



## Original Research Article

**Improving Quality Human Resource Management for Sustainable Growth, Security and Development of Education in Universities in Rivers State, Nigeria**Blessing, Ndidi Uzor<sup>1</sup>, Georgewill Isaac Dick<sup>1</sup>, Igbegiri Dominic Chiosom<sup>2\*</sup><sup>1</sup>Visiting Scholar, Ignatius Ajuru University of Education Port Harcourt, Nigeria<sup>2</sup>National Teachers Institute, Ahoada Study Centre, Rivers State, Nigeria.

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\*Corresponding Author: [igbegiridominic@yahoo.com](mailto:igbegiridominic@yahoo.com)**Abstract**

The study investigated Improving Quality Human Resource Management for Sustainable Growth, Security and Development of Education in Universities in Rivers State. The study adopted the descriptive statistical design. The population of the respondents comprised all the 10,371 teaching and non-teaching staff of the three Universities in Rivers State. The sample size is 284 comprising of 186 Teaching Staff and 98 Non-teaching Staff using the random stratified sampling technique. The instrument for data collection was a self-developed 14 item instrument entitled “Improving Quality Human Resource Management for Sustainable Growth, Security and Development of Education Questionnaire (IQHRMSGSDEQ)”. Face, content and construct validities were ensured. Mean and standard deviation were used to answer the research questions while the Z-test statistics was used to test the null hypotheses at 0.5 alpha level. The major finding of the study revealed among others that University Management is achieving moderate level of funding and improved training opportunities for Human Resource Management for sustainable growth, security and development of education in Universities in Rivers State. The study recommended among others that more funds should be allocated to Universities in Rivers State through Federal and State Government Intervention i.e. Petroleum Trust Fund (PTF), and Universities Management should regularly train and retrain their staff following the comparative advantage of the global economy.

**Keywords:** Resource, Management, Human Resource, Resource Management, Quality, Sustainable Growth and Development, Funding, Training.**Copyright © 2021 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.**INTRODUCTION**

Every industry whether formal, informal, manufacturing or service exists to create value. The human resource plays pivotal roles in bringing about the actualization of the organisational goals and aspirations. As a matter of fact, no industry, education inclusive can operate without human resource. Organisations could actually have automated and sophisticated machines but where there is no human resource to operate such machines, they will lie waste and not utilized. Human resource makes an organisation. The vision of any organisation is equally birthed by the human resource. The extent to which any organisation will go in carrying out her vision will depend largely on the quality of the human resources at her disposal. The education industry is not left out. The quality of human resources in any institution will go a long way to determine the quality of output that will be achieved hence, the need for its effective management. Managing human resource is

obviously not an easy task particularly in an organization where you find different people with different aspirations and desires, having different perspectives about life and how to go about it. These call for a concerted effort by the educational managers to ensure they possess the right skill and abilities that will birth improved quality human resource management, its sustenance, growth, security and development in our education industry so that the output that will be produced will be critical and innovative thinkers that could compete favourably in the global entrepreneurial arena hence, impact positively on the nation's gross domestic product. Therefore, if human resources play pivotal roles in the organisation, could its improved quality management bring about the much needed impact in the quality of services/output from the universities? Against this backdrop, this paper examined improved quality human resource management for sustainable growth, security

and development of education in universities in Rivers State.

**Statement of the Problem:**

No industry can perform effectively without the human resource. The saying is true that no organisation or industry can rise above the quality of her labour force. They are the geese that lay the golden eggs. Apparently, if the right caliber of human resources are lacking in our education industry, the achievement of the goals and objectives of education will become a mirage; hence the orientation that there is a mismatch between what is produced as output by the Universities and what is needed in the labour market as it appears that some of the human resources lack the requisite knowledge that will produce the needed output. However, it is not known how qualitatively, the human resource that could bring about the growth and sustainable development are being managed. The question is what funding is available to ensure that the human resource is given an improved quality management and what training programmes and opportunities are available to equip them for this all important task of achieving sustainable growth, security and development of education in Universities in Rivers State.

