

HUMAN RESOURCE TRAINING: CHALLENGES AND PROSPECTS IN TERTIARY EDUCATION INSTITUTIONS IN NIGERIA.

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ABSTRACT

The human resource training is considered as one of the good techniques for improving personnel skills and retaining competent human capital that will improve organizations efficiency and effectiveness. The efficient and effective services delivery of tertiary education institutions is greatly determined by the quality and quantity of competent personnel it attract maintained and retained over time. Nigeria tertiary education institutions has committed a substantial proportion of resources in human capital training in an attempt to improve the dexterities of its personnel over the years, but frequently been threatened by myriads of problems. This study employed literature sourced materials and internet resources to examine human resource training, challenges and prospects that affect returns on investment in human resource training in tertiary education institutions in Nigeria. Specifically, this study discusses the role of human resources training, its challenges such as misappropriation of priorities, low training motivation, none-alignment of institutions and employees training needs, brain drain, poor funding among others. To overcome human resource training challenges and to improve the competency of employees and quality services delivery of tertiary education institutions in Nigeria, provision of adequate funding of tertiary education institutions, combating corruption, proper identification of trainees and institutions training needs, introduction of robust reward system to overcome brain drain to attract and retain existing personnel are recommended.

Keywords: Human resource, training, challenges and prospects, tertiary education, Nigeria.

1.0 INTRODUCTION

Training is considered as one of the good techniques for improving personnel skills and retaining competent human capital that will improve organizations efficiency and effectiveness. The efficient and effective services delivery of organizations is greatly determined by the quality and quantity of competent personnel it attracts maintained and retained over time. The survival of tertiary education institutions in the knowledge driven competitive economy lies in its efforts to train and develop its human capital to be innovative, creative, and inventive to enhance their efficiency, effectiveness and to increase the institutions competitive advantage in a sustainable state (Falola, Osibanjo & Ojo 2014 Ofojebe & Chukwuma, 2015) Training and development is an important aspect of human resource activity that is frequently employed in enhancing human capital knowledge, skills and competence which improves employees' efficacy to efficiently perform (Edralin, 2004). Training is one of the prevalent techniques for boosting employees' outcome and to enhance institutions productivity in the work environment (Vemic, 2007). The highly valuable resource in Nigeria tertiary education institutions is their human capital that determines the success and failure in citadels of learning.

Human resources of tertiary education institution comprise the lecturers, administrators, technical personnel and librarians. These human resources harmonized other material resources to produce quality educational output. The academic staff undertakes research and teaching while the technical, administrative and the unskilled staff rendered supporting services to the academic staff (Alani, 1993). Human capital is the key element and indispensable asset for gaining competitive advantage in tertiary education institutions and training is an important technique for its actualization (Ofojebe & Chukwuma, 2015). The extent of skills, competency, and ability of the human resources of an institution influences its ability to achieve its specified goals and objectives to preserve its attained positions (Hartani, 2015). Meanwhile, workforce competence and pro-activeness is proportional to the extent at which institutions will achieve their missions and to compete favourably with others.

Tertiary education institutions need sufficient quantity, quality and skilled manpower to effectively function. The physical equipment and facilities are only complementary resources to the educational institutions. Olakunle (2001) posits that human resources will remain the most ever productive capital in any institutions, no matter the size or type. Mkpa (1991) corroborate with the above assertion that no educational institution is superior above the quality of its personnel. Thus the quantity and quality of people working in tertiary institutions are crucial to the accomplishment of their missions and objectives.

However, literature has identified many factors as responsible for the challenges of human resource training in tertiary education institutions in Nigeria, these includes inadequate funding, lack of vibrant human resource development intervention schemes, brain drain, lack of committed leadership, incessant labour disputes, poor reward system, poor performance appraisal system and nonalignment of training schemes with employee and institutions need among others (Bogoro, 2015; Emmanuel, 2015).

