The Challenges Of Human Resources Development In Nigerian Private Universities

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Abstract

The availability and the quality of a nation’s human capital to a large extent determines the rate and quantum of growth and development. The physical, material and financial (Non-human capital) are to be mobilized and utilized by the available human capital to accomplish the set goals. In fact, it is people that activate (the goose that lays the golden egg) the set objectives, determine the resources to use, apply the resources as deemed fit and coordinate the activities of an organization to achieve the set goals. It is pertinent to note that individual skills and techniques are significant determinants of peak performance. Skills and techniques can be acquired through training and development. This paper distinctively elucidates the human capital development challenges faced by Private Universities in Nigeria.

Keywords: Human Capital Development, Education, Private Universities, Challenges

Introduction

Educational institutions are established to train and develop human resources for overall individual and national development. The belief in the efficacy of education as a powerful instrument of development has led many nations to commit much of their wealth to the establishment of educational institutions at various levels. In Nigeria, governments, organizations, communities and individuals have been involved in this initiative. It would be recalled that the need to engage human capital at the barest (minimum) cost led the Europeans through Departmental Training Programmes (Fafunwa, 1974). Some of the training institutions established then have today grown into schools, colleges and institutes for training people and awarding certificates and diplomas.

In most African countries, the provision of University education by private institutions is a growing phenomenon when compared to other parts of the world. However, most African countries have been slow to expose the private sector to University education (Altbach, 1999). So also in Nigeria, the emergence of private universities as a business enterprise is an emerging phenomenon, a number of issues plague its development including legal status, quality assurance and the cost of service. The status of much private university in Nigeria is shady. Many operate without licenses, commensurate resources or appropriate infrastructures. The quality of service by many is also shoddy, even at a few of the institutions that possess better equipment, newer buildings and better facilities than the public universities.

It is worthy to note that the first federal university in Nigeria was established in 1948 (University of Ibadan), while the first state university was established in 1979. The first step towards the establishment of private universities in Nigeria was between 1979 – 1983 after the Supreme Court ruling that establishment of private universities was legal (Barrow, 1996, Aliyu 1984 cited in Thaver 2004). But in December 2003, General Mohammadu Buhari who took over government from democratically elected government with a coup de tat ordered the closure of the 26 established private universities as well as lack of serious minded academics among others (Obassi, 2007). The issue of private universities since then was not given further attention until 1991 when the then Vice-Chancellor of the University of Agriculture, Makurdi in his convocation speech advocated the establishment of private universities and thereafter, the then Head of State; General Badamosi Babangida decided to lift ban on the establishment of private universities and set up the Longe Commission in 1991 to review higher education in Nigeria. The commission among their recommendations was the establishment of private universities (Longe Report 1991). In 1999, when a new democratically elected government (President Olusegun Obasanjo) was sworn in as the President of the Federal Republic of Nigeria after a prolonged military rule for 16 years, the federal government now vested in the power to receive and treat applications of establishment of private universities to National University Commission (NUC) who will thereafter make recommendation for approval to the federal government. NUC is the highest regulatory body of the universities in Nigeria. Out of forty (40) applications received in 1999, only 3 of them met the NUC requirement and were granted operating license. They could be referred to as the pioneer of private universities in Nigeria. They are: Igbinedion University, Okada, Edo State, Babcock University, Ilisan Remo, Ogun State, and Madonna University, Okija, Anambra State. Since then till March 2009, 34 private universities have been licensed. This means within a
space of 10 years, there are more private universities than either the federal or state governments owned universities. Though altogether, there are still more public universities than the private in Nigeria, but with the trend of events, there will be more private universities than the public soonest.

2. Conceptual Framework
The quality and quantum of human resources determine a nation's growth and development. It is the available human resources that mobilize and galvanize other resources for sociological, political, economic scientific and technological development. The development of any society is, therefore, hinged on the development of its human resources. Universities, all over the world, are accepted as the citadel of knowledge and human development.