**Research Questions:**

1. What funding is available for improved quality human resource management for sustainable growth, security and development of education in Universities in Rivers State?
2. What training opportunities are available for improved quality human resource management for sustainable growth, security and development of education in Universities in Rivers State?

**Hypothesis:**

**Ho1:** There is no significant relationship between the mean rating of teaching and non-teaching staff on the availability of funds for improved quality human resource management for sustainable growth, security and development of education in Universities in Rivers State.

**Ho2:** There is no significant relationship between the mean rating of teaching and non-teaching staff on training opportunities available for improved quality human resource management for sustainable growth, security and development of education in Universities in Rivers State.

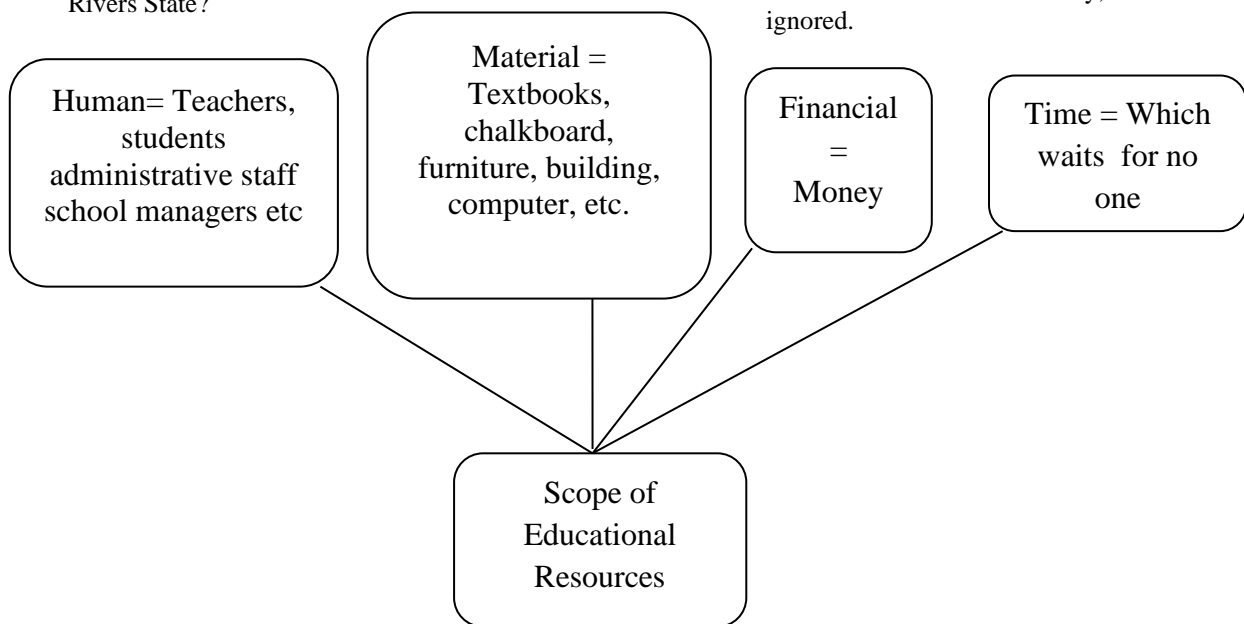
**CONCEPT**

**Resources:**

Resources could mean anything in the way of input which an organisation could utilize to ensure the realization of her goals and objectives. It is anything that has utility and can also add value to life. In the education industry for instance, resources could be seen from the perspective of all the things that makes the running of the academic programmes possible.

Asodike and Adieme (2014) noted educational resources to be in four categories namely:

- Human Resource which is the most important of all the resources
- Material Resource which are useable and consumable facilities like buildings, books, furniture, chalkboard etc.
- Financial Resource which is the monetary input available and expended on the education system
- Time Resource, which is one of the scarcest resources of man unfortunately, most often ignored.