Based on the identified challenges of human resource training in tertiary education institutions in Nigeria, this study is motivated to proffer long lasting strategies to mitigate the challenges of human resource training in tertiary educational institutions in

Nigeria. In a comparative background, brain drain menace is not peculiar to Nigeria tertiary education institutions alone, the Malaysian tertiary education institutions are equally surrounded by apparent challenges such as exodus of talents; for instance, the (World Bank, 2011), attested that a total of one million Malaysians are in diaspora of which three percent are skilled professionals, underutilization of local talents of all races and poor prospects as well as inadequate skilled jobs are among other challenges of Malaysia tertiary education institutions (Lee, 2014). The paper is structured into introduction, concept of human resource training, Methodology of the study, the roles of human resource training in tertiary education institutions in Nigeria, challenges of human resource training, recommendations and prospects for human resource training and the conclusion.

1.1 CONCEPT OF HUMAN RESOURCE TRAINING

The term training has been defined as planned pre-designed learning that effect change in an individual's behaviours, skills, knowledge to improve employees performance and organization productivity (Devi & Shaik, 2012). Training is also perceived as a planned effort by institutions to enhance the acquisition of specific skills, knowledge that workforce need to flourish in their job (Sitzmann & Weinhardt, 2015). However, Newman, Thanacoody and Hui, (2011) contends that the main objective of training schemes is not only to improve the competencies of the workers; it also fosters a common culture in the organizations, improving personnel' commitment to the organizations and attracting good quality workers. Training plays important role in developing employees' skills, behavior and knowledge in the dynamic ever changing knowledge world (Tan, Hall & Boyce, 2003). The human resource training programs for workers can serve as active driver of the execution of strategic activities. In other words, the training programs of an organization can be a support in the attainment of organizational objectives. If the training program is well planned and implemented, it will improve the organization strategic direction.

In the plight of the above assertions, training has increasingly gained importance as human capital becomes competitive tools within organizations in the globalized economy of developing countries (Zakaria, 2000; Bhagat & Prien, 1996). The resources committed to continuing training and development of employees is considerable based on the survey reported by Miller (2012), who reveals that, American Society for Training and Development (ASTD) projected that, U.S. institutions committed about US\$156.2 billion on human resource training and development in 2011. Additionally, Nigerian government projected the sum of N426.53 billion in 2013 on higher education institutions representing 8.7% of the national annual budget (Michael, 2012). Moreover, N400.15 billion, representing 8.43% in 2012 was allocated for training and development of workforces in Nigeria tertiary educational institutions (Michael, 2012). This has clearly show the important function training plays in the attainment of organization goals and objectives. Sung, and Choi, (2014) tried to prove the effectiveness of this concept by exploring the effect of training on organization innovative outcome. The study found that, investment in on- the job training and development has a significant association with innovative performance. Naqvi and Khan (2013) undertook a research to determine the effect of training on workers performance, organizational productivity and the mediating effect of workforce performance between human resource training and organization performance. The study reports a significant and positive association between training and organization performance. The employees also indicate a positive mediating impact with organization performance.

In another study by, Newman, Thanacoody, and Hui, (2011) examine the impact of training on employee commitment and turnover intentions. The study found that training is a strategic factor that fosters organizational commitment of employees to curb turnover intentions. Falola, Osibanjo, and Ojo, (2014) investigated the training effectiveness of workforces outcome and organizations competitive advantage in Nigerian financial organizations. The study reports a strong association between human resource training and personnel output and competitive advantage over other organizations in Lagos state, Nigeria.

In addition, Laing and Andrews, (2011) studied to established the nexus between human capital training and performance of two Australian hospitality industries. The findings from regression analyses showed that significant improvement in employees' performance was due to training and development. Owoyemi, Oyelere, Elegbede, and Gbajumo-Sheriff, (2011) study the relationship between training and workers commitment to organizations. The study reported that, the more the employer training offered the employees the higher the workers commitment to the organization and its values. Agwu, and Ogiriki (2014) report that training and development has a significant relationship between training and development in Nigerian Liquefied Natural Gas (NLNG) Company in Nigeria.

1.2 METHODOLOGY

This research employed secondary sources to collect data through literatures from published journals, textbooks, articles, internet sources and reports.

1.3 THE ROLES OF HUMAN RESOURCE TRAINING IN TERTIARY EDUCATIONAL INSTITUTIONS

Training is one of the important human resource management functions in organisation of which tertiary education institutions are inclusive. Human resources training and development intervention programs is considered as an important driver that facilitate the smooth execution of strategic activities, that can enhance the attainment of organizational goals.