Organizational performance has been the focus of proactive research efforts in recent times. The way and manner an organization implements its policies and programs and accomplishes its strategic intent in terms of its mission and vision is of paramount concern. Managers and administrators in both private and public organizations are becoming increasingly aware that a critical source of competitive advantage does not often come from indigenous product and services, best public relations strategy or state-of-the-art technology but from having an appropriate system of attracting and managing the organization’s human resources. Issues in human resource management concern all of us if we remember that at one time or the other we are challenged to take a second look at the responses, attitudes, interests, competencies of people associated with us. Sometimes, we are also required to be in control of other people whose behaviour is always intangible, unpredictable and subjective. The world in which human resource managers exist and in which they interact, is continually changing, generating new issues and conundrums to consider. While in most cases, managers have a fair degree of choice about how to deal with new ideas and new sets of circumstances, the choices themselves are often difficult. Attempt is made in this lecture to clearly define and contextualize Human Resource (HR) Management in complex organizations. There is a need to investigate the capacity of universities in training human resources with the view to identifying areas for improvement.

Therefore, this paper seeks identify the contemporary challenges facing HR management in Private universities Nigeria-wide. Also, attempt has been made to analyse the trends in human resources development in the private universities Nigeria-wide.

3. Literature and Theoretical Review
Despite the large bulk of literature on human resources development (HRD) produced since the late 1990s, there is very little solid evidence on the ways in which various types of HRD strategies and practices are shaped in practice in Nigerian universities and how their synergistic effects can impact on the attainment of set goals and objectives. Prior studies (Jules et al., 2001; Adeyeye, 2009b and Oladipo & Abdulkadir, 2010) have generally addressed the relationship between HRD practices and performance in some selected public organizations, there is still a dearth of empirical studies that will explain the impact of some mediating factors affecting the adoption of HRD practices in educational settings such as the university.

Private universities are a recent development in Nigeria as compared to the federal and state government owned universities. It has evolved during two historic phases: the first during the second republic under President Shehu Shagari administration 1979 – 1983 (all facilities). The second phase was during the fourth republic under President Olusegun Obasanjo (1999 – Date). During this phase necessary machineries were put in place to visit and scrutinize applications from individuals, religious and corporate organizations of who are applying for private universities operating license.

Belfied and Lerin (2003), pointed that private universities are non-public or independent universities who do not receive governmental funding and are usually administered by denominational or secular boards; others are universities operated for profit. Ndebbio (1983), Olaniyin (2001), also refer to private universities as those universities that are solely owned, financed and managed by private individuals with intention to recover cost in short time and make profit. Establishment of universities in Nigeria has been limited by the amount of money made available by either the federal or state government depending on the owner.

Recently, the federal government was aware that there is the need to involve private individuals and corporations in the ownership, funding and management of universities, more so, that it is becoming more difficult for the government to cope with the cost of running the university education and cost of expanding the existing universities as a result of dwindling world economy.

Education is believed to be the most powerful and dynamic instrument for social, economic, political, scientific and technological development of nations (Olutola, 1983; Fadipe, 2000; Aghenta, 2001). In fact, the belief in the efficacy of education has resulted in increasing commitment of government and various groups to the establishment of educational institutions and hysterical expansion of school enrolment at the various levels of the Nigerian education system. As enunciated by Woodhall (1970), education is universally recognized as a form of investment in human capital, which in turn
yields economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people. Universities, all over the world, are accepted as the citadel of knowledge, education and human resource development.

Administration is the ability to mobilize human and material resources towards achievement of organizational goals. Ogunsaju (1998) opines that administration is concerned with a variety of tasks. Nwankwo (1987) in his own view describes administration as the careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specific objectives. However, Campbell, Bridges & Nystrand (1984) said the main purpose of administration in any organization is that of coordinating the efforts of people towards the achievement of its goals. Peretomode (1991) defines administration as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. Administration is very germane to the realization of the school’s objectives. Akinwumi and Jayeoba (2004) define school administration as the scientific organization of human and material resources and programmes available for education and using them systematically and meticulously to achieve educational goals.

Challenges Facing Private Universities in Nigeria

Higher educational institutions in Nigeria, most especially private universities are confronted with several challenges. The challenges facing Nigerian higher institutions are complex. It is a combination of limited access, increasing cost, decreasing quality, and inflexibility in course selection. We all know that an educated citizenry is crucial to the social, political, economic and cultural vitality of our communities and the country as a whole. Struggling economies, out-dated academic equipment and obsolete organizational structures are among the issues facing university education in Nigeria today. Perhaps the most formidable task confronting higher education in Nigeria is to articulate the triple relationship between the mission of the university and the specific needs of university's political, social, economic, and cultural environment, and the characteristics of a rapidly changing Nigerian university education is based on a centuries old system of knowledge organization, largely influenced by 19th century academic traditions. How are the universities to survive in the formation and higher demand for higher education degree today? Today, a college degree has become a necessity for most careers, and graduate education desirable for an increasing number. A growing population will necessitate some growth in higher education to accommodate the increasing number of college age students seeking for college degrees.