**Fig-1: Scope of Educational Resource**

**Source:** Adapted from Asodike and Adieme (2014:2): Educational Resource Management

**Management:**

Management could be seen as getting things done through others so as to achieve set goals of an organisation. Asodike and Adieme in Obasi and Asodike (2014) submitted that management signifies the skills which the managers/leaders adopt to utilize human and material resources to achieve pre-determined organisational goals. Njoku (2018) is of the opinion that management in a general term can be seen as the ability of organising and controlling human resource, which in turn uses the material resources to achieve the set goals and objectives of the organisation. In the same vein, Njoku and Oluwuo (2018) while describing facilities management as a type of resource asserts that facilities management involve all the processes, principles, policies, programmes and project put together to ensure a conducive learning environment. They further stated that management of resources is one of the pivotal roles of the school administrator.

**Human Resource:**

Human Resource doesn't just form an integral part of the school but also its key element. Braton and Gold (1999) in Obasi and Asodike (2007) asserts that Human Resource is all about people in work organisations endowed with range of potentials, abilities, talents, attitudes, influence, productivity, quality and profitability. In their opinion, individuals become human resources because of the roles they assume in work organisations. Asodike and Adieme (2014) asserts that the major asset of any organisation is its human resource who work to ensure the attainment of the organisational goals. They are actually the reason for the organisations existence because without them other material and financial resources will remain unutilized. In education, they noted that human resources include

the students, teachers, school managers, and administrative staff in the ministry of education and non-academic staff.

**Human Resource Management:**

Armstrong (2012) is of the submission that human resource management is of a dual approach namely – comprehensive and coherent. Both are geared towards employment and development of people. Armstrong further stated that human resource management could be regarded as a philosophy about how people should be managed. It is concerned with the contribution it can make towards improving organisational effectiveness through people. It should also be concerned with how people in the organisation ought to be treated in accordance with a set of moral values.

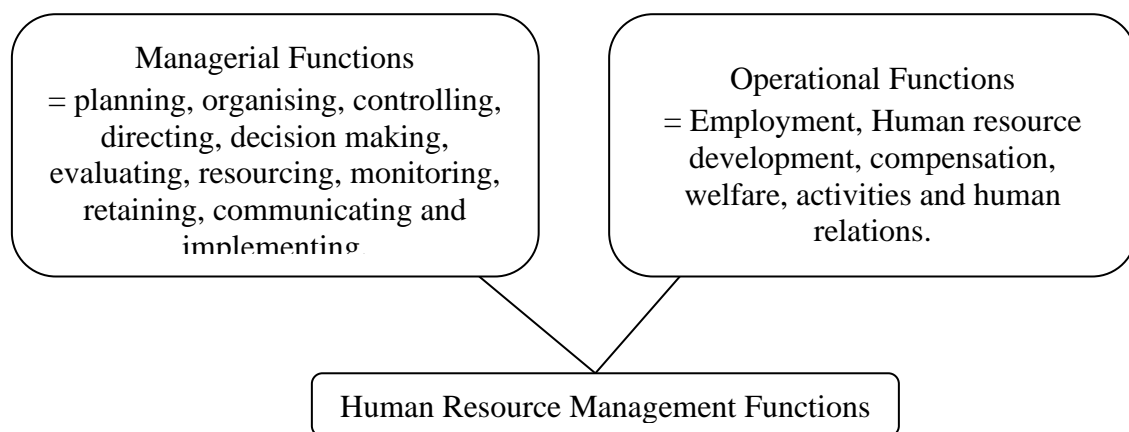
Nwankwo (2014) laid credence and noted that the education industry is part of a complex industry as a result it becomes more useful and applicable to the term “Human Resources Management” rather than just staffing or personnel.

To further buttress in view, he deposed that in the education industry, personal management should be more technically and realistically seen from two or more functional areas as Staff Personnel Management and Student Personnel Management.

In line with this, Asodike and Adieme (2014) deposed that human resource management in the educational system is the function of the personnel management department in the ministry of education. It is the systematic utilization of human potentials to realize educational objectives and staff contentment.