Training Impart High Morale on Employees: The employee who attends training to acquire new knowledge and skills possessed higher self-efficacy, passion and motivation to perform complex and challenging tasks which they were not able to performed prior to training (Olaniyan & Ojo, 2008). Training improves the capability of employee to improve their outcome and organization productivity. In another word, training fosters employees' cordial relationship between their peers and the immediate superiors to kindles team work spirit, enabling the employee to participate efficiently on the job to yield the desired quality organizational output (Elnaga & Imran, 2013)

Training Minimize The Cost Of Output: Training helps in reducing wastages of resources; it reduces level of risks as competent personnel make effective use of the materials and equipment, and it reduce accidents (Maman & Aminu, 2014).The effective training facilitates the institutions to judiciously maximized the potentials of employees by curtailing the deviant behaviours such as absenteeism, procrastination at work, late coming and leaving before time. Training sharpens the reasoning faculty of workforce to take the most appropriate decision in a productive manner to increase institutions performance (Oyitso & Olomukoro, 2012).

Training Plays the Role of Change Management: Training provide the skills required to adapt to new evolving situations owing to globalization and technological modifications prompting tertiary institutions to improve their personnel by developing and involvement of employees in the change process (Khan, 2011). Training which is keeping employees abreast is the strategy through which workers surmount the dynamic uncertainties in the present fast developing global technological challenges to sustain organizations in the competitive knowledge driving economy (Tai, 2006).

Training Reduces Labour Turnover Intentions: Training reinforces competency which embody job satisfaction and confidence on employees at the work environment. When employees are reinforced with the current trends of technological innovations, it creates an atmosphere of satisfaction and enthusiasms that fosters employee's higher performance with its positive attendant of organization higher productivity (Newman, Thanacoody, & Hui, 2011).It also, helps to reduce the extent of labour turnover intentions which degenerates into poor attitude to work (Newman,Thanacoody, & Hui, 2011). Training reduces employee's anxieties stress and frustration which is meted on workers through job processes.

Training Provides Competency on Employees. Training is a technique which support workers gain Competencies to undertake more challenging tasks in their current or future job through development of proper attitudes that will improve their efficiency and organizations effectiveness that will earn the employees promotion recognition and increase in pay (Falola, et al.,2014;Hartani,2015).Training is an effective process of improving employees' job satisfaction, when the workers perceived that their higher input is appreciated by the supervisors and management. Thus, employees adjust comfortably to their work situations to channel their efforts towards the attainment of organizations goals enthusiastically (Onu, Akinlabi, B.H., and Fakunmoju, S.K. (2014). Training is a process and activity that is purported to develop and to improve the behavior, attitude and knowledge of workers in accordance with the designed goals of the organizations. Therefore, training and development programmes need to be a continuous process in order to improve the abilities, skills, as well the effectiveness and efficiencies of workers in order to accomplish organizational goals which in this situation, is to improve workers performance through effective training.

1.4 CHALLENGES OF HUMAN RESOURCE TRAINING

The Nigerian tertiary education institutions are besieged with inadequate funding, corruption/ misappropriation, low trainees training motivation, poor wage and staff conditions of service, poor assessment of training needs and training design and brain drain. Thus, because of the significant role tertiary education institutions played in achieving social, political and economic development, successful governments are making efforts to allocate substantial resources to tertiary education institutions in attempt to improve the competencies of human capital through human resource training, but certain social political and economic factors have thwarted the efforts. Therefore, all efforts to improve their performance yield fruitless efforts due to some reasons ascribed below (Onu, Akinlabi & Fakunmoju, 2014; Emmanuel, 2015; Ofojebe & Chukwuma, 2015).