"Yet the potential of higher education systems in developing countries to fulfill this responsibility is frequently thwarted by long-standing problems of finance, efficiency, equity, quality and governance" (Salami 2001).

The niche factor in any university setting is the effective and efficient management. Organisations today face many challenges in the management of their human resources because the ability to achieve and sustain competitive advantage lies within the workforce. Human Resources challenges range from constant changes in organisational environment, through de-motivated workforce to shortage of skilled manpower even in the face of heavy unemployment syndrome. What sets most successful organisations apart is how they manage human resources. The specific challenges depend on the pressures organisations face. Managing human resources is indeed a challenge.

It is pertinent to note that how well universities perform their mission and accomplishes their vision and goals of effective service delivery is of paramount concern. Improving administrative capacity and especially those aspects dealing with human resource offers the most challenge for improving the effectiveness of the Nigerian University System. Human Resource Management (HRM) enhances employee productivity and the ability of universities to achieve their mission (Adeyeye, 2009). Integrating the use of HR practices into the strategic planning process would enable universities to better achieve their goals and objectives. There were 42 universities and eight non-university degree awarding institutions in Nigeria in 2000. Universities are established with the sole objective of advancing the propagation and dissemination of knowledge for the benefit of humanity with a view to producing middle and high level manpower for the rapid growth and development of nations. Of the varied factors contributing to the attainment of the above objectives, human resource is the most critical. Universities must attract, develop, motivate and maintain an energetic workforce to support the attainment of their mission and vision with a view to gaining competitive advantage. Competitive advantage is simply defined as anything that gives an organization an edge over its competitors. The unique talents among employees, including flexibility, innovation, superior performance, high productivity and personal customer service are ways employees provide a critical ingredient in developing an organization’s competitive position (Porter, 1985).

The courses offered in private universities in Nigeria reflect either a commercial consideration or religious orientation. They offered courses that require less investment in terms of infrastructure and equipment. This is in contrast with some of the private universities in countries like India, where Engineering and Medicine,
which require a high level of capital investment in infrastructure and other facilities. The trend in Nigeria shows that courses offered in private universities are in subjects’ areas which require lower levels of investment in infrastructural facilities. The type of courses offered depend on the basic orientation of the private universities, those who are self-financing and profit generating offered courses closely aligned to the private sector employment, especially in the manufacturing and service sectors. Courses on Information Communication Technology (ICT), Business Administration, Accountancy, Banking & Finance, Marketing and Economics are more common among courses offered by Private Universities in Nigeria. These are market driven courses where demand will be sufficient to break even. Other challenges which needed to be addressed for the effective operation of private universities in Nigeria are discussed below:

Courses Offered by Private Universities
The academic interest and advances in frontiers of knowledge decide the type of courses offered in the public universities in Nigeria. The purpose behind the establishment of private universities is different from that of public universities. Since they are self-financing and profit oriented, they offered courses that have a premium both in the education market and on the labour market. The demand for a particular course and the charges by the private universities depend on the employability of the graduates.

The education and labour market give signals to the private universities, and their success depends on their ability to respond quickly to such responses.

The Academic Staff in Private Universities in Nigeria
Many of the private universities in Nigeria are relatively new and operate with a limited number of academic and other staffs. One of the unique qualities of private universities in Nigeria is that they have very few regular staff. The general trend is that of a large number of part-time academic staff or sabbatical staff and a very few number of full-time academic staff. This feature is not peculiar to Nigeria alone; in a study carried out by Varghese (2004) it was found out that reliance on part-time academic staff is a common feature of private universities irrespective of their location and orientation. He also found out that, there are occasions where private universities operate without any regular staff. The quality and adequacy of academic staff available in Nigeria are too short of the need of the public universities talk less of having adequate for them. Most of the senior academic staff used for accreditation purpose are either on sabbatical or on part-time appointment because they are fully employed by the public university which has better condition of service for them. Those on full time appoint-

ment with private universities are young graduates who are not Ph.D holders as prescribed by NUC to be the minimum appointment where they will equally enjoy better condition of service.