They noted two functions of human resource management as:

- Managerial functions
- Operational functions



**Fig-2: - Functions of Human Resources Management**

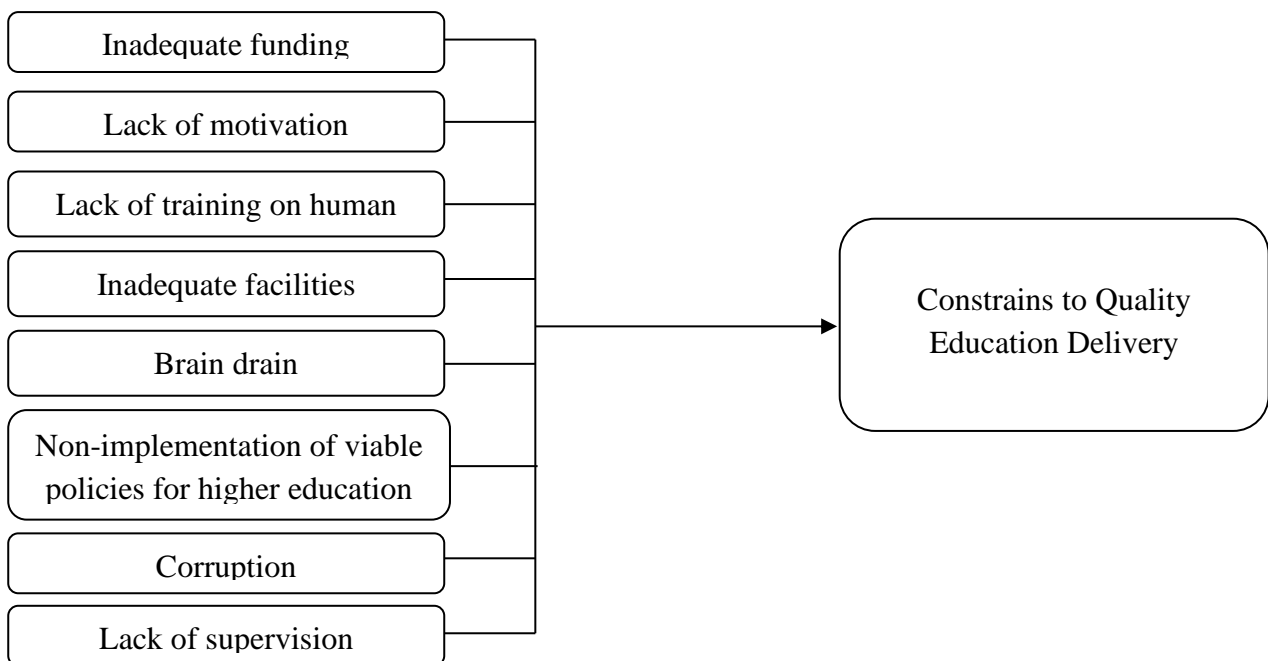
**Source:** Adapted from Asodike and Adieme (2014:8) – Two Major Functions of Human Resource Management. In F. N. Obasi and J. D. Asodike (2014). Educational Resource Management

**Quality:**

The concept of quality is a much debated one. It is relative. It may not necessarily be measured. Quality could be seen as the ability of a product or service to satisfy expected needs. Amadike (2007) noted quality as the excellence of a product including its attractiveness, absence of defects, possession of reliability and long term durability. She further submitted that most products in the Nigerian educational institutions seem not to know the trend of things when it comes to quality. Only through knowing what quality implies that we can actually identify specific elements of quality and appreciate problems,

target needs, set performance standard etc. that deliver precisely, world-class value to clients. Njoku and Georgewill (2013) deposed that quality in education could be regarded as the ability of an educational institution to deliver its program of study as expected or desired. Quality is related to an institutional mission, purpose, goals, objectives and achievement of an identified outcome. Some constraints to quality education delivery are: Inadequate funding, Lack of motivation, Lack of training on human resource, Inadequate facilities, Brain drain, Non-implementation of viable policies for higher education, Corruption, Lack of supervision among others.

Graphical representation of constraints to Quality Education



**Fig-3: Constraints to quality education**

**Source:** Adapted from Njoku and Georgewill (2013)

**Sustainable Growth and Development in Education:**

Sustainable development could mean the development of resources while ensuring safety of the environment. According to Babalola (2013) reform and development in education denotes improvement, re- organisation, restructuring, modification, transformation, change and innovations in the system and institutions of higher learning (universities) etc. Development in education is how people and organisation can make the formal education sector to grow and function efficiency and effectively. Growth and functioning in education should cut across five strategic areas which are the Structure, Objectives, Choices available, Casual relationship within the system including levels and types of education and finally the rationalities of decision makers like the consumers and providers of education.

