopefully, by the time computer education is included in the curriculum of all secondary schools (and possibly primary schools), and tertiary institutions, teachers would need to be trained in computer technology.

Meanwhile, programmes which enable non-professionals to professionalize. Teaching is technical in that specialized training is needed in the areas of child development, child psychology, theories of learning, teaching methodology, pupil evaluation procedures and general principles and practice of education. Teachers who lack adequate training in these areas lack the necessary skills for teaching. To rectify these deficiencies, for instance, most tertiary institutions in Nigeria run Postgraduate Diploma in Education (PGDE) for the nonprofessional graduate teachers. Programmes that enable acquisition of higher qualifications which involve studies in higher institutions of learning for certificates/degrees like Nigerian Certificate in Education (NCE), Ordinary National Diploma and Higher National Diploma (OND/HND, Bachelor's degrees, Masters and Doctoral degrees. The higher qualifications are for greater responsibilities and status. Major areas of development programmes for school administrators include instructional skills, management skills, human relations abilities and leadership skills. Support staff are also given staff training and development through on-the-job training and off-the-job training such as seminars, workshops and lectures given in schools and specialized centers.

An important aspect of any administrative policy is to establish appropriate standards of managerial conduct in respect of unacceptable behaviours on the part of employees (disciplinary matters). For the goals of education to be achieved, schools must operate in disciplined environments. Acts of indiscipline range from minor offences such as lateness to more grievous offences like; examination malpractice and immoral dealings with students. The penalties for these offences also range from simple oral warning, queries, suspension, demotion to dismissal. Termination refers to a situation whereby an employee's appointment is brought to an end. This could result from expiry of a contractual employment, redundancy or breach of the terms of contract. Such an employee might still get an appointment in the educational enterprise, if so wishes. Dismissal is a situation whereby an employee is relieved of their job and might not be re-employed within the education enterprise. A dismissed staff loses all entitlements such as gratuity and pensions.

In addition, the choice of these administrative functions was based on two reasons. First, the practices fall in line with Edwin Flippo's operative functions of procurement, development, compensation, integration and separation. Each of these variables correlate with those already listed for the study; for instance, procurement is related to recruitment, compensation to motivation, separation to retirement, integration to orientation and' development to training. The second reason for the choice of these functions was that they are the activities or

functions which the tertiary institutions have in common in their regulations. Because these functions have common regulations among the tertiary institutions, they form the benchmark for this study.

This study determined to what extent the tertiary institutions in South-South States of Nigeria adhered/utilized the guidelines. This was done by looking at the tertiary institutions both as an entity and on the basis of ownership therefore, Federal and State Tertiary Institutions. In order to achieve the objectives, carefully selected instruments such as questionnaire were used on the principal officers of the tertiary institutions, the head of units and the senior Registry staff of the tertiary institutions selected for study. The main technique was utilization.

Utilization is the art of putting things or resources that are tangible or intangible to proper use. The term utilization refers to the employment of any tool or services that will facilitate performance (Okolocha and Nwadiani, 2015). Utilization of human resources in this study therefore, means the level of the applications of human resources in tertiary institutions. Human resource planning in education is not only effective utilization of people parses at worse but it is the harnessing of the totality of the people skills, energies, talent, capability, social characteristics, like and belief to achieve educational objectives and simultaneously making the people to be part and parcel of organization in fulfilling their life goals. Human resource in education is the systematic utilization of human potentials to realize educational objectives and staff contentment (Robert-Okah, 2011). The benefits of proper human resource management in education are many. An organization cannot build a good team of working professionals without it. The key functions of the HR management team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety and much more (Robert-Okah, 2011). The beneficial effects of these functions are discussed here.

It has become necessary for the practices to be look upon because of the fact that, in the current tertiary institution system, it is observed that certain manifestations in the behaviour of some staff leave much to be desired such as poor service delivery. This may be explained from the manner many of them were recruited into the system. Therefore, there is need to find out if the administrative staff in tertiary institutions followed the approved HR administration guidelines of the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) by ascertaining the extent to which administrative staff perceived human resources utilization in tertiary institutions. The summary of general guidelines from the National Universities Commission, National Board for Technical Education, National Commission for Colleges of Education and adopted by the tertiary institutions for new entrants shows that in respect of any RH management, the Head of Department in consultation with the Dean, Directors and Heads of Department and the Registrar are for advertisement stating the requirements for the posts. The Registrar in turn, shall advertise the posts in at least two national newspapers locally and may request accredited agencies elsewhere to put out the advertisement overseas, where necessary.

According to the guidelines, the administrative department of the tertiary institution headed by the Registrar plays a key role in recruitment and selecting and staff training and development programmes of employees. The tertiary institution administrative department is at an advantage because it knows the manpower and training needs of the tertiary institution and it is its duty to provide the required manpower and staff training and development

programmes needs. To be able to do this, Ejeh and Okoro (2016) explained that the administrative department should prepare a concise job description and specification stating clearly the title of the job, training and development programmes and the responsibility required.

However, the Registrar as the head of the administrative unit is saddled with this responsibility to prepare this concise HR practices. The demand for and the process of recruitment and selection, and staff training and development programmes is often initiated by the Unit Heads which comprised of the Deans, Directors and Heads of Department. They were to make known vacant posts that existed and forward them to the establishment unit through the Vice Chancellor, Rector and Provost. The Registrar and other Senior Staff in the Registry receive mandate from the Vice Chancellor, Rector and Provost and proceed to commence the process of recruitment and selection, and staff training and development programmes. The physical condition required for the job and other information such as the qualification required, experience, salary and the condition of service are also provided. The Registrar then proceeds to advertise for suitable candidates who meet the requirement of the job, through advertisement, interview and objective selection, and staff training and development programmes. This study therefore focused on the perception of administrative staff regarding human resources utilization in tertiary institutions in South-South, Nigeria.

### **Statement of the Problem**

From casual observation, as well as committee reports, there appeared to be sharp practices in staff recruitment such as recruitment without following due process, recruitment of unqualified staff that was sometimes imposed on the administration and over recruitment of staff from certain catchment areas at the expense of others. Similarly, there appeared to be inadequate attention given to staff training and development, orientation and motivation. This study investigated these practices in the tertiary institutions in South-South Nigeria with a view to establishing whether they conformed to the approved guidelines or not. Unrests in tertiary institutions occasioned by staff dissatisfaction required to be known in terms of what was responsible. Could it be ineffective or inefficient unit head administration? Or non-compliance to guidelines or obsolete guidelines? This study therefore determined these variables and particularly the extent of utilization adherence by the tertiary institutions to the approved guidelines.

### **Purpose of the Study**

The main purpose of this study was to determine the administrative staff perception of human resources utilization in tertiary institutions in South-South Nigeria. Specifically, the study sought to ascertain the extent administrative staff perceived utilization of compliance to the approved NUC, NBTE and NCCE guidelines on:

- 1) Staff recruitment and selection in tertiary institutions in South-South Nigeria.
- 2) Staff training and development programmes in tertiary institutions in South-South Nigeria.

### **Research Questions**

The following research question guided the study:

- 1) To what extent are administrative staff perceptions on utilization of compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection in tertiary institutions in South-South Nigeria?
- 2) To what extent are administrative staff perceptions on utilization of compliance to the approved NUC, NBTE and NCCE guidelines on staff training and development programmes in tertiary institutions in South-South Nigeria?

## Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- 1) There is no significant difference in the mean rating perception among the principal officers, unit heads and senior registry staff with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection.
- 2) There is no significant difference in the perception among the principal officers, unit heads and senior registry staff with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff training and development.

## Method

Descriptive survey design was adopted for the study. This study was conducted in South-South Nigeria, which comprised all government owned tertiary institutions. The population of this study comprised 3042 principal officers, unit heads and senior registry staff from colleges of education, polytechnic and universities in South-South Nigeria. A sample size of 354 principal officers, unit heads and senior registry staff colleges of education, polytechnic and universities was selected based on a normal confidence level of 0.05 to determine the sample size using Taro Yamane's formula. Proportionate sampling technique was used whereby a percentage of the sample drawn from each institution was calculated and the proportion of 12 percentages was calculated from the sample size in line with the sampling guide provided by Nworgu (2015) who stated that using the proportionate sampling technique ensures that elements are randomly drawn from each stratum in such a way that the relative proportions of the strata in the resultant sample are the same as they exist in the parent population.

The instrument for data collection was a structured questionnaire validated by three experts-two in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka. Their comments enhanced the content validity of the instrument. To establish the internal consistency of the instrument, a pilot test was used. A pilot test was used to establish the reliability of the instrument by administering it to 20 principal officers, unit heads and senior registry staff from selected tertiary institutions in Anambra State who were not included in the study population. Data collected were analyzed using Cronbach alpha with the application of Statistical Package for Social Sciences (SPSS) version 21 to determine the internal consistency and reliability coefficients values of 0.93 and 0.90 were obtained for clusters B1 and B2 respectively with an overall coefficient of 0.92.

Copies of the instrument were handed over to the Head of Department during the first visit with an agreement on when to revisit for retrieval. This facilitated a high response rate as 350 (representing 99%) were retrieved and used for data analysis. Mean and standard deviation were used to answer the research questions and determine the closeness of the respondents means. Decision for the research questions was based on the cluster mean relative to the real limits of number on five-point rating scale. Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance.

A null hypothesis was rejected where the calculated p-value was less than the 0.05 level of significance; it meant that there was significant difference. Conversely, where the calculated p-value was greater than or equal to the level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected. However, where there is a disagreement among the three groups, the Scheffe Post-hoc test was conducted to determine the group in which such disagreement relates.

**Results**

**Research Question 1**

To what extent are administrative staff perceptions on utilization of staff recruitment and selection with compliance to the approved NUC, NBTE and NCCE guidelines in tertiary institutions in South-South Nigeria?

**Table 1. Mean ratings perception of respondents on the extent they utilized staff recruitment and selection in compliance to the approved NUC, NBTE and NCCE guidelines in tertiary institutions (N=350).**

S/N	Extent of utilization of staff recruitment and selection in compliance to the approved NUC, NBTE and NCCE guidelines	$\bar{X}$	SD	Remarks
1	Advertisement precede staff recruitment	3.89	.99	Great Extent
2	Qualifications of appointments as advertised are usually the criteria for recruitment	3.53	.93	Great Extent
3	Appointment of staff to established posts of Nigerians below the age of 50 are on pensionable basis	3.56	.92	Great Extent
4	Interview and assessment panels are usually constituted by the vice-chancellor to interview shortlisted candidates for various senior staff positions	3.52	.83	Great Extent
5	Recommendation for all appointments are forwarded through A&PC to council for approval	3.64	.86	Great Extent
6	Confirmation of staff appointments are done after two years of satisfactory service	3.65	.96	Great Extent
7	Making comparison among applicants	3.55	.86	Great Extent
8	Deciding on those to be finally required by the job	3.75	.84	Great Extent
9	Psychological testing	3.54	.88	Great Extent
10	Performance tests	3.55	.96	Great Extent

Data in Table 1 show the mean ratings perception of respondents on the extent they utilized staff recruitment and selection in the tertiary institutions in South-South Nigeria, conform to the approved NUC, NBTE and NCCE guidelines to a great extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.54 to 3.89 which indicated great extent. The standard deviation for all the items falls between 0.83 to 0.99 which indicates that respondents are not wide apart in their views.

**Research Question 2**

To what extent are administrative staff perceptions on utilization of staff training and development programmes with compliance to the approved NUC, NBTE and NCCE guidelines in tertiary institutions in South-South Nigeria?

**Table 2. Mean ratings perception of respondents on the extent they utilized training and development programmes in compliance to the approved NUC, NBTE and NCCE guidelines in tertiary institutions (N=350).**

S/N	Extent of utilization of training and development programmes in compliance to the approved NUC, NBTE and NCCE guidelines	$\bar{X}$	SD	Remarks
1	Informational programmes	3.55	.89	Great Extent
2	Personal adjustment programmes	3.45	.95	Small Extent
3	Programmes which enable non-professionals to professionalize	3.24	.96	Small Extent
4	Programmes of acquisition of higher qualifications degrees like Nigerian Certificate in Education (NCE) Bachelor's degrees, Masters and Doctoral degrees.	3.65	.86	Great Extent
5	Instructional skills	3.56	.96	Great Extent
6	Management skills	3.67	.81	Great Extent
7	Human relations abilities	3.55	.96	Great Extent
8	Leadership skills	3.63	.84	Great Extent
9	On-the-job training	3.57	.87	Great Extent
10	Off-the-job training such as seminars, workshops and lectures given in schools and specialized centers	3.66	.89	Great Extent

Data in Table 2 show the eight items (1, 4, 5, 6, 7, 8, 9 and 10) out of ten items listed had a mean ratings perception of respondents from 3.55 to 3.67 on the extent they utilized staff training and development programmes in the tertiary institutions in South-South Nigeria, conform to the approved NUC, NBTE and NCCE guidelines to a great extent, while remaining two items (2 and 3) have mean rating ranging from 3.24 to 3.45. The item by item analysis shows that majority of the items achieved mean scores ranging from 3.5 to 3.67 which indicated great extent. The standard deviation for all the items falls between 0.81 to 0.96 which indicates that respondents are not wide apart in their views.

### Testing of Hypotheses

#### Hypothesis 1

There is no significant difference in the mean rating perception among the principal officers, unit heads and senior registry staff with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection.

**Table 3. ANOVA Summary on perception of principal officers, unit heads and senior registry staff with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection (N= 350)**

	Sum of Squares	Df	Mean Square	F	P-value	Remarks
Between Groups	50.700	2	25.350	0.47	.025	Not Significant
Within Groups	424.633	347	5.662			
<b>Total</b>	<b>475.333</b>	<b>349</b>				

Table 3 shows that the calculated F-value is 0.47 at 2 and 347 degree of freedom with a p-value of .025 which is greater than the alpha level of 0.05. This means that there is no significant difference in the mean scores of the respondents as a result of their compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection. Therefore, the null hypothesis was not rejected.

### Hypothesis 2

There is no significant difference in the perception among the principal officers, unit heads and senior registry staff with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff training and development.

**Table 4. ANOVA Summary on perception of principal officers, unit heads and senior registry staff with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff training and development (N= 350)**

	Sum of Squares	Df	Mean Square	F	P-value	Remarks
Between Groups	.190	2	.095	.027	.973	Not Significant
Within Groups	263.258	347	3.510			
<b>Total</b>	<b>263.449</b>	<b>349</b>				

Table 3 shows that the calculated F-value is 0.27 at 2 and 347 degree of freedom with a p-value of .973 which is greater than the alpha level of 0.05. This means that there is no significant difference in the mean scores of the respondents as a result of their compliance to the approved NUC, NBTE and NCCE guidelines on staff training and development. Therefore, the null hypothesis was not rejected.

### Discussion of Findings

The findings of the study revealed that the extent to which administrative staff perceived utilization of recruitment and selection practices in the tertiary institutions confirm to the approved guidelines was shown to a great extent. This implies that administrative staff in tertiary institutions placed advertisement for staff vacancies before recruitment. This findings is in line with Fika, Ibi and Abdulrahman (2016) who noticed that the process of scouting round for qualified applicants/candidates to fill up vacant positions in an organization could done by appropriate advertisement for staff vacancies before recruitment. The findings further revealed that there is no significant difference among the three groups (principal officers, unit heads and senior registry staff) in terms of their mean ratings perception with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff recruitment and selection. Findings of the study revealed that administrative staff perceived utilization of staff training and development programmes practices in the tertiary institutions confirm to the approved guidelines was shown to a great extent. This implies that administrative staffs in tertiary institutions were given training and development programmes through the guideline provided by NUC, NBTE and NCCE after recruitment and selection. The findings is in disagreement with Ejeh and Okoro (2016) who noticed that the administrative staff department should prepare a concise job description and specification stating clearly the training and development programmes and the responsibility required.

The findings of this study show that staff training and development programmes practices are not embodied in the guidelines of the Tertiary institutions which confirm the earlier observation of the researcher. The study further revealed that there is no significant difference

among the three groups (principal officers, unit heads and senior registry staff) in terms of their mean ratings perception with regards to tertiary institutions utilization compliance to the approved NUC, NBTE and NCCE guidelines on staff training and development.

### Conclusion

Based on the findings of the study, it was concluded that contrary to the speculation that sharp administrative practices were rampant in the tertiary institutions, it was found that not only are the tertiary institutions in South-South Nigeria doing well in implementing the guidelines, they are also updating the implementation of the guidelines in line with new staff administrative policies introduced by legislation. Tertiary institutions however, need to brace up to some few challenges posed by the non-compliance by staff to certain provisions in the guidelines. This they can do by ensuring the reproduction of the guidelines and make them available to every administrative staff in tertiary institutions.

### Recommendations

Based on the findings of this study, the following recommendations are made:

- 1) The tertiary institutions should ensure that guidelines for staff recruitment and selection of newly administrative staff are included in their regulations. This will compel the tertiary institution to implement the guidelines and ensure appropriate recruitment and selection of new administrative staff with adequate skills needed.
- 2) Tertiary institutions should not only provide training and development to only newly recruit administrative staff but both the new and old administrative staff for efficiency and effective delivery on regular basis.

**Conflicts of interest:** There is no conflict of interest of any kind.

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