The Student Problem
The approval of private universities by the federal government and the NUC gave an opportunity to Nigerian who can afford the cost of private university to attain their educational desires. The facilities available initially were enough. When some private universities took-off, they started with less than 1,000 students e.g. Babcock, Madonna etc, but now, there is explosion in student enrolment, the available facilities are no more enough and this brings in a lot of vices into the system e.g. examination malpractices, copying, bringing-in scripts into the examination hall, cultism that was alien in the private universities is now gaining ground. Also the explosion in student population is making teaching/learning difficult for both the lecturers and the students. Most students also lack maintenance culture.

The Quality of Education in Private Universities in Nigeria
The quality of education in the private universities could be based on various factors such as the level of infrastructural facilities, the quality of the programmes as assessed by the National Universities Commission (NUC), the qualification of the academic staff, and students’ academic and performance in the labour market. There are requirements set by NUC to control the quality of programmes offered in Nigeria Universities, the universities and programmes that meet the requirements are accredited by NUC. Most of the courses on offered in the private universities do not meet the set accreditation criteria; some of the courses are recognized but not accredited and since there is no penalty for any university for offering courses not accredited, this make private universities in Nigeria to float courses at will. The facilities for staff development and research opportunities are limited in private universities, this equally reduce the quality of education in private universities in Nigeria.

Money and Management/The Running Cost
The growing and changing nature of higher education needs will trigger strong economic forces. Already, the traditional source of funding -federal support has simply not kept pace with the growing demand. This imbalance between demand and available resources is aggravated by the increasing cost of higher education, driven as they are by the number of students seeking admissions to the universities. The weakening influences of traditional source of funding are the emergence of increased num-
ber of college age students seeking admission into the Nigerian universities.

The societal needs, economic realities and technology, are likely to drive a massive restructuring of higher education enterprise. This will need a global knowledge and learning industry, and the need for traditional institutions to converge with other knowledge-intensive organizations such as information services, companies and telecommunications.

Financial restrictions also create problems that obstruct academic work, causing friction between the universities and the government, thus threatening the stability of institutions. The problems are more visible in the areas of faculty salaries, libraries, equipment, research and quality of students entering our universities today. Ajuzie (2001) said, "The existing orthodox education in Nigeria seems to suffer from inadequate funding" (p.136). Babalola said, "The schools today are ill-equipped and teachers are poorly trained. Standard is falling in all departments". "Over 70 percent of the laboratory equipment and library books in today's Nigerian universities, for example, were bought and placed between 1960s and 1980" (Nigeria university systems. Chronicler, December 2004, p.18). These are largely due to insufficient funding of the higher education system in Nigeria. According to Babalola other problems facing education are poor financial resources, poor funding of universities; ceaseless strikes by teachers; insufficient endowments and assistance from alumni and community; indiscipline on the part of teachers and students; and dependence on government" (Guardian Newspaper December 2005).

Public universities rely heavily on government subsidies and are able to operate with minimal tuition and other fees. As a result, the government can control and impose policies there as it wishes and make university education available at affordable cost to the citizenry. But private universities rely heavily on tuition fees and other Internally Generated Revenue (IGR) from the students to meet their expenditure. There are no subsidies from the government for the private universities and if it continues this way, the tuition and other fees payable will be on the high side that majority of the citizen will not be able to afford it.

However, private universities is being financed mainly by the tuition and other fees paid by the students and the cost of running and sustaining university education is very high and may remain so because of the prevailing economic situation, this accounts for the reason why tuition and other fees in the private universities will keep on the increase because they have a commercial under-tone and thereby serve as a deterrent to many qualified candidates whose their parents cannot afford the exorbitant school fees.

Faculty Exodus
Over the past decades, as a result of a gradual exodus of many of our most talented faculty, Nigeria universities have seized to be a place for exciting search for innovation. Some faculty abandoned academia for other sectors of the economy, where professionals and scientists receive higher salaries and greater social recognition. Some emigrate for economic reasons, while some fled because of political reasons. Odutunde (2004) commented, "There was mass exodus of many brilliant lecturers that could not compete on political campus arenas from the university campus. Some left to join the rat race in the business world and others left Nigeria for better services".

He further said, "that experienced and seasoned professors like the late Awojobi were sidelined. The political professors often silenced the lone voices of active and academic professors" Ali (1999) said "That many experienced and young lecturers are fleeing from the frustration of university life into more rewarding and more stimulating sectors of the economy and even to overseas countries". The result of the faculty exodus is seen in the quality of graduates that our university produces.