Ikegbusi, Ogbo and Obiye (2018) are of the view that education is an activity which is as old as man across cultures. It does not only embrace school experiences but also provide indirect or incidental influences which help us to learn. Such influences and activities affect our character, behaviours and perceptions. Education is key to development which has the capacity to upgrade teaching effectiveness as well as learning efficiency among learners. Ugwuanyi (2015) in Ikegbusi et al deposed that education is the acquisition of knowledge that tends to train and develop the individual. It is seen as the singular most important instrument for holistic human development and empowerment of citizens of any nation. Economic and social development is key in any nation hence the need for quality management and sustainability of the resources that will bring about such development through the education industry.

## Review

### Funding:

University education makes optimum contribution to national development and this is made possible when a holistic education process is achieved by producing learners who could think critically and be able to showcase what has been learnt in an innovative way, (Njoku and Nwikina, 2018). In recent years, the demand for university education has increased, implying that people have realized the importance of university education in one's life as a means for social mobility, self development etc, hence, the need for adequate funding for quality management of the resources to ensure that the laudable educational goals and objectives are achieved (Njoku 2018).

It may be possible for one to say that the Federal Government of Nigeria believes that education is important and that it is for the promotion of economic and social development in the country but then, one wonders why the level of funding of our education in the same government has remained very poor to the extent that the allocation has not been up to the UNESCO recommendation of 26%. That the schools are deficient in infrastructures and even teaching capacity is an indication that the schools receive low government grants and subvention which cannot make up for all the expenses the school will need to run its affairs. All reforms we have had in the corridor of our educational industry have failed at one time or the other due to poor funding. Some of them are laudable initiatives that could have gone a long way in re-shaping the education industry and bring about skilled labour force that will compete favourably in the global entrepreneurial arena. Yet for lack of funds, such initiatives have died natural deaths. It is only when the school is adequately funded that there will be improved quality human resource management that will bring about sustainable growth, security and development in education (Njoku, 2018).

Osaat (2011) in Njoku (2018) noted that it will be worthless discussing of other factors that fight against the achievement of a functional education in the Nigerian Educational System without making mention of funding in education. In fact, the fund for education Osaat noted has continued to be low and so continued to affect the provision of infrastructures and for the training of the teachers to lead the students on the ladder. In line with this view, Arikewuyo (2001), Olupona (2001) in Oguechuba (2014) succinctly puts that fund allocation in higher schools does not increase to meet the demands of funds resulting from increased enrollment experienced in our universities. There are still difficulties in the universities to meet her 10% internal fund generation. Notwithstanding the current subvention allocation to higher institutions in Nigeria, university education is grossly underfunded and this usually puts the university management under pressure resulting in inadequate provision of some essential services, facilities and equipment. Truth must be told

that for the goals and objectives of education to be achieved, adequate funding must be put in place.

### Training:

Training is vital in the management of both human and material resources in school. Training enhances efficiency and effectiveness in the education industry. Njoku (2018) is of the submission that the school administrators who should be at the fore front of managing school resources are well trained for the task. Daniel (2009) as cited in Njoku (2018) while looking at the challenges encountered in physical resources management stated that some lecturers and students are not trained on how to make use of some of the e-learning tools; This he opined affects e-learning programmes. From this perspective no combination of connectivity, equipment and software will achieve anything if people who are to make use of such equipment are not trained. Competent employees don't remain competent forever. Skills deteriorate and can become obsolete hence, why some organisations spend huge amount of money on formal training yearly. Robbins (8<sup>th</sup> Ed.) Robbins further stated that intensified competition, technological changes and the search for improved productivity are motivating management in different organisations to increase expenditures for training. Training is directed at upgrading and improving an employee's skills. To support this view, Iloabuchi (2014) opined that training is a learning activity that is focused towards the acquisition of specific knowledge and talents for carrying out certain specified jobs/task geared towards development. Training is an event and it focuses on short term goals of the organisation. It leads to development. Training expenses remains an investment rather than wastage.

Organizing training for the human resource in the school system is vital as it furnishes staff members with current ideas and methodologies to make the school system more attractive. There is on the job and apprenticeship training which helps the human resource to acquire skills. Conferences, seminars workshops, computer based training are all part of training that will help the school staff perform effectively and efficiently in the discharge of his/her duties and achieve the goals of education. To lend credence to this view, Uche (2010) as cited in Asagba (2014) noted that in-service training is one acquired to upgrade one's professional qualification while doing the job. In her opinion, in the early sixties, standard six pupils were employed to teach in schools and were exposed to series of training while doing the job. In-service training can be obtained from evening program, part-time or sandwich programs. Lecturers upgrade themselves by publications and acquired higher certificates for promotion to a higher level. In the Nigeria context, staff is not encouraged to obtain this opportunity which is training on the job. They are in some cases discouraged by high fee rate while some administrators do not give their subordinates the opportunities that will enable them to



update themselves. Of course, when the staff is not empowered, she noted that the system suffers.

**Summary of Review:**

Summarily, truth must be told that for us to achieve sustainability, growth, security and development in education presupposes improved quality human resource management through adequate funding and training opportunities.

**Methodology:**

The study adopted a descriptive survey design. The design was appropriate because it involves the description of an ongoing phenomenon without any manipulation. Two research questions and two hypotheses guided the study. The population of the respondents comprised of all the 10,371 teaching and non-teaching staff of the three Universities in Rivers State. The universities are as follows: University of Port Harcourt, 2,874 Teaching Staff and 1,688 Non-teaching Staff, Rivers State University, 2,389 Teaching Staff and 987 Non-teaching Staff and Ignatius Ajuru University of Education, 1,609 Teaching Staff and 824 Non-teaching Staff.

The samples size is 284 comprising of 186 teaching and 98 Non-teaching Staff. The random stratified sampling technique was adopted to draw the sample size from the population. A questionnaire item titled “Improved Quality Human Resource Management for Sustainable Growth, Security and Development of Education Questionnaire (IQHRMSGSEQ)” was used for the study. The reliability index was determined using the Cronbach Alpha and general reliability coefficient of  $r = 0.76$  was obtained. Mean and Standard Deviation were used to answer the research questions while the z-test statistics was used to test the null hypotheses at 0.05 alpha level.

**RESULTS**

The analysis of the responses gathered from the study were interpreted and presented thus:

**Research Question 1:**

To what extent is funding available for improved quality human resources management for sustainable development of education in Universities in Rivers State?

**Table-1: Mean Scores on Funding for Quality Human Resources Management**

S/ N	Variables	Teaching Staff (n=186)			Non-Teaching Staff (n=98)		
		$\bar{x}_1$	S D <sub>1</sub>	Decisi on	$\bar{x}_2$	S D <sub>2</sub>	Decisi on
1.	University education is	3.18	0.88	Great Extent	3.47	0.66	Great Extent

	grossly under-funded						
2.	Adequate funds are not provided for quality human resource management	2.79	0.99	Great Extent	2.54	0.63	Great Extent
3.	There are dearth of facilities due to lack of fund	3.14	0.89	Great Extent	2.99	1.00	Great Extent
4.	Universities are unable to provide essential services due to inadequate funding	2.89	0.63	Great Extent	3.15	0.36	Great Extent
5.	Staff are provided with free health care facilities	2.26	1.02	Minimal Extent	2.11	0.94	Minimal Extent
6.	Universities staff have competit	2.05	1.14	Minimal Extent	1.73	0.86	Minimal Extent

	ive total remuneration package						
7.	There is life insurance policy for university staff	1.97	0.94	<b>Minimal Extent</b>	1.85	0.63	<b>Minimal Extent</b>
8.	There is adequate fund for provision of adequate housing unit and offices for staff	1.96	0.97	<b>Minimal Extent</b>	1.93	0.69	<b>Minimal Extent</b>
9.	Due to lack of fund, staff are not allow to go for in-service training	3.08	0.69	<b>Great Extent</b>	3.12	0.33	<b>Great Extent</b>
	<b>Grand Mean &amp; SD</b>	<b>2.09</b>	<b>0.89</b>		<b>1.97</b>	<b>0.56</b>	

This question assessed the extent of funding that is available for improved quality human resources management for sustainable development in Universities in Rivers State. The study utilized nine (9) variables of extent of funding for quality human resources management, namely, university education is grossly under-funded, adequate fund are not provided for quality human resource management, dearth of facilities due to lack of fund and inability of universities

to provide essential services due to inadequate funding. Others include staff are provided with free health care facilities, universities staff have competitive total remuneration package, presence of life insurance policy for university staff, adequate fund for provision of adequate housing unit and due to lack of fund and lack of access on the part of staff for in-service training due to lack of fund.

The result of data analysis in table 1 shows that the extent of funding for quality human resources management has great extent in five (5) areas assessed by both teaching staff and non-teaching staff. This is because the means for these variables fall within 3.00 response mode, which is great extent (see the respective means for both teaching and non-teaching staff while in four (4) other areas assessed by both teaching staff and non-teaching staff has moderate extent of funding for quality human resources management. This is because the means for these variables fall within 2.00 response mode, which is moderate extent (see the respective means for both teaching and non-teaching staff for extent of funding for quality human resources management variables and the associated remarks in table-1). Evidently, it is clear that university management is achieving moderate level of funding for human resources management for quality sustainable development of education in Universities in Rivers State. This is in line with the view of Osaat (2011) in Njoku (2018) who noted that fund for education has continued to be low and has affected the provision of infrastructures and for the training of the teachers to lead the students on the ladder.

The standard deviation (SD) ranged between 0.63 and 1.14 for teaching staff and 0.33 and 1.00 for non-teaching staff. This is a moderate deviation. This shows that teaching staff and non-teaching staff do not differ very much in their assessment of management of fund for staff.

**Research Question 2:** To what extent is training opportunities available for improved quality human resources management for sustainable development of education in Universities in Rivers State?

**Table-2: Mean Scores on Staff Training for Quality Human Resources Management**

S/N	Variable	Teaching Staff (n=186)			Non-Teaching Staff (n=98)		
		$\bar{x}_1$	S <sub>D1</sub>	Decision	$\bar{x}_2$	S <sub>D2</sub>	Decision
1.	Training progams are not planned	1.62	0.92	<b>Minimal Extent</b>	1.32	0.49	<b>Minimal Extent</b>

	for university staff			t			
2.	University staff are not opportune to have sponsorship for research at international and local level	2.64	0.93	<b>Mode rate Extent</b>	2.93	0.78	<b>Mode rate Extent</b>
3.	School administrators find it difficult to arrange for workshop and seminar for the staff	1.91	0.88	<b>Minimal Extent</b>	1.47	0.50	<b>Minimal Extent</b>
4.	University staff are not sponsored to attend local or international conference that	3.32	0.83	<b>Great Extent</b>	3.07	0.99	<b>Great Extent</b>

	will upgrade their skills						
5.	There are lots of training programmes provided for university staff	3.00	0.71	<b>Great Extent</b>	3.20	0.41	<b>Great Extent</b>
	<b>Grand Mean &amp; SD</b>	<b>3.53</b>	<b>0.70</b>		<b>3.57</b>	<b>0.65</b>	

This question assessed the extent of training opportunities that is available for improved quality human resources management for sustainable development in Universities in Rivers State. The study utilized five (5) variables of extent of training opportunities available for quality human resources management, namely, training programmes are not planned for university staff, university staff are not opportune to have sponsorship for research at international and local levels, school administrators find it difficult to arrange for workshop and seminar for the staff, university staff are not sponsored to attend local or international conference that will upgrade their skills and there are lots of training programmes provided for university staff.

The result of data analysis in table 2 shows that the extent of training opportunities available for quality human resources management has minimal extent in two (2) areas assessed by both teaching staff and non-teaching staff. This is because the means for these variables fall within 1.50 response mode, which is minimal extent (see the respective means for both teaching and non-teaching staff. Another two (2) areas assessed by both teaching staff and non-teaching staff has great extent. This is because the means for these variables fall within 3.00 response mode, which is great extent (see the respective means for both teaching and non-teaching staff while the remaining one (1) variable assessed by both teaching staff and non-teaching staff has moderate extent. This is because the means for these variables fall within 2.50 response mode, which is moderate extent (see the respective means for both teaching and non-teaching staff for extent of training



opportunities available for quality human resources management variables and the associated remarks in table-2). Evidently, it is clear that university management is achieving moderate level of improved training opportunities for human resources management for quality sustainable development of education Universities in Rivers State.

This result laid credence to the view by Uche (2010) as cited in Asagba (2014) who deposed that in the Nigerian context, staff is not encouraged to obtain the opportunity of the job training because of high fee rate and sometime some administrators do not give their subordinates the opportunities that will enable them to update themselves.

The standard deviation (SD) ranged between 0.71 and 0.93 for teaching staff and 0.41 and 0.99 for non-teaching staff. This is a moderate deviation. This shows that teaching staff and non-teaching staff do not differ very much in their assessment of management training opportunities.

**RESULT OF TEST OF HYPOTHESES**

**Hypotheses one:**

**Ho1:** There is no significant relationship between the mean rating of teaching and non-teaching staff on the availability of funds for improved quality human resource management for sustainable growth, security and development of education in Universities in Rivers State.

**Table-3: z-Test for Responses on Funding for Quality Human Resources Management**

Categories	n	M	SD	z-cal	z-crit	Decision
Teaching Staff	18 6	2.0 9	0.8 9			
				0.06	1.98	Accepted
Non-Teaching Staff	98	1.97	0.56			

Table-4.6 shows that academic staff had mean and standard deviation score of 2.09 and 0.89 respectively, while management/non-academic staff had mean and standard deviation scores of 1.97 and 0.56 respectively. The z-cal value was 0.06, while the z-crit was 1.98 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, which means that the null hypothesis was accepted. Thus, there was no significant difference between teaching staff and non-teaching staff in the mean rating of extent of funding for improved human resources management for sustainable development of education in Universities in Rivers State.

**Hypotheses Two:**

**Ho2:** There is no significant relationship between the mean rating of teaching and non-teaching staff on training opportunities available for improved quality human resource management for sustainable growth, security and development of education in Universities in Rivers State.

**Table-4: z-Test for Responses on Staff Training for Quality Human Resources Management**

Categories	n	M	SD	z-cal	z-crit	Decision
Teaching Staff	18 6	3.53 3	0.70 0			
				0.01	1.98	Accepted
Non-Teaching Staff	98	3.57	0.65			

Table-4 shows that teaching staff had mean and standard deviation score of 3.53 and 0.70 respectively, while management/non-academic staff had mean and standard deviation scores of 3.75 and 0.65 respectively. The z-cal value was 0.01, while the z-crit was 1.98 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, which means that the null hypothesis was accepted. Thus, there was no significant difference between teaching staff and non-teaching staff in the mean rating of extent training opportunities are available for improved human resources management for sustainable growth, security and development of education in Universities in Rivers State.

**CONCLUSION**

Given the moderate level of funding and training opportunities for human resource management for sustainable development of education in universities in Rivers State, it will be difficult to achieve high level human resources management among the work force. This is obvious, since the level of management of the human resources is a significant determinant of staff performance.

**Recommendations**

The researcher recommended the following based on the findings of the study:

1. More funds should be allocated to Universities in Rivers State through Federal and State Government intervention through the regular monthly allocation, Petroleum Trust Fund (PTF) and internally generated revenue. This no doubt will enable the human resources achieve high level of productivity as well as maintain quality sustainable development of education among Universities in

Rivers State following the strict implementation and disbursement of funds. More so, Universities are hereby encouraged to intensify effort to strengthen their internally fund generation mechanism to assist government in the effective management of Universities.

2. The only thing that is constant is change. For a society to serve its people better, they must invest strongly on their human capital. Investing on human capital invariably means transforming the society. However, to achieve this requires the Universities management to regularly train and retrain their staff following the comparative advantage of the global economy.

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