Inadequate Funding:

The funding of tertiary education institutions is imperative due the high costs involved in maintaining education institution. However, Nigerian government has not fund her higher tertiary education institutions adequately to enhance the achievement of best human resource training result (Famade,Omiyale, & Adebola,2015). In addition, Ajayi and Ekundayo (2006) contends that Nigerian government has not been able to meet the United Nations Educational Scientific and Cultural Organisation (UNESCO) recommendation of 26% over the years despite the government's yearly budget allocations to education sector (Famade,Omiyale, & Adebola,2015). The insufficient budgetary allocation has posed a critical challenge to human resource training and development in tertiary education institutions in Nigeria. The Nigeria government seems to pay less emphasis in the budgetary allocation to tertiary education institutions in Nigeria (Ofojebe & Chukwuma, 2015).

The World Bank (2012) selected countries of the world analyses of budgetary allocation to tertiary education institutions showed that, Nigeria is the least in her annual budgetary allocation. The analyses indicates that Nigeria allocated 8.4%,Norway 16.2%,Uganda 27.0%, Ghana 31%, Coted'Ivoire 30.0%, Morocco 26.4%,India 12.7% Swaziland 24.6%,South Africa 25.8%, Mexico 24.3%, Kenya23.0%,Burkina Faso 16.8%, Botswana 19.0%, USA 17.1%,Colombia 15.6% (Asiyayi,2015).UNESCO (1995)recommended that 26% annual budgetary allocation to education by developing countries but Nigerian government play down on the recommendation, despite the available numerous resources at her disposal.

Corruption/ Misappropriation:

The tertiary education administrators who are saddle with crucial roles of providing effective leadership, improving the quality of teaching, research and learning and are the most influential stakeholder in the tertiary education institutions are not left out of the fraudulent practices and mismanagement of public fund in tertiary education institutions (Oluwatobi & Ogunrinola,2011).According to Lamido (2013) the extent of corruption in the country has eaten deep into the entire fabrics of the economy which is destructive and disastrous to the entire public agencies. Corruption did not spared the education sector by the administrators of the tertiary institutions that always misappropriate money and other valuable resources earmarked for training and research for their personal gains at the expense of developing the skills of the personnel of tertiary education institutions. However, Teferra and Altbach(2004) argued that corruption and embezzlement charges on administrators of African tertiary

education institutions are not prevalent but charges is mostly blamed on poor prioritization and misappropriation of scarce earned resources allocated to tertiary education into a difficulty financial problems which ultimately affects research and human resources training and development in the public tertiary education institutions in Nigeria. The removal of this problem will revive the education institutions and Nigeria at large.

Low Trainees Training Motivation

The irregular promotion of some employees of tertiary education institutions as at when due especially when she/he is having an axe to grind with the institutions management mostly lead to low motivation of the employees (IgeAkindele, 2014). The employees of public tertiary institutions that are due for promotion but were denied promotion and has gone through employer sponsored training and development are mostly wooed by private, states and neighboring countries tertiary educational institutions that have shortage of employees by promising them regular promotion and extra allowances.

Additionally, the personnel of tertiary educational institutions lacked the pre-training and post training motivation that will drive the trainee to attend training and to learn new knowledge from training (Onu, Akinlabi & Fakunmoju, 2014). Once the trainees are not adequately motivated their perception of training will be negative towards the training. This will thwart the good effort of management on training. Therefore, management and the supervisors need to intimate the trainee on the benefits that will be accrued to the trainee before attending the training and as well, the benefits of training to the organization. Moreover, at the post training environment, the trainee need to be motivated and supported to apply the learnt skills on the job to facilitate the organization to achieve its laudable goals (Onu, et al., 2014). This will improve the performance of employees and increase the efficiency and effectiveness of the organizations to withstand the turbulent competition in this knowledge driven economy.

In the plight of above discussions, Manzor(2012) opines that no organization can attain success unless its employees are motivated and satisfied with the conduct of the organization. However, low employee motivation is glaring an impeding factor of human resource training in Nigeria. This is evidenced with the incessant industrial action embarked upon exhibiting the extent of dissatisfaction of the employees with the organization. The prevalent unfair treatment of employees will result in a serious set back on human resource training and development programme of tertiary educational institutions in Nigeria.

Poor Wage and Staff Conditions of Service.

Employees wage is a generally sensitive issue in organizations of which tertiary education institutions are inclusive. Wage is an estimate of employees input into the organization in exchange for services of output rendered the organization (Osibanjo, et al. 2014). In Nigeria, the monthly wage of employees of tertiary education institutions is low, when compared to what is obtained in the world and in other continents in the world and in Africa. In the year 2007, the national universities commission (NUC) undertakes a wage surveyed which disclosed that a professor earned \$27,000 per annum in Botswana, between \$58,000 and \$75,000 in South Africa and between \$21,000 and \$35,000 in Namibia. While, in Nigeria a professor earned a wage of about \$12,000 per annum (in the year 2006). Moreover, the monthly salary of a professor in tertiary education institution is not up to what a fresh graduate in Banks and oil companies are benefitting. (IgeAkindele, 2014). Aside the wage benefits there are some benefits and incentives that tertiary institutions personnel are supposed to enjoy such as medical assistance, car loans and accommodations are mirage (IgeAkindele, 2014). The state of wage dissatisfaction and poor conditions will prone the employees to express disaffection and demotivation in attending the training and the on the job application of learnt skills that improve the employees performance and organization productivity. Thus, training and development programmes will find it difficult to achieve its designed goals and to justify investment in training.

Poor Assessment of Training Needs and Training Design

The employees of tertiary education institutions are selected for training based on personal sentiments such as tribal sentiments, regionalism and unnecessary favouritism against the objective training appraisal needs of the trainees and organization needs (Kolawole, et al. 2013; Ayodele & Ezeokoli, 2014). Performance appraisal is mostly employed to assess the trainees that deserve further training based on the performance indicators such as underperformance, lateness to work, absenteeism among others. However, the unethical practices of selection of trainees based on personal prejudices and bias always results in the selection of employees that does not deserve training. The subjective selection of employees for training will negatively orchestrate training intervention schemes not achieving its specified goals and objectives.

In another word, the poorly planned training programme is mostly responsible for the non-return of training investments. Generally speaking, the emphases of training should be towards the context of ongoing institutions process and training programme should focus on the attainment of institutions strategic goals. Brennan and Kaplan (2005) opines that if the training rendered to trainees impact on their behaviours they will transfer the learnt skill on the job, but if the trainee feels the training has no relevance to their job they will pay less attention to training. The goal of the training should not just be to send the trainees for training, but trainee should be able to transfer the competency acquired to the workplace (Chen, Sok, & Sok, 2007; Manman & Aminu 2014).

Effect of Brain Drain

The impact of human capital flight posed a great challenge to human resource training in tertiary education institutions in Nigeria. Tertiary education institutions has lost a high number of her experienced and skilled professionals employee to international labour market (IgeAkindele, 2014; Muthuuri, & Kihara, 2014). Another perspective of brain drain in Nigeria was the extent at which personnel of tertiary education institutions were sponsored abroad to attend conferences and further studies was reported by the Federal Ministry of Education FME (2009) which showed that between the year 2008 and 2011, 4, 574 personnel of tertiary education institutions were offered scholarship abroad and 1,009 secured employment in foreign countries and never returned back to the country and the tertiary education institutions that financed their further studies abroad

(IgeAkindele,2014; Muthuuri, & Kihara,2014). As such, the accomplishment human resource training and development programmes of many tertiary education institution in the developing countries is hampered due to inadequate of experienced and skilled professional human resources that will served as trainers. This scenario posed a negative challenge to training and development programmes of tertiary education institutions in Nigeria.

1.5 RECOMMENDATIONS AND PROSPECTS FOR HUMAN RESOURCE TRAINING

In the plight of the identified challenges of human resource training in tertiary education institutions in Nigeria, it is imperative to proffer a lasting solution that will mitigate the myriads of problem influencing human resource training in tertiary education institutions in Nigeria. Attaining this feat calls for concerted effort of tertiary education stakeholders. Specifically:

Adequate Funding of Human Resources Training

Government need to improve the annual budgetary financial allocation for human resources training and development in the tertiary education institutions to meet the recommended 26% Gross Domestic product prescribed by (UNESCO). This will made available sufficient fund that will enable the tertiary education institutions to provide quality and effective training programme that will impart positively on the behaviour of employees to improve their performance and organization productivity. This will facilitate the better return on training investment through efficient and effective services delivery of tertiary education institutions in Nigeria.

Reinforcement of Policies for Combating Corruption

Literatures asserts that diversion of public resources for personal gain and lack of strategic prioritization of resources attributed to inadequate funding of human resource training in tertiary education institutions in Nigeria. Thus, the administrators of tertiary educational institutions should work closely with the strategic planning unit to ensure prudent and judicious allocation of available scarce resources to maximize efficient use of resources in order to achieve specified goals at the right time. In an effort to combat fraudulent practices, the tertiary education institutions regulatory bodies such as National universities commission (NUC), National Board for technical education (NBT) and National commission for college of education (NCCE) and others need to be committed by entrenching policies to ensure that whoever is found wanting should face the wrath of the law and it should not be employ as a tool for witch hunting for personal differences. This will to some extent curb corruption and misappropriation of public resources.

Provision of Adequate Motivation

The human capital which is one of the most essential assets of organization should be given sufficient pre training motivation prior to training intervention programme and sufficient post training motivation by the management, peers and immediate supervisors to ensure that trainee apply the learnt knowledge on the job. In addition, the trainers should design a follow up programme to ensure that trainees immediately transfer the learning to workplace. The management should establish an objective performance appraisal system free of personal prejudices that will guarantee equity in the assessment of personnel worth, giving sufficient feedback on the performance employees, identifying trainees that deserve further training and those that need to repeat the training. Based on the outcome of the performance appraisal, regular promotion be giving to employees that merited it. This will boost the morale of employees to channel more efforts towards the attainment of the plausible goal and objectives of the organization. This will mitigate the frequent accusation of inefficient performance been reigned on public tertiary education institutions in Nigeria.

Improve Working Conditions and Salary Upward Review

Better and secure working condition of welfare services such as car loans, house loans, better medical care and available fund for human capital development opportunities, timely release of research grants to ease job stress and turnover intentions. The education institutions in Nigeria should emulate the developed and other developing countries in the upward review of monthly salary of personnel of tertiary education institutions in Nigeria. This will largely reduce the job dissatisfactions exhibited in their incessant industrial actions.

Efficient Assessment of Training Needs and Training Design

The identification of training needs should be objectively done based on previous training feedback and training needs indicators of employees and organization as against the subjective method of primitive tribal sentiments, regional and unnecessary favouritism of sending trainees without training needs The trainee will end up attending training that has no relevance to them and to the organization without paying attention to training.. The training design should be based on the organization current context and strategic goals. This will give training its worth and the actualization of education institutions goals and objectives.

Curbing the Menace of Brain Drain

Efficient and effective right mix of quality and quantity of human capital is a necessity for the attainment and sustainability of tertiary education institutions in Nigeria. However the dearth of human capital in Nigeria tertiary education s is worsened by the massive exodus of trained personnel internally and externally. The cost of replacing the vacuum created through brain drain exerts much burden on the scarce limited resources of tertiary educational institutions in Nigeria. In attempt to curb the menace of brain drain, this study is of the view that government will make a concerted effort introducing a robust attractive reward system, better job security, provision of better welfare services and facilities that will attract and retain workforce in the education institutions in Nigeria.

1.6 CONCLUSION

This study examined the challenges of human resource training in tertiary education institutions in Nigeria. The findings disclosed that substantial resources have been committed in human resource training but investment in training yield fruitless

results. Hence, it becomes imperative to devise a formidable strategy to bring the challenges of human resource training to a halt. This study suggested that government should intensify effort in funding human resource training, reinforcement of stiffer policies for combating corruption, provision of adequate training motivation, introduction of attractive reward system, objective assessment of training needs and training designs and curbing the menace of brain drain. This study is optimistic that if the devised recommended strategies are implemented by government and tertiary education administrators, the challenges besieging human resource training will be surmounted and training investment will yield positive return that will improve the quality performance of employees and increase the institutions plight of efficient, effective service delivery of tertiary institutions in order to contribute to political, social and economic development of the nation at large. However, the scope of this study is limited to Nigerian tertiary educational institutions; therefore the generalization of the suggested strategies shall be confine to context of tertiary education institutions in Nigeria. Future research should employ quantitative research design to examine the challenges of human resource training in tertiary education institutions in Nigeria and in other developing countries.

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