Socio / Political Issues
There are also fiscally induced tensions that generate negative impact e.g.; cultic cases, economic and political pressures. Olujuwon (2004) commented, "The tertiary institutions that are established to promote intellectual excellence, good virtues etc; have deviated. We are faced daily with reports of students caught in armed robbery, rape, assassination. The majority of these institutions have misplaced their goals and allowed social, political factors of their environment to create crises in their academic community. It is a known fact that tertiary institutions do not get their entire approved annual budget" (p.6). All these and more threaten the academic autonomy and stable academic calendar.

Management Style And The Structure Of Nigeria Universities
Another area of close examination is the management style and the structure of our universities. There are allegations of politically motivated decision-making, mutual back scratching, patronage and partisanship that have permeated our universities. Also the politicization, lack of resources, and frequent crisis of authority have further exacerbated this situation. Added to this is the proliferation of academic programs. In the 1960 till late 70s, each Nigerian university was known as an expert in certain programs. Today, it is a different scenario, as many Nigerian universities want to run all programs from University teaching hospital to having a nuclear department.
Added to this is the massive influx of unprepared students whom the universities admit without increase in resources to address their special needs. President Obasanjo addressing the pioneer students of Gombe State university said, "Despite the existing 75 federal, state, and private universities in the country, the nation needed additional 70 universities to take care of the growing number of students from secondary schools (Daily Independent online March 14, 2006, p.1). There is need for Nigerian universities to change from being conventional sources of graduates to becoming engines of community development. Nigeria needs a new generation of universities that can serve as engines of both community development and social renewal. Fundamental reforms will be needed in the curriculum design, teaching and management of Nigerian universities. The universities need to help solve the economic, social and environmental challenges that the authorities in their location face. They should play a role in promoting infrastructure development.

To promote reform in existing universities, in order to bring research, training and outreach activities to the service of the people, it will require deliberate collaborative efforts by governments, academia, business and civil society to reinvent Nigerian higher education system and put it to the service of the people. This will require a qualitative change in the goals, functions and structure of Nigerian universities.

Kerr (1993) commented, "For the first time, a really international world of learning, highly competitive, is emerging. If you want to get into that orbit, you have to do so on merit. You cannot rely on politics or anything else. You have to give a good deal of autonomy to institutions for them to be dynamic and to move fast in international competition. You have to develop entrepreneurial leadership to go along with institutional autonomy".

There is the need for Nigerian universities to move towards more business like forms of management and governance.

The Nigerian university education system needs a reformation for it to meet the societal needs. Academic reform cannot work unless relations among university authorities, faculty, students, and government are redefined on the basis of mutual respect and collaboration. Levin (1974) said "Polite model whose main inspiration is the social environment from which the educational change is to occur. The model argues that educational changes essentially reflect changes in the society or policy". For the most part, our universities still have not grappled with the extraordinary implications of an age of knowledge; a society of learning that will likely be our future. It is important to understand that the most critical challenge facing most universities will be to develop the capacity for change. Nigerian universities must seek to remove the constraints that prevent them from responding to the needs of a rapidly changing society. This can only be achieved by introducing democratic university structures and management styles.

List of Licensed Private Universities in Nigeria and the year it was established

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of University</th>
<th>Year Established</th>
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<tbody>
<tr>
<td>1</td>
<td>Abti-American University, Yola</td>
<td>2003</td>
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<tr>
<td>2</td>
<td>Achievers University, Owo</td>
<td>2007</td>
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<tr>
<td>3</td>
<td>African University of Science &amp; Tech., Abuja</td>
<td>2007</td>
</tr>
<tr>
<td>4</td>
<td>Ajayi Crowther University, Ibadan</td>
<td>2005</td>
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<td>5</td>
<td>Al-Hikman University, Ilorin</td>
<td>2005</td>
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<td>6</td>
<td>Babcock University, Ibadan</td>
<td>1999</td>
</tr>
<tr>
<td>7</td>
<td>Bells University of Tech., Otta</td>
<td>2005</td>
</tr>
<tr>
<td>8</td>
<td>Benson Idahosa University, Benin City</td>
<td>2002</td>
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<td>9</td>
<td>Bingham University, Jos</td>
<td>2005</td>
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<td>10</td>
<td>Bowen University, Iwo</td>
<td>2001</td>
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<tr>
<td>11</td>
<td>Caleb University, Lagos</td>
<td>2007</td>
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<tr>
<td>12</td>
<td>Caritas University, Enugu</td>
<td>2005</td>
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<tr>
<td>13</td>
<td>CETEP City University, Lagos</td>
<td>2005</td>
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<tr>
<td>14</td>
<td>Covenant University, Otta</td>
<td>2002</td>
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<tr>
<td>15</td>
<td>Crawford University, Igbesia</td>
<td>2005</td>
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<tr>
<td>16</td>
<td>Crescent University, Abeokuta</td>
<td>2005</td>
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<tr>
<td>17</td>
<td>Fountain University, Oshogbo</td>
<td>2007</td>
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<td>18</td>
<td>Igbinedin University, Okada</td>
<td>1999</td>
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<td>19</td>
<td>Joseph Ayo Babalola University, Ikeji-ArakejiOsun State</td>
<td>2006</td>
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<tr>
<td>20</td>
<td>Lead City University, Ibadan</td>
<td>2005</td>
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<tr>
<td>21</td>
<td>Madonna University, Okija</td>
<td>1999</td>
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<tr>
<td>22</td>
<td>Novena University, Ogueme Delta State</td>
<td>2005</td>
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</table>
4. Conclusive Remarks and Recommendations

The aim of this paper is to discuss the human resource development challenges in Nigerian private universities: The main focus has been on what the current state of HRD is among before and the present. The number of universities has increased phenomenally over the years in Nigeria in order to take care of the human resource capacity needs of the nation. The private universities are fast expanding segment of Nigerian University educational system.

In terms of number, private universities out-numbered the federal government universities in Nigeria, though in terms of enrolment, they enrolled small size and offered courses that are market friendly and in limited disciplines. The private universities in Nigeria are profit oriented in nature that is why they levied high school and other fees. Operational efficiency of private universities should be higher than that of the public universities by increasing the gap between the revenue generated from the school fees and the running cost of the university. Staff cost being the major item of the expenditure, is reduced by relying heavily on part-time academic staff. This increases the profit margin level as this is an indication that there is high operational efficiency.

The emergence of private universities in Nigeria raises an issues related to national development from a broader perspective. There are some disciplines which are very important for the development of the country but are not market friendly; these courses are not offered by the private universities. Many of the private universities offered more of training than a deeper understanding of the subject area from a theoretical point of view. Their main function is transmission of knowledge rather than contributing to knowledge pool.

Finally, the private universities in Nigeria, contribute to the absorption of excess social demand for university education and in this sense, there is the need for more private universities in Nigeria because the role of private universities may be seen as complementary to the contribution of public universities. Therefore, there must be a better understanding and partnership between the private and public universities in Nigeria rather than leaving the university education either to the public or market forces. Basically, educational administration implies the arrangement of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives.

Educational administrator, whether in the ministry of education, the schools board, or in a school is essentially the organizers, the implementer of plans, policies and programmes meant for achieving specific educational objectives. The educational administrator may contribute, one way or the other, in planning, policy making and programme designing, yet his major role rests with the effective and efficient implementation of such plans, policies and programmes for the benefit of education. Viewed from this angle, educational administration is concerned with organization and implementation it may be categorized under broad areas of:

a) Planning and Policy
b) Implementation

Although such a categorization is essentially arbitrary and broad and these aspects of management are closely tied, inseparable and inductive, it is possible to separate the functions of administration from that of planning and policy making in education. For example the administrator at the ministry of education (essentially a planner and a policy maker) is concerned with formulating general plans and policies for education. There has been appreciable improvement in the development of human resources in Science and Technology disciplines, especially in the federal universities. This is probably in anticipation of the much-needed development in the country. However, the resources (human, physical, material and financial)by the universities are far less than those available. This is probably why the institutions have been
witnessing incessant strikes by their staff in order to demand for improvement.

There is no gain-saying the fact that many Nigerians obtain degrees, diplomas and certificates in disciplines not particularly required by the economy, and invariably end up without jobs or with jobs not related to their academic training. This reduces the efficiency of the educational system. There is, therefore, the need to make the system more relevant to the development of the human resources. This is required for the nation's development. The task of national development is enormous and should not be the exclusive responsibility of the government.

Furthermore, the development of the nation's universities for human resources development should be a joint responsibility: of the government at all levels, professional organisations, religious organisations, alumni, communities, industrial organisations, individuals, and the educational institutions through their management efforts. The belief in the efficacy of university education as a panacea to human resource development, and invariably national development has led various governments to engage in the establishment of universities which have now been proliferated in Nigeria. In addition to the regular programmes offered in these universities, a number of them engage in outreach programmes to provide University education to the people. There is, therefore, the need to investigate the trend of development of human resources in the Nigerian Universities.

References:
