HUMAN RESOURCE MANAGEMENT

IN NIGERIAN TERTIARY INSTITUTIONS:

A CASE STUDY OF FEDERAL POLYTECHNIC.

BAUCHI

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A THESIS SUBMITTED TO THE SCHOOL OF FOST GRADUATE STUDIES. AHHADU BELLO UNIVERSITY. ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE AWARD OF MASTER'S IN BUSINESS ADMINISTRATION.

1992/93 SESSION.

DECLARATION

I hereby declare that this thesis is my work and has to the best of my knowledge never been published before. All works Consulted have been acknowledged accordingly in the references.



Othman Shehu Yakubu

CERTIFICATION

This Thesis has been read approved as meeting the requirements of the School of Post Graduate Studies, Ahmadu Bello University, Zaria for the award of Masters in Business Administration (MBA), and for its contributions to knowledge and literacy presentation.

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DEDICATION

This thesis and the MBA is dedicated to AL-BASIT.

Furthermore, I dedicated it to all men of Goodwill.

ACKNOWLEDGEMENTS

A work of this nature is hardly the effort of an individual alone. I must admit that assistance I received from various sources that made it possible for me to complete this study. I am therefore, indebted to a number of people that it is practically impossible to mention all names.

This thesis marks the culmination of a vigorous, challenging but exciting experience - the MBA programme. Through it all, quite a number of persons have been influential in charting the course of the study and successfully guiding it towards its completion.

I would first of all like to express my appreciation to God, the provider, self-sufficient and most knowledgeable; for his Divine Guidance.

I am very grateful to my supervisor, Dr. Joan Nwasike, who read, corrected and gave useful advice and suggestions. My thanks to Dr. P. Bagobiri, (Oxon) who guided me in the initial stage of my thesis. I do have a reserved respect for both of them.

My thanks also goes to Mrs Mary Akanet, Dr. Sheik Abdullahi (the Head of Department), Mallam Okeji (MIFO), M.M. Mirza, Mallam Maiturare, Mr. Akpan, Mallam A. Sani, and all the rest of my lecturers, 'thank you for your patience and hardwork'. Mr. Simon V. Wazhi too is not forgotten.

I always appreciate the contribution of my friends, among which are Mallam Ya'u Mohammed Gital, Mustapha O.B.

Mohammed, Samuel L. Yoriyo, Chris Mapis, Tivpine Anande Iwooh, Tessy, Billy, and my lost friends Maikudi Yusuf Idris and M.M.O.

Thank you so much for your contribution and encouragement towards my educational pursued.

My thanks goes to the Federal Polytechnic Bauchi, Rector, Dr. Audu L. Musa; the Establishment Officer, M.S. Umar; Principal Executive Officer/Computer Asst., Mallam I.B. Dansidi; and Planning officer, H. Abubakar. Also the Library staff, more especially Mrs Rhoda Degri, Sani Halilu, Ibrahim Hosea, Gayus, Mrs Egbunu, and Mrs. Grace. Thank you Mr. Parker B. Maude of Public Administration Library and Mr. Danladi of President Kennedy Library (PKL) both in Institute of Administration, Ahmadu Bello University Zaria.

The entire members of late Sir Abubakar, late Shehu, and Alhaji Inuwa Tafawa Balewa family: Sadiq A. Balewa, Muktar, Abubakar (Danlami), Larai, Umar, Sadiq Inuwa, Aliyu, Talatu, to mention a few, may God Guidance keep us together, Amen.

I would like to record my thanks to all the members of my class, may all our efforts be positively rewarded.

I am indebted to Mallam Ibrahim Yakubu, who patiently type this work not with standing his tight schedule of work.

Thanks a lot and God bless you all.

Othman Shehu Yakubu.

ABSTRACTS

This study put forward the various types of higher Institutions we have in the country: universities. Polytechnics, and Colleges of Education. They ail have so many things in common because of their Governmental background. The history of Higher Education in Nigeria through Ethnic contribution and perticipation and the original purpose of the western education was discussed. The establishment of Elliot commission by the Government in 1943, mark the first participation of the Federal Government in Education.

Human Resource Management t'KRH) literature was reviewed, in terms of the functions and the objectives of HRM i.e. to reach the bottom line of the organisation.

In this study, efforts was made to review many modern techniques i*i.e. theories) of managing Human resources, ranging from Tavior's scientific management, and human management reiationists like Mavo and Co. In the study employee turnover, and Greivance and complaints were analysed.

The sources of data used were Questionnaire, oral auestions, telephone, and direct observation for primary sourcing and aiso literature Books and official documents for secondary sourcing.

The study pontraved the Federal Polytechnic Bauchi, history, functions and management style in terms of staffing, towards employees motivation to increase their productivity.

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ABBREVIATIONS

NUC - National University Commission

NCCE - National Commission for Colleges of Education

NBTE - National Board for Technical Education

Poly(s)- Polytechnic(s)

HRM - Human Resource Management

PHRM - Personal and Human Resource Management

n/AFF- need for Affiliation

n/PWR- need for power

n/ACH- need for Achievement

ERG - Existence, Relatedness and Growth.

The Polytechnic - The Federal Polytechnic, Bauchi

The Poly - The Federal Polytechnic, Bauchi

FPTB - The Federal Polytechnic Bauchi

MBA - Master's of Business Administration

A.B.U.- Ahmadu Bello University

NND - Nigerian National Diploma

ATC - Advance Teachers College

HOD - Head of Department

FG - Federal Government

S - Senior

Snr - Senior

J - Junior

Jnr - Junior

EUSS - Elongated University Salary Scale

SDC - Staff Development Committee.

CHAPTER ONE

1:1 INTRODUCTION

Flippo, (1983)[1] defines Human Resource Management (HRM) as '... the planning, organising, directing, and controlling of the procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organisational and societal objectives are accomplished'. HRM involves planning in advance the futuristic caourse of action towards achieving organisational desired objective. A detailed planning programme of manpower and materials, according to Koontz Et al (1968)[2], it is 'planning in advance on what to do how to do it, when to do it and who is to do it, planning bridges the gab from where we are to where we want to be in a desired future'. It means planing involves setting objectives and determining the means to attained this objective.

The need for this study is necessitated for the fact that most of the Higher institutions in Nigeria are not profit-oriented organisations and are mostly owned by the Government. Not with standing, there is need for a very good Human Resource Management, not only for its important role of training and developing the technical manpower in the country, but also for the need to reduce the overhead cost involved in running the institutions towards achieving their set objective, most especially with the current Structural Adjustment Programme (SAP) which forced most Higher

Institutions to find other means of generating their own source of revenue apart from the Governmental source.

Currently in Nigeria, we have the following Higher institutions:

i. Sixteen (16) Federal Universities;[3]
ii. Four (4) Federal Universities of Agriculture (including Abia State University which was taken over by the Federal Government in September 1993;
iii. Five (5) Universities of Technology;
iv. Eight (8) State Universities (excluding Abia State University, see ii above);
v. Three (3) State Universities of Technology;
vi. Thirteen (13) Federal Polytechnics;[4]
vii. Sixteen (16) State Polytechnics;
viii. Nineteen (19) Federal Colleges of Education (including Technical and special colleges); and
ix. Thirty-seven (37) States Colleges of Education.

Apast from these categories mentioned, there are other Higher Institutions that offers equivalent qualifications under special Institutions such as the National Veterinary Research Insitute (NVRI), Vom. The institution offers National Diploma (ND) and Higher National Diploma (HND).

This large number of higher institutions in the country which has a long historical background has a high working force (Human resources). Due to the high number of the institutions, and their dispersed set-up, it will not be

possible for one to study them totally. Since they are mostly owned by the Federal or State Government, which made them have many things in common, the study of one of them will surely reflect the practice in the rest of the institutions. The researcher choosed the Federal Polytechnic Bauchi as a case of study because it is in his place of residence, Bauchi, thus it will be easier for him to go there often for the study, the researcher also know some members of staff there that will help to get some information for the research and it is said 'charity begins at home'.

1:2 NIGERIAN TERTIARY INSTITUTION

The inculcation of knowledge to an individual in order to enable him/her understand the world around him/her is one of the general aims of the education in higher institutions. This further calls for education for national development, self respect as well as respecting the rights and dignity of others. To this end, there is a need for a higher institutions for higher education.

The early aim of higher institutions in Nigeria was primarily to train people for ecclesiastical order. This aim was dynamically translated into action by the establishment of Fourah Bay college in Freetown in 1827. A lot of Nigerians benefitted from the institution among is Samuel Ajayi crowther: the first freed black slave that became a Bishop.

Also in 1842 the first missionary school was established

in the South while that of the North came in 1902 through the assistance of the Governments. Government went into direct participation in education in 1906 which later in 1912 resulted in the establishment of the first secular school.

Private efforts and initiatives by parents, clubs, organizations and ethnic groups were second in importance only to the Fourah Bay college in making a major contribution to the development of higher institutions. Between 1850 and 1930, the Yoruba of the coastal Areas sent their children abroad particularly to the universities in Great Britain and Ireland. While in 1930s for the first time in the history of Nigeria Ibibios Sponsored as many as twelve young men for higher education studies abroad and in such diverse fields as Law, Education and Medicine. It was followed by the Ibo ethnic group. Dr. Nnamdi Azikiwe single-handedly sponsored and/or encouraged another group of students to the United States in 1933. It was later in 1955 that Sardauna of Sokoto worked out modalities for educating the Northerners.

In Nigeria the history of higher education can be traced to the Elliot Commission in 1943. This commission was established to look into the demand for higher education in the country. The commission among other things recommended for the establishment of post-secondary or tertiary institutions in the country. The recommendation of the commission led to the establishment of university college of Ibadan London. The degrees were awarded by the university of

Hallmark in the development of higher education in Nigeria.

Ashly commission was further set up in 1950 to look into the demand of education for twenty years. A sub-committee headed by Harbisons was further established to look into the demand for higher education in the country in the next ten years. The commission included three prominent Nigerians among whom was Sir Kashim Ibrahim.

The commission reported that, there was a great educational imbalance at higher level. The report of the commission let to the establishment of Ahmadu Bello University Zaria, Nsukka, Ife and University of Lagos.

The Federal Government has established three commissions to help the Federal Government planned, co-ordinate, monitor and control the higher institutions in Nigeria, the National University Commission (NUC) monitor the universities; the National Commission for colleges of Education (NCCE) for Advanced Teachers' Colleges; and the National Board for Technical Education (NBTE) for Polytechnics.

1:2 NBTE - THE FEDERAL POLYTECHNIC CO-ORDINATOR

The National Board for Technical Education (NBTE) came into being by virtue of Decree No. 9 of 1977. It was et to meet the need for orderly development of technical and technological education in Nigeria. The main functions of the Board are as follows:-

i. To advise the Federal Government on, and co-ordinate

all aspects of technical and vocational education falling outside the universities and to make recommendations on the national policy necessary for the training of technicians, craftsmen and other middle level and skilled manpower.

ii. To prepare periodic masterplans for the balanced and co-ordinated development of polys and colleges of technology and agriculture such plans should include:-

a) The general programmes to be pursed by poly's in order to maximise the use of available facilities and avoid unnecessary duplication while ensuring that they are adequate to the manpower needs of the country's;

b) Recommendations for the establishment and location of new polys as and when considered necessary.

iii. To inquire into and advise the Federal Government on the Financial needs, both recurrent and capital, of polytechnics and other technical institutions to enable them meet the objectives of producing the trained manpower needs of the country;

iv. To receive block grants from the Federal Government and allocate them to polys in accordance with such founder as may be laid down by the government;

v. To act as the agency for channelling all external aid to polys in Nigeria;

vi. To lay down standards of skill to be attained and to continually review such standards as necessitated by technological and national needs.

vii. To review methods of assessments of students and trainees and to develop a scheme of national certification of technicians, craftsmen, and other skilled personnel in collaboration with ministries and organization having technical training programmes;

viii. To undertake periodic review of the terms and conditions of service of personnel in polytechnics to make recommendations thereon to the Federal Government.[8]

1:3 OBJECTIVE OF STUDY

An efficient and effective optimum utilization of Human resources requires a long period managerial plan to enable the organisation achieve 'man order' of Henri fayol i.e. the right man, at the right place and at the right time. If this is done, it will enhance the performance of the employees.

This study is concerned with the forecasting of future requirement of all types and levels of employments and matching them with forecasting of likely availabilities of such employment, simply it is about matching labour demand and

labour supply for the future.

The main objectives of this study, therefore, are as follows:-

1. To Audit position of the present work-force in terms of age gender education, experience e.t.c.
2. To analyse the organisation growth rate both in terms of the past, present and the future.
3. To determine the employee turnover
4. To evaluate the organisation policies in transfers, promotion, training and development; e.t.c.; and
5. To determine the technological changes impact on the organisation.
6. To determine if the designed systems that are meant to motivate employees towards the attainment of the long standing goal and objective of the institutions are being achieved.

1:4 SIGNIFICANCE OF THE STUDY

Organizations are set up to achieve their goals and objectives. To obtain and achieve these goals and objectives, the organisation needs competent human resources to enable it meet it's set targets. The competent human resource needed cannot be acquired and maintained without good management futuristic plan. The aim is to keep and improve the skills and abilities of their current employees, so that they can perform the task designed which was assigned to them scientifically.

This study is important because through Human Resource Management the staffing elements (Recruitment, selection, placement, induction and orientation) are systematically undertaken in order to acquire Taylor's 'first class man' for the job.

Secondly, it incorporates long term Development and training. Through employee training, they gain and acquire the skills, knowledge, attitudes or social behaviour needed to display the decreed job behaviour. In addition employees are prepared to cope and meet with the changes in their jobs that are brought about by the technological, economy, legal, social and political environment in which they operate in.[7]

Thirdly, HRM offers guidance to an organisation concerning the appropriate use of its human resources, and also helps in the regulatory restrictions of its employees.

Fourthly, this study is important to Federal Polytechnic, Bauchi by up-dating all the available datas, it makes it possible to compare the Human resource Management theories with that in practice in the institution and the need for changes if necessary, and also it is a stepping stone for further and future study on the institution.

1:5 DELIMITATIONS AND LIMITATIONS

Delimitations:- Even though the institution was just established in 1979, but due to the in-ability to get the past documents and records, the Data presentation and Analysis will

just take the period between 1987 to 1993.

Limitations: The Administrative procedures before the release of official documents and records makes it very difficult to undertake a detailed study.

Some of the members of staff are semi-illiterate, thus they will not be able to fill-up the questionnaire form as accurately and quickly as it is expected of them. Some members of staff may give fraudulent misrepresentation because of one thing or the other, which might not be discover.

The questionnaire forms that will be distributed will just be based on stratified sampling, because it will not reach every member of staff.

1:6 DEFINITION OF TERMS

Management - According to Koontz and O'Donnel, management as a process is 'The design or creation and maintenance of an internal environment in which people working together in groups can perform effectively and efficiently toward the attainment of group goals'.

Resource: - Is a source of possibility of help; an expedient: money (or Human) or means of raising for (acquiring) money (or Human) means of support; means of occupying or amusing oneself resourcefulness.

Human Resource Management - Is the study of organizational

problems in the context of the employer - employee relationship.

Theory: Is an imaginative contemplation of reality direct intellectual apprehension, it is a belief, policy or procedure proposed or followed as the basis of action, a principle of plan of action.

Grievances - Is simply a complaint which has been formally presented, in writing to a management representative or union official.

Complaints - Is a spoken or written dissatisfaction, brought to the attention of the supervisor and (in unionized firms) the shop steward.

Dissatisfaction - Anything that disturbs an employee, whether or not such unrest is expressed in words.

Perception - Is the process by which we see ourselves and the things around us and attach particular meaning to what we see.

Turnover - Refers to the amount of movement of employees in and out of an organisation ordinary expressed in terms of the turnover rate.

Bottom-line - Refers to the organisations profitability and competitiveness, or in the case of man-profit and governmental organisations, to survival and the ability to do more with the same or fewer resources.

FOOTNOTES

1. Flippo E.B. (1983) - Personnel Management. McGraw-hill International Book company. Japan, 5th Edition, page 5.
2. Koontz, H. and O'donnell, C. (1968) Principles of Management; an analysis of managerial functions. 4th Edition, New York, McGraw-Hill.
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5. Federal Republic of Nigeria. Higher Education in the nineties and Beyond. Report of the commission of the Review of Higher Education in Nigeria - main Report. page 95.
6. Ibid, page 96.
7. Torrington, Dereck and Chapman, John - (1979) Personnel Management - prentice - Hall International, inc London, 1st Edition, page 156.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2:1 HUMAN RESOURCE MANAGEMENT DEFINED

According to mitchell (1989)[1], when an organisation employment histories of older workers are examined, spells of employment (job tenures) with a single employer often turn out to last twenty or more years. Moreover, most workers are concerned with (or even fearful of) the possibility of losing their jobs through lay off or discharge. Such a job loss could lead to a period of unemployment with no guarantee that an eventual future employer would pay a wage as high as was received from the former employer.

Also, according to Mitchell (1989), there may also be turnover costs from the offered some employers offer pleasant surroundings and amiable fellow employers; others do not. Some provide training that might be useful in future employment at other work-places; others simply use workers' existing skills. Some employers offer steady employment; others may be subject to seasonal or cyclical swings in demand. Finding a suitable job may involve the worker in a prolonged search that can be costly, particularly if the search involves a spell of employment during which no wage income is received.

On the other hand, employers (and managers) are the organisations agents, hired to achieve its objectives. It

costs the organisation something, however, to monitor their performance, and monitoring is imperfect. Given the limits of monitoring, employers may undertake actions that are not in the best, interests of the organisation. Such actions may range from inconsequential occasional goofing off to theft and embezzlement.

According to Mitchell (1989)[2], the study of Human Resource Management (HRM) is thus the study of organizational problems in the contest of the employer - employee relationship is inevitable given the complexity and unpredictability of the economic environment of the real world. Within the organisation, some one must undertake to deal with the inherent problems of the HRM function: recruitment, Screening, training, evaluation, discipline, compensation, and rewards, as well as routine record keeping. Someone must pass judgement on the claims of the employee/stake holder. Of course, the 'someone' does not necessarily have to be an elaborate HRM bureaucracy. There will still be a human resource management function to be performed, however, whether or not there is an HRM department. The assistance of the function is independent of its place on the organisation chart. What the place on the organisation chart influences is the effectiveness of the function's performance.

According to Torrington and Chapman (1979)[3], the aims of the HRM are to ensure that the organisation:

Obtains and retains the quantity and quality of Human resource it needs; makes the best use of its Human Resources; is able to anticipate the problems arising from potential surpluses or deficits of Human resource.

To reach these objectives, the HRM forecasts demand and supply of labour and then sets up operations to ensure there is a supply to meet the demand.

According to Ubeku (1975)[4], in every aspect of running a business, forward looking should be the rule and this is even more important when we talk about adequate Human resource, and the right type of Human resource, in a country like Nigeria where both managerial and technical skills are few. It therefore does not help to fight the problem whenever its arises, that is fall into error of looking for staff as and when necessary. This is bad management. We must plan ahead for it, because as it has been aptly pointed out, the days of unsystematic and intuitive improvising in the use of Human resource are drawing rapidly to a close. We would even add that they have come to a close end.

HRM is concerned with forecasting future requirement of all types and levels of employments and matching them with forecast of likely availabilities of such employment.[5]

According to Schuler (1984)[6], personnel and Human resource management (PHRM) is the recognition of the importance of an organisations work-force as vital resources contributing to the goals of the organisation, and the

utilization of several functions and activities to ensure that they are used effectively and fairly for the benefit of the individual, the organisation, and society. The vital role, challenges and effectivity of PHRM is still implemented through numerous functions and activities.

2:1:1 FUNCTIONS AND ACTIVITIES OF PHRM

Schuler gave five PHRM functions and activities these five generally include all of the functions and activities that PHRM departments in organisations actually perform. They are as follows:-

i. Planning for human resources needs;
ii. Staffing the personnel needs of the organisation;
iii. Appraising and compensating employee behaviour;
iv. Improving employees and the work environment; and
v. Establishing and maintaining effective working relationships.

Each of these functions has its own sets of activities, it's more appropriate to view them as having systematic relationships with each other. That is, all the five functions should be viewed as unit, necessarily interrelated, serving the three major objectives of effective PHRM:-

i. Attract potentially qualified job applicants;
ii. Retain the desirable employees; and
iii. Motivate the employees.[7]

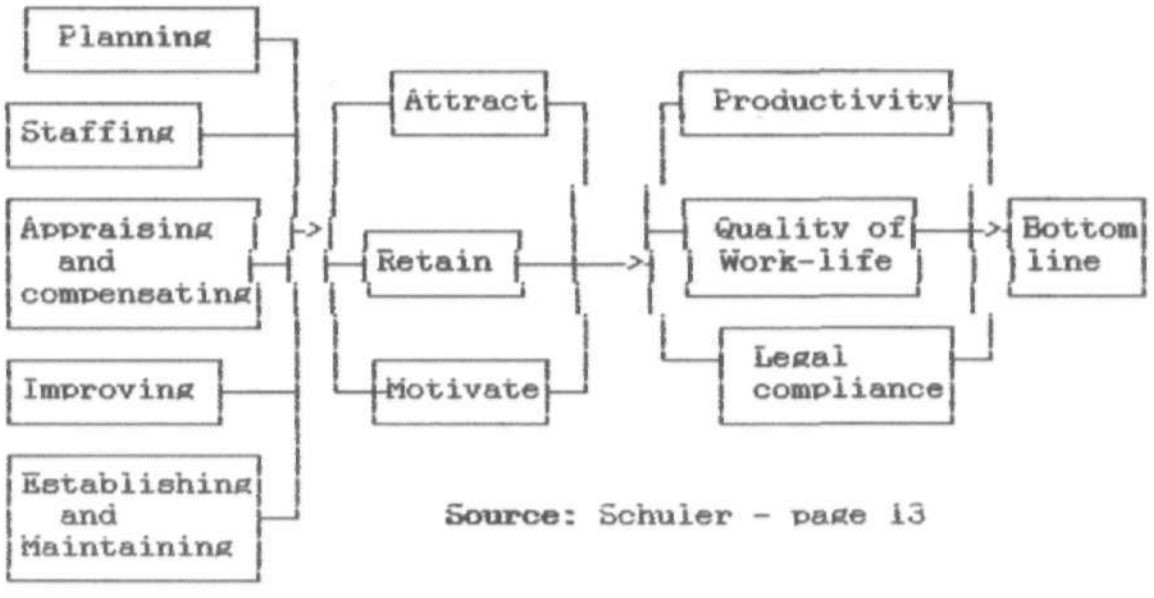
Schuler further emphasis that PHRM functions and

activities are important largely because they serve to attract, retain, and motivate employees. This recent and growing importance in organisations is also attributed, however, to the recognition that PHRM can and does have an impact on the bottom line of the organisation. 'Bottom line' refers to the organisations profitability and competitiveness, or in the case of nonprofit and governmental organisations, to survival and the ability to do more with the same or fewer resources.[3]

This is illustrated in figure 1. The productivity, quality of work life and legal compliance are the strategic purposes of PHRM.

FIGURE 1

RELATIONSHIPS AMONG PHRM FUNCTIONS AND ACTIVITIES, OBJECTIVES, STRATEGIC PURPOSES, AND THE BOTTOM LINE (LEFT TO RIGHT)



Source: Schuler - page 13

According Ubeku (1975), there are only two main aims (objectives) of HRM, there are:-

i. to ensure the optimum use of the human resource currently employed; and

ii. to provide for the future human resources needs of the organisation in terms of skills, numbers and ages.

Therefore, at every point in time in the life of the organisation, there must be the right number of employees, with the right level of skills, in the right jobs at the right time and performing the right activities, in order to achieve the objectives of the organisation and to fulfill its purpose.

2:1:2 HUMAN RESOURCE ANALYSIS

HRM falls into two stages. The first stage is concerned with the detailed Human resource inventory of all types and levels (unskilled, supervisory and the managerial) of employees throughout the period of the HRM. The second stage is concerned with the Human resource supplies; that is, having decided on what you want, you now want to find out from what sources you can get the right type of people to meet the requirements.

CURRENT HUMAN RESOURCE POSITION

According to Ubeku (1975),[9] a continuing function of Human resource management is to analyse critically the current HRM available in the organisation. Before doing this, it is

important to have an establishment agreed with all heads of departments based on the size of operations of each unit. The establishment as agreed will form the basis for further analysis. It may be that during the analysis the actual establishment may have no relationship whatsoever with the agreed establishment either because, without actually checking more people have been employed when the operations has shrunk, the original number of employees is still being carried with this analysis it will be possible to decide whether:

a. the unit or department has surplus staff who are not needed

or who could be transferred to other sections instead of recruiting new staff;

b. all employees are usefully employed, where employees are under-employed, they get demoralised as the job becomes unsatisfying, conversely it is possible to discover through the exercise when people are over-worked in a section; and

c. certain jobs (and therefore the employees involved) are redundant.

FUTURE HUMAN RESOURCE NEEDS

Once the current establishment has been agreed, the next thing to do is to plan for the future. The continued assistance and growth of any organisation requires accurate forecasting of Human resource that will be needed. This is

necessary because there may be changes in the business plans of the organisation and also there may be unexpected changes. When one remembers that the various skills are not easily available in Nigeria, it becomes more imperative that some long-term planning for staff should be developed.

Successful Human resource forecasting for the future is dependent on three basic factors:

a. knowledge of present Human resource;

b. information on the Human resource environment; and

c. information on business objectives.

2:1:3 HUMAN RESOURCE MANAGEMENT METHODS

According to Torrington and Chapman (1979)[10], some of the simpler methods used in Human resource management include the following:-

a. Age structure;

b. Workload Analysis; and

c. Recruitment Needs.

The essence of the managerial process is planning, innovation, co-ordination, administration and control, if there is a key word to describe management, it is probably co-ordination.

> co-ordination includes some decision - making; establishing broad objectives, initiating and approving changes in key personnel and in management organisation, approving decisions

of various matters in terms of the approver's interpretation of broad objectives, approving decisions on specific matters to avoid conflicts with other decisions.

Management in this broad sense is not confined to private enterprise. It is also essential for the successful operation of a government or agency, a College or University etc. In other words, management is organizational leadership, and one of its central tasks is effective co-ordination and development of available human and non-human resources to achieve the objectives of the organisation.

While the human resources available to management in an organisation are only one part of resources which must be co-ordinated, it is through the combined efforts of people that monetary and material resources are utilized for organizational objectives. Without human efforts, organisations cannot accomplish their objectives.

2:2 MANAGEMENT THEORIES AND MOTIVATION

2:2:1 TAYLOR'S SCIENTIFIC MANAGEMENT

Taylor, frederick Winslow (1858 - 1915)[11], mostly referred to as the father of scientific management. He is popularly recognised as the foundation of this field, identifying many inadequacies of production management and developing new principles and practices which were successfully applied. In summary, below are his contributions to the management.

1. causes of low productivity:
   i. unclear concept of managerial responsibility
   ii. lack of measured standard for defining a task
   iii. widely spread in efficiency and soldering
2. principles of scientific management:
   i. science of work i.e. the easiest and most effective technique of doing a job
   ii. scientific selection, teaching, training and development of the worker
   iii. bringing the scientifically selected, trained and developed workers and the work together
   iv. division of work between management and workers.
3. First class man recruitment, i.e. the most suitable person for a given job.
4. Use of time and motion studies to eradicate unnecessary motion to choose the job that is less tiresome and increases production
5. functional - foreman (supervisor) in various groups of work (Division of labour) expert to guide and help the workmen.
6. Differential piece Rate system - aimed to motivate the worker to produce more, two (2) rates were advanced:-
   i. Usual rate
   ii. Higher rate for those that perform between 60-100% are given as incentive.
7. Taylor and the workers - Taylor was not against the

workers, workers are to get highest payment if they work hard.

8. Taylor and the labour unions:- He believes that if scientific management is implemented well, then there is no need of trade union because the management will take over the work of the trade union.

Chruden and Sherman (1976)[12], quoted Taylor in his words, that scientific management constituted:

> The substitution of exact scientific investigation and knowledge for the old individual judgement or opinion, either of the workman or the boss, in all matters relating to the work done in the establishment.

Scientific management offered the best means for increasing the productivity and the earnings of the workers and for providing higher profits for owners and lower prices for customers for non profit organisations, it provide high satisfaction for both the workers and the serveds.

2:2:2 GILBRETH, FRANK (1868 - 1925) AND LILLIAN MOLLER GILBRETH[13]

Both contributed a lot, some of their contributions are as follows:

1. One best way. It is the easiest, most effective and most productive method of doing a job in a prevalent condition and circumstances. Improved tools are used

to find the one best way.

2. Time and motion studies. They used a microchronometre (improved stopwatch 1/2,000 of a minute) to study time. They found out seventeen (17) discrete motion for doing a job in motion study. These motions they designated as therbligs (Gilbreth read from right to left) to study the desired motions for a job he took three dimensional pictures which he called as chronocyclegraph.
3. Three dimensional plan for promotion:- That promotion should not be based on likes and dislikes of the superior but based on stipulated principles, under this plan a surbodinate is considered.
   i. on his past performance
   ii. on his present performance
   iii. on his preparation to assume responsibilities in the future by training and developing himself and his surbodinates.
4. Human Relation. The Gilbreths were the first to emphasis on this.

Their opinion is that workers should not be used as mere tools. This idea was very much influence by lillian, the wife.

2:2:3 GEORGE ELTON MAYO (1880 - 1949)[14]

HUMAN RELATION IN MANAGEMENT. Some of Taylor's contemporaries, Gantt, Gilbreth etc. focused their

attention on the work and men relationship to the company (or organisation) to his job and fellow workers. Rapid growth in other sciences dealing with man and his behaviour influenced management thinkers and a new era. Individual regarded as social and psychological being. To get the best effort physical needs by psychological as well.

During the first world war (1914 -1919) industries were faced with Human resource problem and they began to apply psychological means to solve managerial problems selecting and training and psychological techniques and measurement. psychological testing and measurement.

The Human relation 'school of thought' has at the beginning of 1940's psychological experiment of Elton mayo and his colleagues at the HAWTHORNE PLANT (ILLINOIS) of wire electric company discover that the performance of workers is related to factors with there psychological and social rather than physical environment his experiment revolutionalized management thinking and attention was focused on the component of jobs and workers satisfaction on the part of employee.

They concluded that the worker was not really an economic man motivated solely for cheque, psychological factors play more important role than physical factors in increasing human efficiency. Good administration therefore, will be achieved by showing each individual that his self interest would best be solved when he balances as management

wishes him to do. If they belong to a cohesive and a stable work group and the sense of belonging was more important to them than anything else. Focused managerial attention on social and psychological factors and the importance of first (ist) line supervision in increasing human efficiency and productivity in an organisation.

2:2:4 **MASLOW'S HIERARCHY OF NEEDS**[15]

CLASSIFICATION OF NEEDS: One theory of human motivation that has had by far the greatest impact on the thinking concerned with motivation in organisation, comes from the late Abraham H. Maslow, an American psychologist. He organised or classified human needs according to priority into the following five categories:

1. The physiological needs. Included in this group are the needs for food, water, air, rest etc. that are required for maintaining the body in a state of equilibrium .
2. The safety needs. These include the need for safety and security, both in a physical and psychological sense.

   The need to be protected from external dangers to our bodies and our personalities are included in this group most employees, for example, desire to work at jobs that are free from physical and psychological hazards, and that provide tenure.

3. The belongingness and love needs. The need for attention and social activity are the major needs in this category.
   An individual desires affectionate relationships with people in general and desires to have a respected place in the group.
4. The esteem needs. These include the desire for self. respect, for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Also included in this group is the desire for reputation or respect and esteem from other people.
5. The need for self actualization (realization). This refers to a person's desire for self-fulfillment; namely, to the tendency to become actualized in what he or she is potentially. 'What one can be: one must be'. This tendency might be phrased as the desire to become everything that one is capable of becoming.
   This is put diagrammatically by Torrington and Chapman (1979)[16], as presented below in figure 2 for easy understanding based on hierarchy relative to importance.



Figure 2: Maslow's hierarchy of needs.

2:2:5 DAVID C. MCCLELAND (1955)[17]

Mccleland advanced three - level classification of human needs. They are as follows:-

i. The need for Affiliation (n/AFF);

ii. The need for power (n/PWR); and

iii. The need for achievement (n.ACH)

1. The need for Affiliation.

Affiliation needs derived from our gregarious nature. We are social creatures who need to be with other people, and who feel more secure in the presence of others. Some form of social contact is necessary for the normal physical and psychological development and maintenance of human beings.

2. The need for Power.

Power motives involve our desires to have an influence on other people. According to McCleland, there are two kinds of power:

i. Negative, personalized power. The negative power motive is the desire to gain and use power for personal benefits; and

ii. positive, socialized power, is the desire to gain and use power for the benefit of other people. Ones personal interest is secondary to the interests of other people in exercising the positive power.

3. The need for Achievement.

The desire to achieve what one wants to accomplish is one of the strongest motivators of high performance. According to Mccleland, the need for achievement plays an important role in individual success, particularly in entrepreneurial settings. Mccleland test on successful executives needs for educated people in other professions.

2:2:6 C.P. **ALDERFER (1972) AND CHUNG**[18]

They came up with only three classification of human needs in argument to maslow's five classification. The needs of an individual may be concurrent, i.e. co-exist at the same time. The categories are as follows:- (1) Existence (2) Relatedness and (3) growth. This three level

theory are synchroned as ERG theory. As we shall see below the maslow's five basic needs and Mccleland's three motives affiliation, power, and achievement) can all be incorporated into this three - level classification.

i. Existence needs. At the lowest level of the hierarchy are the existence needs - Those that are necessary for our survival. This comprises physiological needs, safety needs and security needs of Maslow theory.

2. Relatedness needs. Relation oriented needs reflect our desire to interact with others for the purpose of socializing, affiliating, competing or influencing. We satisfy these needs by counteracting with other people, for they are our primary means of doing so. We exchange feelings and emotions, which are the basic units of interaction. There are two kinds of relatedness needs:

   i. Socialization needs (affiliation and affectional needs)

   ii. self - Esteem need (power and competitive motives)

3. Growth - oriented Needs.

   Growth-oriented needs reflect the desire to be competent, achieving independent, and self actualizing. The satisfaction of growth needs can be achieved through working. This is made up by the following elements:-

   i. Competence Needs:

ii. Achievement Needs;

iii. Independence Needs; and

iv. Self-Actualizing Needs.

These can be presented diagrammatically, as in figure 3, below.

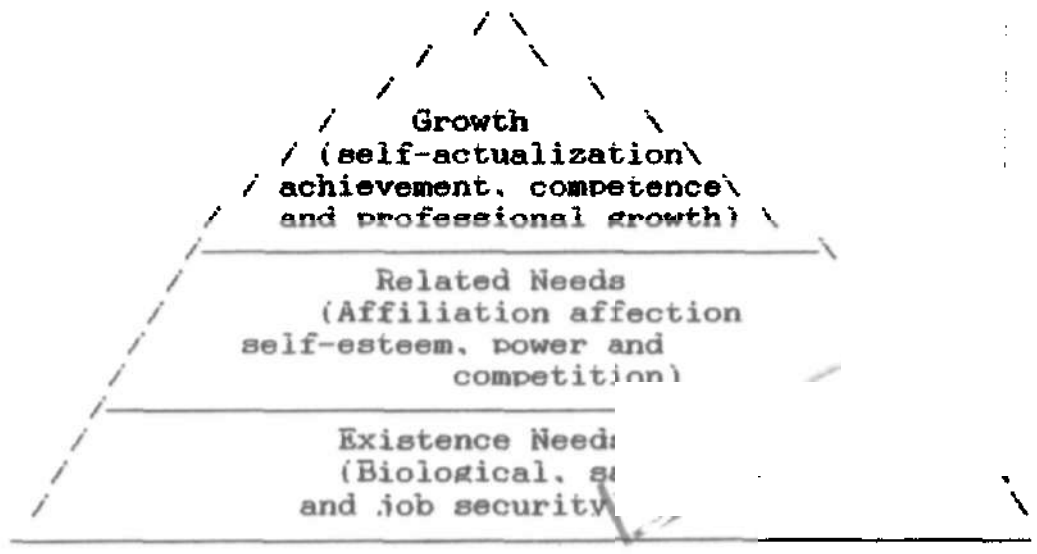


Figure 3: ALDERFER'S THREE - LEVEL NEEDS HIERARCHY

2:2:7 FREDERICK HERZBERG CONTENT THEORY[15]

This theory has been outlined by Herzberg et al and developed by Herzberg which directly influence job enrichment approaches to job design. He advanced a two factor theory of motivation.

i. Hygiene factors: also called maintenance factors or dissatisfiers:

These are those thing which if

they are absent will cause dissatisfaction rather than create satisfaction. Hygiene factors according to Herzberg are contextual in nature. that is relate to the context or environment within which the job is performed, such as working conditions interpersonal relations, wages and salaries, job security. According to him, although these factors do not motivate, there absence or inadequacy makes motivation in-effective as there will be dissatisfaction.

ii. Motivators - also called satisfiers. These are those things which if present will create satisfaction in the employee and thus make him perform as he should. Such factors, according to Herzberg are contained or embodied in the job itself, that is they are

found in the nature or
characteristics of the duties
accomprising the (job
content), such as achievement,
recognition,
advancement/growth,
challenging work, and
responsibility.

2:2:8 DOUGLAS M. MCGREGOR'S THEORY X AND THEORY Y

McGregor (1960)[20] assumed that the behaviour of people is strongly influenced by their beliefs. The management personnel are not exceptional. Every manager makes assumptions and holds convictions about the way people behave in organizations. The managers assumption and conviction forms the persons perception on how he/she sees the management and its responsibility and relation to the surbodinates. Perception is defined as:-

> the process by which we see ourselves and the things around us and attach particular meanings to what we see.[21]

The Traditional view of McGregor's theory x is based on the following assumptions:-

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike

of work, most people must be coerced, controlled directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed wishes to avoid responsibility, has relatively little ambition, wants security above all.[22]

He concluded that most business managers are theory x types who believe that the average person has an inherent dislike of work e.t.c.[22]

The modern view (approach) to the direction and control of employees is depicted by theory Y. This theory, holds that:-

1. The expenditure of physical and mental effort in work is as natural as play or rest. Depending upon controllable conditions, work may be a source of satisfaction (and will be voluntary performed) or a source of punishment (and will be avoided if possible).
2. external control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Individuals will exercise self direction and self-control in the service of objectives to which they are committed.
3. Commitment to objectives is a function of the rewards associated with their achievement. The most

significant of such rewards, e.g. the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capability to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y, in contrast to theory X, emphasizes managerial leadership through motivation by objectives and by permitting subordinates to experience personal satisfaction as they contribute to the achievement of objectives.

Allen questionnaire containing items central to the theory
X - Y controversy, the responses from managers indicated that most managers today do not subscribe to the extremes of theory
X-Y. From the findings of this study, Allen proposes a Theory M for management which is based on the investigation

he carried out.[24]

2:2:9 ARGYRIS's IMMATURITY - MATURITY THEORY[25]

Many behavioural Scientists have been concerned over the affects of the organizational climate on individual personality. Chris Argyris was among those who devoted considerable attention to this problem. He believes that organisations make demands upon its individual members that are incongruent with their needs and general orientation toward life which essentially is to become increasingly mature. In his words:-

> The way the CEO actually behaves is crucial for the survival of organizational renewal and change activities. It is his behaviour (and subsequently that of other officers) that ultimately does not confirm the idea that organizational development is necessary, credible and inexorably linked to his leadership style.[26]

According to Argyris, the human personality in our culture exhibits developmental trends that involve progressing from immaturity to maturity. These trends from infancy to adulthood include becoming increasingly active, being more independent of others, having deeper interests, occupying an equal or higher position in relation to peers, and developing an awareness of and control over ones self. Further, Argyris believes that organizational leaders often

over look the need of individuals to function in a mature, adult-like manner. He notes that:-

> ...we have designed organisations which have ignored individual potential for competence, responsibility, constructive intent, and productivity. We have created structures and jobs that at the lower levels alienate and frustrate the workers; lead them to reject responsible behaviour, not only with impunity but with a sense of justice, and tempt them to fight the organisation by lowering the quality of what they produce.....

Argyris has continually stressed the importance of both the organization and the individual, as well as the need for optimizing the effectiveness of both.[27]

2:2:10 LIKERT's MANAGEMENT SYSTEMS THEORY

Another approach to building productive and desirable organizational climate is found in a science-based management system developed by likert and his associates at the institute of social research of the university of Michigan. Basically this approach is consistent with the modern theories of total management system. According to Likert, there are four different systems that may be used by

the manager or supervisor:

System 1: which involves an authoritative approach that is exploitative;

System 2: on authoritative approach that is benevolent in nature;

System 3: a consultative approach; and

System 4: a perticipative group approach.[28]

In the words of Likert rensis:

> All the activities of any enterprise are initiated and determined by the persons who make up that institution plants, officers computers, automated equipment, and all else that a modern firm uses are unproductive except for human effort and direction... of all the tasks of management, managing the human component is the central and most important task because all else depends on how well it is done.[28]

HUMAN RESOURCE ACCOUNTING:- This study led likert to suggest the need for some form of 'human resources' accounting, to show the improvement in or deterioration of human assets, just as existing accounting systems report changes in physical assets. Furthermore, under these systems, recruitment, training, and other investment's in human resources are treated as current costs. Subsequently, some of likert's associates with an accounting background developed what they believed to be the first human resources

accounting system. The human resource accounting system provides for gathering a wide variety of data that may be used in corporate planning.[30]

Professor Eric G. Flamholtz of UCLA has been a pioneer in developing Human resource accounting technique with regard to turn-over.[31]

REACTION TO THE MANAGEMENT THEORIES

If we reconcile Herzberg's theory with the ideas and assumptions of other theorists, it is possible to understand that Taylor and other scientific managers were thinking very much in terms of hygiene factors, financial reward, supervision and working conditions. In the same way, Mayo too, places emphasis on a hygiene factor, namely, interpersonal relations. It is only when consideration is given to the assumption of neo-Human relations school, that motivators become an important element in job satisfaction and improved productivity. A close examination of maslow's esteem and self - actualization needs, McGregor's theory Y and Argyris's human model of mature and independent person agree and compare favourably with Herzberg's motivation factors. In discussing various theories of motivation, we have been able to identify various approaches. However it does not mean that organisation must select one approach to the complete exclusion of others. The movement of an organisation's management towards one approach indicates not its movement

away from others.

Indeed a manager can select a concept from one theory to complement another theory depending on the type of organisation the nature of job, the worker's skills and the condition and circumstances surrounding the performance of such a job.

2:3 EMPLOYEE TURN-OVER

2:3:1 TURN-OVER DEFINED

Turn-over refers to the amount of movement of employees in and out of an organization, ordinarily expressed in terms of the turn-over rate the turn-over rate for a department or an organisation can be an important indicator of the efficiency with which the various personnel functions, are performed by managerial and supervisory personnel as well as by the department.32

2:3:2 DIFFERENT KINDS OF EMPLOYEE TURNOVER[33]

Here as with other statistical data that are used to provide in-sight into causes and possible remedies, numbers are less useful as overall totals than when they are broken down into sub-totals. Turn over can be computed for each type of movement into and out of the organisation, for example:

1. Accessions:- hiring new employees or re-hiring former employees, other accessions include: employees called back to work after lay off: transfers from

other establishments of the same firm; former employees returning from military service or other absences without pay that were not counted as separations.

2. Separations - Termination of employment, usually subdivided as follows:-

   a. voluntary quit. Individual who are absent without authorization for 7 consecutive days (or sometime less) are usually listed in this category.

   b. lay off for lack of work - a termination initiated by the employer because a job is being eliminated or because there is a reduction of employment due to insufficient demand, such separation is presumably without prejudice to the employee.

   c. disciplinary lay off or discharge because of dissatisfaction with an employee's performance or conduct. Therefore, both are prejudicial to an employees record. However if discharge comes before completion of a probationary period, loss to the employee is less severe because no employment rights have been acquired. Some forced 'resignations' are really discharges, especially at upper echelon.

   d. Retirement or death.

2:3:3 COMPUTING AND COMPARING TURNOVER RATE

Labour turnover is commonly expressed in two rates: for

separations and for accessions. The U.S. Department of Labour statistics uses the following method to compute the separation rate:

i. find the average number of employees by adding the month together with the number on the payroll on the first
and last days of the month. Then divide this total by 2

ii. Divide the total number of separations during the month by this average employment figure.

iii. Multiply this number by 100 to get the rate per 100 employees for the month.

Expressed as a formula:

Separation rate (or percentage)=

$$\frac{\text{Total Separation Per month}}{\text{Average number on payroll for the month}} \times 100$$

Monthly figures may be converted to an annual rate by multiplying the actual monthly rate by a factor equal to 365 divided by the number of days in a given month unless this is done, monthly figures are not strictly comparable with annual figures, since months vary in length.

The rate of accessions, quits, layoffs, and discharges can be computed by the same basic formula. When the separation rate is subtracted from the accession rate, the positive or negative figure shows whether employment is expanding or contracting. If 'avoidable' turnover is to be measured, the quit rate is the most useful figure. This may

be subdivided for regular employees with seniority standing and new hires whose status is probationary. Total figures for turnover rates by themselves are relative useless. They become significant only when compared with rates in other similar organisations.

2:3:4 METHODS FOR STUDYING TURNOVER

The turnover rate is not the only factor to be considered, however. The quality of personnel who leave an organisation is important since turnover among competent and desirable employees is a serious matter as compared with turnover among incompetent and undersirable employees. In an effort to determine why employees become dissatisfied and quit, many companies conduct exit interviews. A skillful interviewer can often obtain the type of information that will be helpful in correcting conditions that are undersirable. Another way in which to obtain information concerning the reasons why employees leave an organisation is to mail a questionnaire to them after short interval has lapsed since the date of their termination. Because it is received after the initial anger (if any) has subsided and because the former employee already has the security of another job, a more honest evaluation is likely to be reflected on the questionnaire. The fact that this method is conducted anonymously rather than in a face-to-face confrontation with a member of the personnel staff is also likely to result in

favour of a candid response.[34]

According to G.A. Cole (1986)[35], staff turnover has a number of advantages and disadvantages. These are briefly as follows:-

Advantages:-

i. It provides incentive to recruit fresh staff

ii. It enables organisations to shed staff more easily when redundancies are planned (i.e. through 'natural wastage')

iii. It opens up promotion channels for longer serving employees

iv. It introduces an element of 'self selection' among new employees, which may save dismissals at a later date.

Disadvantages:-

i. additional costs of replacement recruitment

ii. distruptions to production of goods or services caused by leavers

iii. additional training costs, especially induction and initial job training

iv. wasted investment in people.

v. may lead to difficulties in attracting new staff.

2:4 GRIEVANCES AND COMPLAINTS

2:4:1 GRIEVANCES

1. GRIEVANCES DEFINED:-

It is inevitable that some employees will become dissatisfied with the treatment they receive. This dissatisfactions, regardless of whether they are expressed or surpressed, valid or invalid, are referred to in personnel management terminology as grievances. According to Torrington and Chapman (1979), Grievances is a complaint which has been formally presented to a management representative or to a union official. This provides us with a useful categorisation by separating out grievances as a formal, relatively drastic step, compared with commonplace grumbling.[58]

Further more, Mitchel (1989) stated that Grievances are *form of complaint, but standard HRM parlance defines them as* allegations that a right of the employee is being (or has been) violated by the employer. In a union situation, grievances are allegation that a right contained explicitly or indirectly in the union contract is being abrogated by the employer. Union-sector grievances are normally processed through a formal grievance system, with a series of hierarchical appeals to employer representatives. If not resolved through such appeals, grievances can be taken to arbitration for a final and binding resolution by an outside neutral.

Mitchell (1989) further stated that Grievances in a non-

union setting refer to voilations of unilaterally determined management policies-perhaps as spelled out in a company handbook rather than of provisions of a union-management contract.

2. SYMPTOMS OF GRIEVANCES

Grievances are likely to be resolved more readily if they can be recognised and acted upon promptly. While employees who are candid and articulate may have little difficulty or hesitation in revealling their grievances, many employees are not so inclined. In ability to detect accurately, or unwillingness to disclose it, thus, grievances are mostly reveal through various symptoms. Although the personnel department may be able in detect certain grievance symptoms through the analysis of statistical data that it compiles or through its direct communications with employees, the employee's immediate supervisor is in the best position to detect these symptoms.

3. CAUSES OF GRIEVANCES

The fact that grievances may result from one or more causes can make their diagnoses difficult. Some of the causes of grievances are as follows:-

i. causes relating to the labour Agreement. Many grievances involving the agreement result from omissions of ambiguities in its provisions that cause each party to interpret differently the meaning of a particular provision or how a particular personnel

decision should be made.

ii. causes relating to the job. Many grievances, including those that appeal disciplinary action, after stem from failure of employees either to meet the demands of their jobs or to gain satisfaction from performing them, or both. Another source of grievance lies in supervisory practices (i.e. his attitudes and behaviour toward individual workers).

iii. causes relating to personal problems. There are some individuals who will become dissatisfied regardless of the nature of their job or employer because of personal problems to which they are unable to adjust.

4. CHARARACTERISTICS OF GRIEVANTS

Several studies have been conducted to determine what differences in characteristics, if any, may exist between those employees who submit a high frequency of grievances (the non-grievances). Ash, for example, in his study found that in comparison with the non-grievers, the grievers were more likely to be younger, veterans, native white Americans, and those having less-service with the company. In general, the grievers were individuals who had not yet settled down.

5. TYPES OF GRIEVANCES[37]

Discipline and Discharge

Absentism
insurbordination
misconduct
poor work

Calculating seniority
Lavoff
Bumping
Worksharing
Rehiring

Leave of absence

Paid sick leave
Personal leave
Union business

Promotion

Posting and bidding
Basis for promotion
Measurement of ability
Transfer.

Management right

Vacation

Eligibility
scheduling
pay

Seniority Holidays

Eligibility for pay
pay for holiday work

Wages and hours

Incentive pay plans
Job evaluation
Overtime
Premium pay
Pay for reporting (call-in-pay)
Scheduling
Wage guarantee and SUB
Plans

Management right
Union Rights, union Security and the check off
Administration of benefits

Figure 4: Typical Grievance procedure

6. GRIEVANCES PROCEDURES

The most common method of resolving these disputes in a grievance procedure. The below figure Advanced by W.D. Todor is a typical Grievance procedure with four (4) steps for easy comprehension.

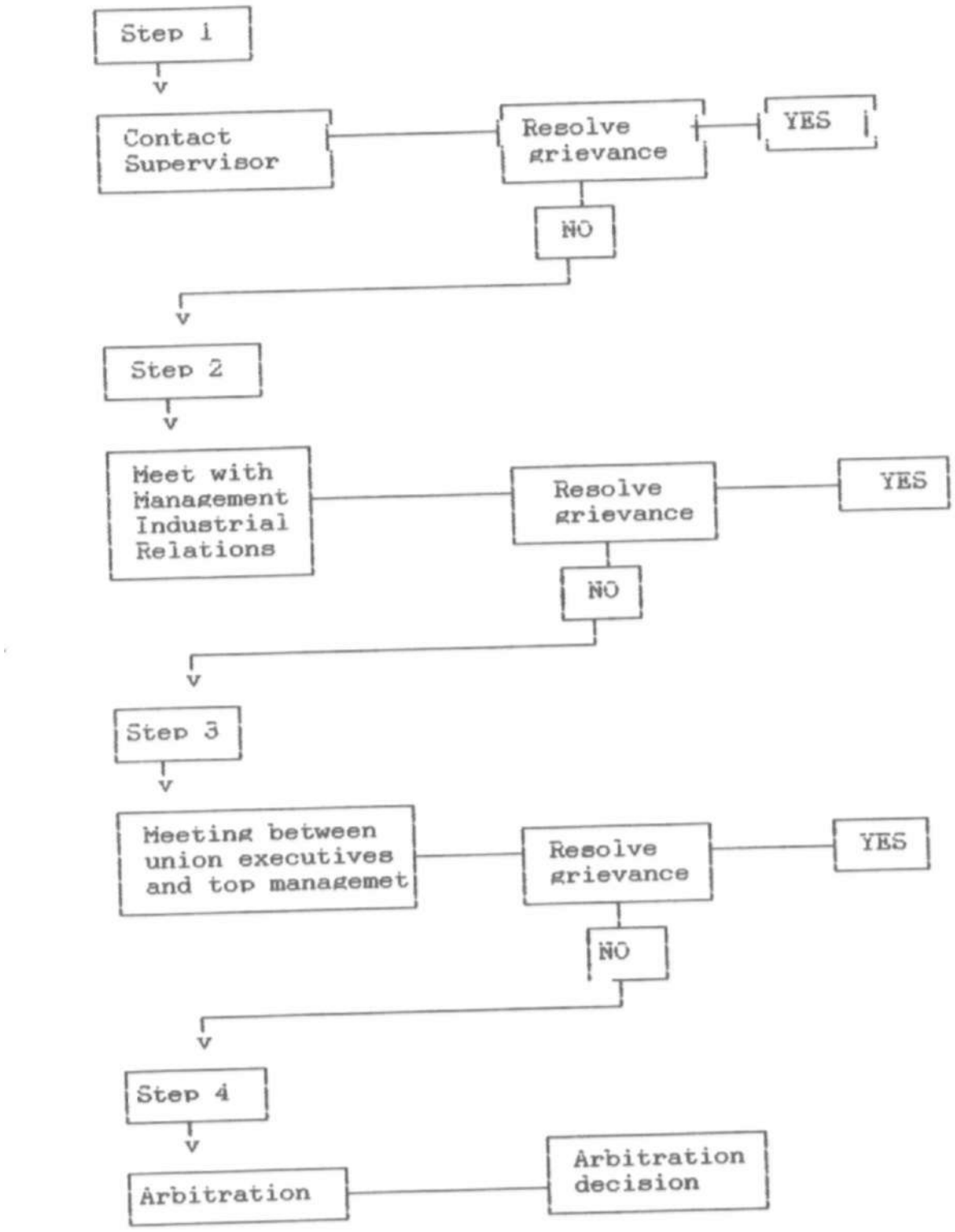


Figure 4: Typical Grievance procedure

2:4:3 COMPLAINT

1. COMPLAINT DEFINED

Complaint is a spoken or written dissatisfaction, brought to the attention of the supervisor and for shop steward.[38] Torrington and Chapman further defined complaint as a midway point: dissatisfaction is being expressed, but not in a procedural way. It is a straight forward request for action to be taken by some one else to solve a working problem, even though the request may be expressed in forceful or colourful terms.

According to Pigors and myers (1947)[39], complaint is a spoken or written dissatisfaction, brought to attention of the supervisor and (in unionized firms) the shop steward.

2. WHAT DO COMPLAINTS SHOW?

About employee Attitudes perceptive supervisors and managers study complaints (and grievances) as clues to further investigation seeing them as educational opportunities rather than as nuisance. They try to get beyond the words of complaints to reach underlying meanings.

3. THREE KINDS OF COMPLAINTS

In a classic study of employee complaints, Pigors and Myers (1947)[40] gave three types were differentiated according to content:-

1. Referred to tangible objects interms that could be defined by any competent worker or engineer and tested by physical procedures. The machine is

out of order'. 'This tool is too dull', e.t.c. Relatively few complaints were of this type.

2. Based partly on sensory experience but depended primarily on subjective reactions. 'The work is messy'

'It's too hot in here', e.t.c. Such complaints statements include terms whose meanings are biologically or socially determined. Hence they cannot be understood unless one knows the complaint's physical condition and cultural background. Except in extreme cases, they are not entirely verifiable by any objective procedure.

3. This reflects hopes and fears of employees. Such complaints cannot be objectively verified unless reworded in such a way that the terms used to state judgments can be agreed upon by all concerned. 'The supervisor plays favourite', 'the pay rates are too low', 'seniority does not count as much as it should', 'Ability is not properly recognised here', e.t.c. It was this category of complaint that prove most revealing to investigators, because it showed the importance of determining not only what the employees felt, but also why they felt as they did. This is difficult to evaluate as well as to deal with because of its intermingling of fact and sentiment.

4. COMPLAINTS ALSO SHOW SOMETHING ABOUT MANAGEMENT

By clerifving and studving complaints, it may also be possible to appraise the way in which first-level supervisors are working with people on this second point, much may be learned by studving the source and rate of expressed dissatisfactions.

Are the complaints coming from all over the organisation? If so the fault may lie in some major policy or company-wide procedure.

The number of complaints coming from any one part of the organisation may also show something. If the number is unusually high, high management presumed most poor supervision.

FOOT NOTES

1. Mitchell Daniel - Human resource management, page 7
2. Ibid, page 8
3. Torrington and Chapman - personnel management, page 458
4. Ubeku A.K. - personnel management in Nigeria, page 19
5. Bagobiri p. (Ph.D) - MBA Note-book on personnel Administration, (1992-93)
6. Randall Schuler - personnel and Human Resource management, pages 7-8
7. Ibid, page 11
8. Ibid, page 11
9. Ubeku A.K. - personnel management in Nigeria, pages 20-22
10. Torrington and Chapman - personnel management, page 459
11. Frederick W. Taylor - The principle of scientific management - summary note by M.M. Mirza
12. Chruden and Sherman - personnel management, page 9
13. Handout summary by M.M. Mirza
14. Ibid
15. Chruden and Sherman - personnel management, page 242
16. Torrington and Chapman - personnel management, page 97
17. Bagobiri p. (Ph.D.) - management note-book (1990-91)
18. Chung and Megginison - Organisational Behaviour, page 59
19. Torrington and Chapman - personnel management, pages 97-98
20. Ubeku - personnel management in Nigeria, page 293
21. Chung and Megginison - Organisational Behaviour, page. 110
22. Pigors and Myers - personnel Administration, page 7

23. Chruden and Sherman - personnel management, page 267

24. Ibid, pages 268-269

25. Ibid, pages 269-270

26. Pigors and Myers - personnel Administration, page 20

27. Chruden and Sherman - personnel management, page 269

28. Ibid, page 270

29. Pigors and Myers - personnel Administration, page 5

30. Chruden and Sherman - personnel management, page 271

31. Daniel Mitchell - Human resource management, page 189

32. Chruden and Sherman - personnel Administration, page 542

33. Pigors and Myers - Personnel Administration, page 198

34. Chruden and Sherman - Personnel management, page 543

35. G.A. Cole (1986) - Personnel management, page

36. Torrington and Chapman - Personnel management, page 246

37. Schuler - Personnel and Human resource management, page 574

38. Torrington and Chapman - Personnel management, page 246

39. Pigors and Myers - Personnel Administration, page 212

40. Ibid, pages 214-215.

CHAPTER THREE

RESEARCH METHODOLOGY

Tyrus Hilway (1946) advocated for more than one technique when conducting a research. In this study, two types of data collection sources were used: The primary data and the secondary data. The primary data source include: Mail questionnaire; Oral questions; Telephone; and Direct observation. While in the secondary data source include: literature books and official documents. The methodoligies of collecting such datas through the mentioned methods above are discussed in details below:

3:1 PRIMARY DATA

i. **MAIL QUESTIONNAIRE:-** Two types of questionnaires were designed for this project.

a. **Questionnaire - A:**

This was destributed to the members of staff of the Polytechnic, the questionnaire had 30 questions only, apart from personal data. The questionnaire was of structured format, with three optional possible answers, Yes, No, or Uncertain and an option to comment. As can be seen in Appendix B. The quiestionnaire was chosen because the method allows the respondents freedom to answer the questions without fear of victimization. Furthermore, this method provides the opportunity for their responses to be kept for record purposes, to allow any interesting party to verify if need be.

The distribution of the questionnaire took the form of stratified sampling not based on Random sampling. This is because, there are some groups that are few in number in comparison to other groups. For example, the total population of the Men supersede that of the Women. Thus, if Randomly distributed, the women view point will not be covered sufficiently. Based on the strata categorisation, the Researcher categorised them into senior staff and junior staff; males and females; and Departmental (or Division). This was shown on table 1 below.

A total of 120 questionnaires was distribuited based upon the table scheduled on table 1. As stated earlier, the questionnaire is structured, but there are some questions to avoid bias in answering the questions, for, this method gives the employees freedom to answer the questions from the bottom of their hearts.

b. Questionnaire B.

This questionnaire is made up of 9 (nine) questions, with three specific answers (Yes, No, or uncertain) and an option to comment. The format can be seen on appendix C. It was used to find out why an old employee left his/her employment with the Polytechnic, that is in terms of staff turnover.

ii. Oral Questions

Some questions were designed to embrace issues raised in the basic assumptions and the hypotheses. This method, unlike the questionnaire, answers were received directly from

the respondents on a face-to-face interview. Further discussions with respondents will clarify certain issues. This method gave me the opportunity to watch the respondents' reaction and sincerity of purpose. Also it gave way for rapport, thus enable the Researcher to get more information and in details. Appendix A was used as an introduction and request for information.

The interviews was personally conducted and responses recorded accordingly. The selected officials were given the list of these questions before hand to prepare for the answers. They were assured verbally that what ever their responses were, would be kept strictly cofidential.

The atmosphere was cordial, partly because most of the officials are acquaintance and partly because they have been in the past subjected to such interviews by other researchers, hitherto this study.

The questions during the interview were open ended, unlike the yes, no or uncertain type of questionnaire. Being aware of what problems the Researcher would encounter during the study due to these kind of open-ended questions, the number of questions were limited to a reasonable number. The sample of the questions posed to respondents are found in appendix D.

iii. Telephone Survey

This technique is mostly used to facilitate the other techniques of data collection. It was used the book

appointment with the officials for the oral interviews, to remained and know when to go for the interview, and also to confirm if they are around and available for the interview. It was also used this technique to facilitate the collection of questionnaires.

iv. *Direct Observation*

Three categories of labourers were personally observed at work. These workers were from Works, Accountancy and Registry departments. The employees from Works department were drivers and their conductors, the second catogories were teaching staff while the last but not the least were some Registry staff.

In the case of the drivers and their conductors, the Researcher joined their Buses to and from the office (the Polytechnic) for some weeks during the research. The lecturers in accountancy department, the Researcher took time to watch them lecture their students and performed some Academic jobs, and in the case of Registry department staff, he observed some clerks and messengers in the process of getting the information for this study.

In these observations, the Researcher observed their pattern of work with and without their supervisors. This method was selected because the attitude of the workers to work was observed, particularly when the supervisor was around or not, or if the job was directed by the supervisor or not. My observation was not made known to them, so they were not

conscious of any (observer), to avoid artificial behaviour.

Also observed where the tools they are using for their duties, their uniform, their attitude to work in the obsence/presece of their supervisor, types of supervision (i.e. the supervisor himself).

2. SECONDARY DATA

i. Literature Documents.

Many testbooks, previous research works and newspapers and magazines were consulted, from these sources, many useful informations were gathered for this study and usefully utilized. All the text-books and materials use were accordingly acknowledge through the use of foot notes for references.

The Researcher decided to use these sources, because the authors are reputed and their materials seem reliable and useful for this study.

ii. Examination of Official Documents

Relevant official documents of the Federal Polytechnic Bauchi (FPTB), were examined and used. These include the staff nominal role, FPTB prospectus, various officials forms staff manual, list of staff, and also the list of those that left the service of the Polytechnic.

CHAPTER FOUR

ANALYSIS OF DATA

4:1 THE HISTORY OF FEDERAL POLYTECHNIC BAUCHI

The Polytechnic is one of the seven (7) polytechnics established by the Federal Military Government under Decree (Now Act) No: 33 of July, 1979[1]. It was established with functions and powers to:

i. provide full-time or part-time courses of instruction and training in:
   a. technology, applied science, commerce and management; and
   b. in such other fields of applied learning relevant to the needs of the development of Nigeria in the areas of industrial and agricultural production and distribution and for research in the development and adoptation of techniques as the Governing Council may 'frin tune ti tunem dete' (from time to time determine).

ii. to arrange conferences, seminars and study groups relative to the fields of learning specified in (i) above: and

iii. to perform such other functions as in the opinion of the council may serve to promote the objectives of the Polytechnic[2].

Although work started on skelatal basis in May, 1979, the

Polytechnic actually took off on 22nd November, 1979 with an initial student population of 325 registered in the ten departments.

The Polytechnic started with an initial staff strength of 183 comprising 45 and 93 senior and junior staff respectively[3]. The information gathered through these sources of data, that is, questionnaire, observation and interview, from the respondents were presented and analysed as the Basis of this chapter with the view to determined the Polytechnic method of planning and organising, staff recruitment, financial and non-financial incentives, trade union performance, staff performance appraisal method, promotion criterion, training and development, staff turn-over, and communication pattern in the organisation.

4:2 PLANNING AND ORGANISING IN THE POLYTECHNIC

The discussion of planning and organising management functions will enable us to know how the Polytechnic tackle its problems and how it is set up, structurally.

4:2:1 PLANNING

Planning is defined by Billy Goetz, he said 'planning is fundamental choosing and planning problem arises only when an alternative course of action is discovered' planning is deciding in advance what to do, how to do it, when to do it and who is to do it planning bridges the gap from where we are

to where we want to go.

Planning decision for the Polytechnic one of the federal Government institutions comes from the Federal Government itself through the Federal Ministry of Education and the National Board for Technical Education (NBTE). The Federal Government (FG) appoints the Governing Council which is the highest ruling body in the Polytechnic, while the N.B.T.E. monitor and control the monetary and personnel budgetary. The Governing council is headed by a chairman. The second stage of decision making is the Academic Board headed by the Rector (the chief Executive officer of the Polytechnic). The Board comprises the Directors of schools, the principal officers, the Head of Departments (HOD's), from there the decision making stage reaches the implementation stage that is the staff of the polytechnic, those that undertake the main objective of the institution i.e. teaching of technology.

But due to lack of commitment by some of the management staff which pave way for the other staff lack of comintment, resistance to changes, understanding planning scope, operational deficiencies and hostile environment, sometime the planning meet with hidges.

4:2:2:ORGANISING

Organising work in both operating and managerial level is necessary to achieve organisational objectives. Through organising, the higher levels of management could assign goals

that for efficiency management could shift work from one job to another. The polytechnic system of organising shows the formal flow of decision making from the top-management to the lower-management and also the route of feed back from the lower-management to the top-management, through the same channel as a feedback. The Federal Polytechnic has a well-cut-down division-of-labour, departmentally and divisions, that create advantages, among are as follows:-

i. clear lines of authority from the top-management to the lower-management
ii. all staff report to only one supervisor, i.e. all staff to their HODs, all HOD's to their Directors of school.
iii. each supervisor (and staff) has a clear responsibility and authority.

As such, it disposes conflicts between over jurisdiction, it prevent work duplication, provide a sound basis for performance appraisal, and also it permits expansion with adequeate control.

The Federal Polytechnic organisational chart can be seen in Figure 5, below, it shows the structure of the management and the flow of decision from the top-management to the lower (operational) management.

The response rate for questionnaire - A was only about 43%; that is 52 numbers of questionnaire - A were returned up to the time of this write-up. This can be seen on table 2 below.

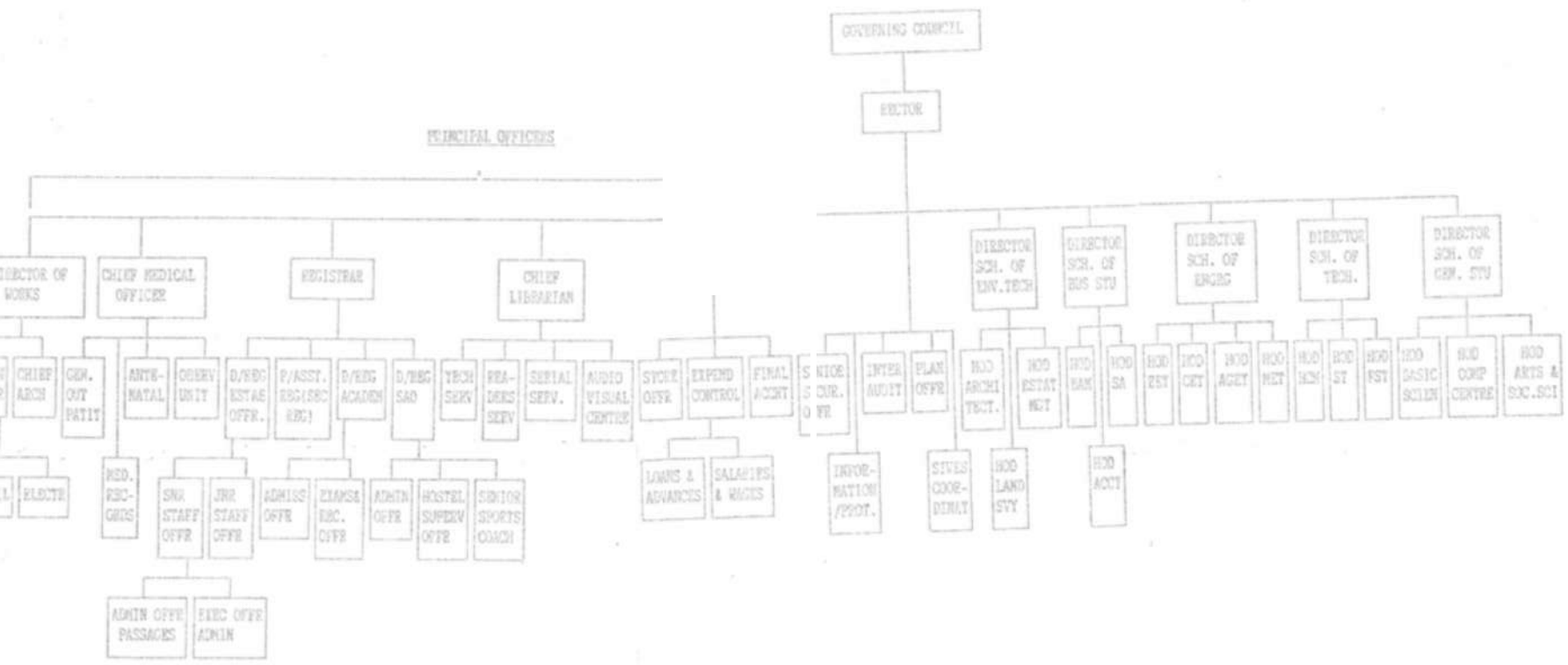


Figure 5: The Federal Polytechnic, Bauchi Organisational chart.

TABLE 2: The response of questionnaires distributed to Federal Polytechnic Bauchi, staff.

	MEDICAL		WORKS		REGISTRY		LIBRARY		BURSARY		RECTORY		ENVIRONM.		GENERAL		ENGINEER.		BUSINESS		TECHNOLOGY		SUB-TOTAL		TOTAL
	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	SN	JN	
M	2	1	3	1	3	2	1	2	1	2	1	1	2	1	1	2	0	2	1	1	2	1	17	17	33
F	0	1	0	1	2	2	1	1	1	0	1	1	1	0	1	2	1	1	0	1	0	1	8	11	19
TOTAL	2	2	3	2	5	4	2	3	2	2	2	2	3	1	2	4	1	3	1	2	2	2	25	29	52

All the departments responses ranges between three (3) to nine (9), the least came from Business Administration and Management department while the highest came from the Registry department. Thirty-three (33) males responded: Eight (8) senior staff, and Eleven (11) junior staff; totalling fifty-two (52) the numbers of questionnaire - A that was returned; that is 43% of the total distributed.

The reasons for the low percentage of the questionnaire - A returned was because of time factor, interms of distribution and the return, the time was too short.

The oral questions possed to the top-officials of the institution, the interview was granted by three officials, two are registry staff, while the third, an academic staff, they answered the questions skillfully and presented some datas to back-up their statements. The response to questionnaire - B, out of the 20 (twenty) distributed only but eight responded.

STAFF RECRUITMENT

Recruitment is one of the first steps of staffing. The managerial functions of staffing is defined as 'filling and keeping filled positions in the organisation structure through identifying workforce requirements, inventorying the people available, recruiting, selecting, placing, promoting, appraising, planning their careers, compensating, and training or otherwise developing both candidates and current job holders to accomplish their tasks effectively and

efficiently'. Recruitment is defined as 'the process of filling a vacant position by appointment of suitable persons from within or outside the organisation'. The duty of recruitment in the Federal Polytechnic Bauchi, which is one of the functions of HRM is being carried out in the establishment office, under the supervision of the Deputy Registrar (Establishment).

The recruitment of staff is divided into two (2) that is the senior staff and the junior staff. They both have their committees which shoulder the responsibility of recruiting and promoting their cadre of staff. The committee is known as Appointment and Promotion (A&P) Committee. The A&P Committee (Snr staff) is made up of the Rector (Chairman), three (3) representatives of the Governing Council (as members) Registrar (the Secretary), Academic Board representative, and senior staff officer (in attendance).

The committee is responsible for making recommendations to the council on the appointment and promotion of all academic and administrative staff other than the Rector. It also makes approriate recommendations to council in respect of confirmation of appointments, transfer of service, staff discipline, staff development.[4]

The A & P Committee (Jnr staff) is composed of the Registrar (Chairman), Deputy Registrar Establishment (Secretary), four (4) members, and junior staff officer (in attendance). The committee's functions are to make

recommendations on appointment, confirmation, promotion and transfer of service of junior staff to the Rector. It handles all cases of discipline of junior staff and makes recommendations such as termination of appointment, dismissal, suspension, and withholding of annual increaments to the Rector. It advises the Rector on matters partaining to the welfare of junior staff.[5]

The polytechnic explores both the internal and the external sourcing of its staff. In the internal sourcing, it is mostly through promotion and change of cadre. For example changing from clerk to confidential secretary; from messenger to typist, or from messenger to driver. The external sourcing are mostly advertised in the newspapers, indicating the post, qualification required, experience, responsibilities; etc. The request to fill the vacancy arises from the department. In the process of recruiting, interview method of assessing is mostly used only in some rear occasions depending upon the type of job, like typing, a test method of assessing is usually used. In the external sourcing, those on secondment and sabbatical leave are also employed.

Those staff that were employed before an interview, an interview are usually scheduled for them, or their performance are appraised, within a period of two years, if their performance is satisfied, then the management do confirm their temporary appointment to permanent.

Nigerian contract appointment for those that their

services are necessary but because of retirement age or they voluntarily resign, the polytechnic authority do employ them on contract basis. Those that are below the age of 45 years old do sign a two year contract, while those above 45 years old only sign a 1 year contract. Both contracts are subject to renewal in form of filling up the contract - Application form (Appendix E) for approval for another contract period after the expiration of their previous contract.

FINANCIAL BENEFITS (REMUNERATION)

The polytechnic being one of the Federal Government higher institution enjoys the improvement of the staff salary as directed by the Federal Government. They are paid based upon the Elongated University Salary Scale (EUSS). This give them a hidge above the state civil servants and some other federal government parastatals. It surely act as a motivating factors towards greater performance of the employees. They have increase in house allowances, transport allowances, leave grant, etc.

NON-FINANCIAL INCENTIVES

The polytechnic provide many non-financial incentives towards increasing their staff performance amongst which are as follows:-

i. Promotion

ii. Acting Appointments

iii. Staff-Primary school - almost free to staff-children

and their wards.

iv. Transportation - to and from the office.

v. Training and development.

vi. Staff quarters - for senior staff.

TRADE UNION APPRAISED

The polytechnic has three trade unions in the institution the Association of senior staff of Polytechnic (ASSUP); the senior staff Association (SSA); and the Non-Academic staff union (NASU). The ASSUP members are all the teaching staff, the SSA is made up of all the non-teaching senior staff of the polytechnic. While the NASU comprises of all the junior staff of the polytechnic. All these unions are affiliated to their national bodies, this was practically seen in 1993, when they wanted increament of salary and some fringe benefits.

The trade unions are invloved in collective Bargaining with the management when some thing is at stake, individually or collectively. Some of the achievements of the unions are as follows:-

i. The payment of refurbishing loan;

ii. Promoting their union members;

iii. Payment of Arrears for their members;

iv. Assistance to their members (or the family of their members) in case of death or accident;

v. Establishment of thrift and credit society by both the junior and the senior staff;

vi. Transportation to and from the office: and

vii. Payment of shifting allowances to librarians and medical staff, as well as provision of driver and vehicle to carry them home after night shift.

The management enjoys a cordial relationship with the trade unions, vice versa.

PERFORMANCE APPRAISAL

The polytechnic appraise its staff once a year. Every year, performance evaluation form are being distributed to every staff member. A sample is attached, Appendix F. The form consist of questions on personal records, promotion, training achievement, innovations etc., of the employee and all these are counter-sign by an officer mostly employee's supervisor. The performance evaluation form is used for the following purposes:-

i. Re-posting to staff trained department

ii. Promotion

iii. Training and Development for future tasks.

PROMOTION CRITERION

The staff of Federal Polytechnic Bauchi are promoted based upon three factors:-

i. based upon past performance on the job;

ii. based upon the present performance; and

iii. based upon the employee preparation for future tasks.

that is, by preparing, through development and training, personally or officially.

The problem employees faces with management on promotion issue is that it is not regularly done more especially for the Junior staff, sometimes the union had to intervene.

TRAINING AND DEVELOPMENT

Chruden and Sherman (1976)[6], indicated that there should be a formal training and management development programme in an organization because it will guarantee that the training and development of employees are more purposefull and its co-ordination and direction will aim at achieving the individual and organisational objectives.

All interested staff of the Polytechnic that intend to further their education through training and/or development are requested to fill-up staff Development form, which are being distributed and monitored by the staff Development committee (SDC), empowered to assess all applicants and applications and recommend to the Rector. The SDC is chaired by the Deputy Rector, members are drawn from various departments. Like in many organisations, the polytechnic training and development policy is formulated and conceived as part of the general personnel policy which is embodied, on a large scale, in the entire national development.

Chruden and Sherman (1976)[7], indicated that the employees

of an organisation should be trained and developed so that they can contribute their very best to the organisation in the presence of the changing environment. They pointed out the functions of recruiting and selecting represents only the initial stages in the building of an efficient and stable work force that can achieve the aims of getting up the organisation. To actually attain and maintain the quality of the work force to fulfil the aspirations of the organisation, the employees requires continious training and development that will bring out their potentials for the good of the organization. They stated that the training and development of employees should begin with the orientation and continue through out their tenure in the organisation.

The staff of the polytechnic enjoys training and/or development within the country and abroad. Even though, due to National financial constraint, it must be necessary before the management send a staff to abroad, they are mostly trained and/or developed locally (within the country). Table 3 indicates the number of staff (between 1986-1993), those that applied for training and/or development, those that their application were approved and the percentage betwwen those applied for and those that were approved[6].

The staff enjoys various types of training among which are the following:

i. induction training - This is mostly for registry staff in the Registry Establishment (for a period of 2 (two)

TABLE 3: The Federal Polytechnic Bauchi, Training and Department

	NUMBER APPLIED											APPLIED					PERCENTAGE OF APPROVAL OVER APPLIED							
	1986*	1987	1988	1989	1990	1991	1992	1993	1986*	1987	1988	1989	1990	1991	1992	1993	1986	1987	1988	1989	1990	1991	1992	1993
MALES	5	12	16	18	80	51	57	34	2	13	10	13	18	28	18	32	40%	108*	62.5	72.2	22.5	54.9	31.6	94
FEMALES	1	5	3	6	6	10	13	8	1	4	2	3	6	6	7	3	100%	80%	66.6	50%	100	60%	53.8	37.5
ACADEMIC	3	8	5	10	30	16	27	15	1	7	4	6	7	10	6	13	33.3%	87.5%	80	60	23.3	62.5	22.2	85.7
NON-ACA	3	19	14	14	56	45	53	26	2	10	8	7	17	24	19	22	66.6%	52.6%	57.0	50%	30.3	53.3	33.8	84.6
SNR STAFF	6	10	8	12	43	26	30	18	3	7	5	7	9	18	10	16	50%	70%	62.5	58.3	20.9	69.2	33.3	88.8
JNR STAFF		17	11	12	43	35	50	24		10	7	7	15	16	15	19		58.8	63.6	58.3	34.8	45.7	30	79

= Only Seni staff data available

I = New uncounted applications approved.

weeks - 1 (one) month, also some departments undertake the same, but in their own department. i.e. departments organised only for their staff.

ii. On the job-training;

iii. Job rotation;

iv. Job enlargement;

v. Apprentieship training;

vi. Classroom.

LABOUR TURNOVER

The amount of movement of staff to and from t h e Polytechnic, do occur in many different ways, the staff do leave the service through voluntary resignation, withdrawal of service, transfer of service, expiration of contract, Resignation. Secondment and/or desecondment, deceased e.t.c. The manpower strength of the Polytechnic is approximately 696[8].

Chruden and Sherman (1976), in their 'personnel management' textbook, provided 9 (nine) sets of questions in the questionnaire, as a follow-up on those that left the service of an organisation. The Researcher tested the hypotheses, and come up with some findings. One of the respondent attached his resignation letter to the answered questionnaire. Appendix G. Based upon the few replys from the questionnaire - B. the causes of turnover in the Polytechnic are as follows:-

i. inter-personality clashes between the staff

ii. Not ready to accept changes in environment, thus changes in the way and manner to handle things, by using contengency approach

iii. Most of those that leave were young, active, innovative, ambitious, unsettled.

iv. Mostly leave to further their studies, or for more lucrative job.

v. Lack of recognition of staff contribution to the organisation.

vi. Lack of clear cut authority and responsibility in the practical aspects.

vii. Prevailing personal interest as against organisational interest.

Table 4 indicates the methods the Polytechnic staff leave the service of the Polytechnic from 1991 - 1994 (April)[10].

TABLE 4: :- The Federal Polytechnic, staff method of turnover.

	1994 (April)	1993	1992	1991
VOLUNTARY RETIR.	-	5	4	3
WITHDRA OF SERVICE	-	5	16	17
TRANS. OF SERV.	1	18	8	8
RESIG-NATION	2	4	5	16
EXP. OF CONTRCT	-	-	1	2
TEMPOR. LEAV OF ABSENCE	-	-	-	1
TERMI-NATION	-	1	15	12
SECONDMENT DE-SECOND.	-	2	1	-
DECEASED	-	2	1	-
UNCERTAIN/ OTHERS	-	1	8	2

COMMUNICATION PATTERN

The lay-down procedure for Communication, top-down, on the organisational structure is being assisted by two other communication pattern they are the Horizontal and the bottom-top communication.

The Horizontal communication is that which exist between the staff of the same rank, i.e. staff peers, for example, the Head of Departments of two different departments. This, usually is not a directive sort of communication, but it's based upon understanding.

The second type is that from the bottom-top, that is, from the lower (or middle) management staff to the senior (top) management staff. This can be sort of an advice, grouped decision reached like in the case of collective bargaining, through the trade unions. These communications are very important in the Polytechnic for its closes the gab between the management and the employees.

EMPLOYEES DEGREE OF DECISION MAKING

The employees are involved in the management decision-making through their:-

1. Trade unions
2. Meettings
3. Seminars and symposium, e.t.c.

Below is how questionnaire - A of Appendix B was filled up by respondants.

	YES	NO	UNCERTAIN
1. Do you have a clear work content?	34	10	8
2. If trained do you use your training acquired on your present job?	38	11	3
3. Do you have all the facilities required carry out your job?	17	28	6
4. Do you have a supervisor?	42	4	6
5. How do you assess supervisor?			
i. skilled person	32	8	5
ii. helpful	29	12	5
iii. autocratic	6	27	13
iv. perticipative	28	10	8
v. democratic	29	9	8
vi. understable	32	8	6
vii. initiative	25	9	12
6. Do he/she let you act in his/her absence?	33	8	6

7.	How do you asses your supervision on your surbodinates:			
	i. perticipative	32	12	8
	ii. encouraging	27	14	19
	iii. helpful	28	12	12
	iv. initiative	26	15	11
	v. motivate	28	14	10
8.	Do you let one of your staff act in your absence?	22	40	10
9.	Any departmental incentives?	14	32	6
10.	Do you like working in your departmen?	24	21	7
11.	Any other departmental preference rather than your department?	22	20	10
12.	What your assessment of your department? Good	27	12	13
	Poor	10	30	10
13.	Do you like working with the polytechnic?	33	15	4
14.	If given a job opportunity soemwhere else will you honour it?	14	16	22
15.	How do you foreses your future			

in the polytechnic:

i.	Bright	18	22	12
ii.	Average	30	14	8
iii.	**Poor**	10	31	11
iv.	Terrible	8	31	13

16. How do you assess the polytechnic policy performance?

i.	Good	22	20	10
ii.	Average	30	14	8
iii.	Poor	19	23	10

17.	Have you ever have a problem with the polytechnic management?	10	34	4
18.	If 'Yes', was it a wrong by the management?	6	8	2
19.	Did you formally complain about it?	2	4	10
20.	Any positive reaction from the management	1	6	9
21.	Are you promoted on a normal basis (rules)?	20	22	10

22.	If 'No', do you usually fulfil the Requirement for promotion when needed?	3	8	9
23.	Do you see the polytechnic management towards its employees:			
	i. Democratic	22	13	17
	ii. Autocratic	12	22	16
	iii. Do not care attitude	9	26	17
	iv. Appreciative	24	16	12
24.	Any most interesting thing about your job?	17	20	14
25.	Any Good thing (service) enjoyed in polytechnic?	26	13	13
26.	Any most terrible thing about your job?	9	39	12
27.	Have you ever initiate something on your job?	8	32	12
28.	Any achievement(s) on your job?	7	28	17
29.	Is your job very important to the polytechnic?	36	9	7
30.	Do the polytechnic recogniur importance in the institution?	20	19	13

COMMENTS:- Most of the comments, came from the junior staff that have rarely undergone any training or development

for one reason or the other, thus, hardly to innovate something or achieve some set of goals that might make the polytechnic management promote them as a yardstick. Most of the complain comments are those that were given query for one thing or the other. On any good service rendered by the Polytechnic, most of the comments commend the autorithy for the provision of Transport to and from the office.

On the issue of wanting to leave the Polytechnic for another job, most are ready to go for a more lucrative job with job security.

During my direct observation, Drivers and their mates, most of them dresses in their uniforms, their working vehicle are fairly average, but need regular services and repairs to keep them on Road constantly, the ticket system i.e. without money exchange avoids corrupt practices, but there is need for constant scheduling and timing of the Buses. The employees perform much more carefully in the presence of their supervisor. During the observation in the Accountancy department, some of the lecturers were marking students Examination scripts, calculating, recording and compelling the students results. The Researcher also observed them when they were lecturing their students in their various courses. From these observations, the lecturers were doing their best in the prevailing condition and circumstances surrounding them. The lecturers do not have sufficient working materials more especially text books for consultation, to make notes from

and also to refer the students to for further studies. The lecturers are not sufficiently enough to cover all the courses conviniently, they are nearly overloaded with the various departmental jobs. The Authority need to employ more lecturers to reduce the over-burden. The lecturers behaviour in the presence of their supervisor (Head of Department) has little or no effect towards their attitude to their job, most of them seems to be attached to their jobs.

FOOT NOTES

1. The Federal Polytechnic, Bauchi, (10th Anniversary) prospectus 1988/89.
2. The Federal Polytechnic Bauchi, Annual Report, December 1980, page 3
3. The Federal Polytechnic Bauchi, (10th Anniversary) prospectus 1988/89
4. Ibid, page 19
5. Ibid, page 19
6. Chruden and Sherman (1979) - Personel management, page 177
7. Ibid, page 178
8. Federal Polytechnic Bauchi, Staff Development Committee (SDC) files between 1987 - 1993.
9. Staff list from senior Planning Officer, FPTB.
10. Ex-staff lists from officer of the Planning Officer, Federal Polytechnic Bauchi.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The establishment of Fourah Bay college in freetown in 1827 is one of the first steps of achieving the primary aim of higher institution in Nigeria. Various ethnic group later participated directly by sending their members to abroad. Specifically, in Nigeria, the history of higher education can be traced to the Elliot commission in 1943. After the establishment of higher institutions, the Federal Government establishs N.B.T.E., NUC, and N.C.C.E. to foresee and monitor the institutions under them, as Federal Government agents.

HRM is the study of organisational problems in the context of the employer-employee relationship. It is concerned with forecasting future requirement of all types and levels of employments and matching them with forecast of likely availabilities of such employments.

The functions of HRM are: planning; staffing; and maintaining effective working relationships. Each of these activities has its own set of activities. These functions and activities importantly attract, rettains and motivate employees. Their recent and growing importance in organisations is also attributed, however, to the recognition that PHRM can and does have an impact on the bottom line of the organisation.

In this study, effort was made to review many modern

techniques (theories) of managing Human resources, ranging from the scientific, socialist and humanist styles. In as much as these techniques can be argued to have universally accepted and application, I hasten to warn here that their application should be adopted to the special peculiarities of the human resources of a given organisation. In alternative, Nigerian personnel managers should intensify research activities to discover better techniques, that our human resources can be better managed for high productivity, putting in view our socio-cultural background.

In this study, employee turnover was reviewed, its kinds and how it is being computed and compared, it's methods and advantages and disadvantages. Also Grievances and complaints are differenticated by definations, causes, characteristics, types and procedures to be followed if necessary.

Two solid methods of collecting data available were both used. The primary data source and the secondary data source. In the primary data source, it include the following techniques; questionnaire, oral questions, telephone, direct observation. While in the secondary data source were literature books and official documents. The content of these sources cover all the aspects of all the basic assumptions and the hypothesis. The questionnaire are of two types, questionnaire - A and questionnaire - B. One hundred and twenty copies of questionnaire - A were distributed only fifty-two (i.e. 43%) were returned, and were used for the

analysis. Twenty copies of questionnaire - B were distributed, only eight were returned. Ten questions were orally posed to the top officials of the Polytechnic.

In this study, the history of the Polytechnic with the functions and powers for which it was established were reviewed and also the planning and the organising functions in the Polytechnic.

The data portrayed the administrative style of the institution, in terms of the staff recruitment, financial benefits, non-financial incentives, trade unionism, staff performance appraisal, promotion, Training and Development, labour turnover, communication pattern, and degree of employee's participation in Decision making. There are factors that determined the motivational factor in the polytechnic and as well as to compare the 'custom' there in relation to the HRM modern techniques by the scholars of prudent achievement.

5.2 CONCLUSION

There has been a reasonable percentage Human Resource management in the Polytechnic when modern techniques are compared with the human resource management activities in the institution, not with standing the prevailing condition and circumstances in the country.

5:3 RECOMMENDATIONS

The following recommendations will in no small way improve the HRM in the institution if adhered to and will

surely motivate the employees to increase their productivity:

i. The acute shortage of working facilities used by the employee need to be taken care of more especially those facilities that are of primary importance to employee's job performance.

ii. There is need to recognise those employees that always put their efforts and energies towards their job.

iii. The recruitment procedure for nnew employee should be strictly followed in order to get the 'first class man' of Tavlor's scientific management not based upon 'whom I know'.

iv. All those that were employed, their employment confirmation letter should be written and send to them in good time as laid down in the Polytechnic rules and regulation.

v. Induction training should be taken up and incorporated in the staffing function, should be made compulsory for all new employees of all the departments for a specific period.

vi. The performance evaluation should not only be used for promotion purpose only, it should be used for staff development, and personnel specialization as well.

vii. Training and Development of staff should be increase and also the employees should be encourage

to go for one programme or the other.

viii. All those that undergo training and Development should immediately be transferred to their new office and change their cadre, both administratively and financially.

ix. The management should bridge the communication gab between it and the employees, should encourage bottom-top communication and horizontal communication. These will bring about cordial working relationship and good working condition, thus, improve employees' performance.

x. Promotion which is reward for hard-work, should be regular and judicious to motivate the employees to carry their duties diligently. This will avoid lakadaisical attitude towards their duties.

xi. Officers in the various departments should lead by example as against the wrong statement of 'do as I say but do not do as I do'. If the officers do not show enough interest in the job, hardly will his/her surbodinates be serious in the job.

Finally, criticisms or otherwise of the study is highly welcome.The Researcher hereby encourage any interested party (or parties) to research into this subject and institution for further clarification and confirmation.

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APPENDIX A

Department of Business
Administration.
Ahmadu Bello University.
Zaria.

16th June, 1994.

Dear Sir.

REQUEST FOR INFORMATION

I am a Post graduate student undergoing my Master's programme in the above named department anired to write a thesis in partial fulfillment of the requirement for the award of the Master's degree (Master's of Business Administration, MBA). The title of my thesis is "Human Resource Management in Nigerian tertiary institutions: A case study of Federal Polytechnic Bauchi". As one of the top-officials of the Polytechnic, I will appreciate if you will grand me an interview with you; I will seize this opportunity to formally request for some official documents relevant to my field of study.

Thanks in anticipation.

Yours faithfully,

Othman Shehu Yakubu.

APPENDIX B

QUESTIONNAIRE A - TO THE STAFF OF FEDERAL POLYTECHNIC BAUCHI

INTRODUCTION

This questionnaire is designed by a post graduate student of Business Administration from Ahmadu Bello University (ABU) Zaria. The information is required for a thesis in partial fulfillment of the requirement for the award of Master's in Business Administration (MBA). The intention is to study the Human Resource management of Federal Polytechnic Bauchi, Bauchi State. Please co-operate to answer the questions honestly and accurately. Meanwhile be assured that all information supplied shall be treated strictly confidential.

Personal Data

Department----------

Data of Employment----------

Entry qualification/rank----------

Present rank/date----------

Date due for promotion----------

How many training opportunities to date-------

Please tick which is appropriate, for further comment(s) you should just write the question number at the back page and write there, please.

	YES	NO	UNCERTAIN
1. Do you have a clear work content?			
2. If trained do you use your training acquired on your present job?			
3. Do you have all the facilities required carry out your job?			
4. Do you have a supervisor?			
5. How do you assess supervisor?			
i. skilled person			
ii. helpful			
iii. autocratic			
iv. perticipative			
v. democratic			
vi. understable			
vii. initiative			
6. Do he/she let you act in his/her absence?			
7. How do you asses your supervision on your surbodinates:			

i. perticipative

ii. encouraging

iii. helpful

iv. initiative

v. motivate

8. Do you let one of your staff act in your absence?

9. Any departmental incentives?

10. Do you like working in your departmen?

11. Any other departmental preference rather than your department?

12. What your assessment of your department? Good / Poor

13. Do you like working with the polytechnic?

14. If given a job opportunity soemwhere else will you honour it?

15. How do you foreses your future in the polytechnic:

i. Bright

ii. Average

iii. Poor

iv. Terrible

16. How do you assess the polytechnic policy performance?

i. Good

ii. Average

iii. Poor

17. Have you ever have a problem with the polytechnic management?

18. If 'Yes', was it a wrong by the management?

19. Did you formally complain about it?

20. Any positive reaction from the management

21. Are you promoted on a normal basis (rules)?

22. If 'No', do you usually fulfil the Requirement for promotion when needed?

23. Do you see the polytechnic management towards its employees:

i. Democratic

ii. Autocratic

iii. Do not care attitude

iv. Appreciative

24. Any most interesting thing about your job?

25. Any Good thing (service) enjoyed in polytechnic?

26. Any most terrible thing about your job?

27. Have you ever initiate something on your job?

28. Any achievement(s) on your job?

29. Is your job very important to the polytechnic?

30. Do the polytechnic recognize importance in the institution?

APPENDIX C

QUESTIONNAIRE - B: TO EX-STAFF OF FED. POLYTECHNIC BAUCHI

INTRODUCTION

This questionnaire is designed by a postgraduate student of Business Administration from Ahmadu Bello University (ABU), Zaria. The information is required for the Award of Master's in Business Administration (MBA). The intention is to study the Human Resource Management of Federal Polytechnic, Bauchi Bauchi State. Please co-operate honestly and accurately. Meanwhile to assured that all information supplied shall be treated strictly confidential.

DO NOT SIGN: Answer by a check mark where choice of answer bank is offered. If you need more room for your comments, write "over" and continue on the

1. When you were first employed at the Polytechnic, were the duties and responsibilities of your job clearly explained to you?

YES---------- NO---------- UNCERTAIN-------

COMMENTS----------

2. Where the conditions of work, salary, and other benefits, hours of work, etc. clearly explained to you?

YES---------- NO---------- UNCERTAIN------

COMMENTS----------

3. Did you know who was your immediate supervisor - the one person to whom you reported and from whom you were to receive instructions?

YES---------- NO---------- UNCERTAIN-----

COMMENTS----------

4. When you needed information to do your job, were you able to get it easily with your supervisor?

YES---------- NO---------- UNCERTAIN----

COMMENTS----------

5. When you had a suggestion about doing your work, could you discuss it easily with your supervisor?

ALMOST ALWAY------ USUALLY---- SOMETIMES---- RARELY-------

PRACTICALLY NEVER----------

COMMENTS----------

6. Frankly, what was the real (most important) reason for your leaving the company?----------

7. Could anything have been done to prevent your leaving?

PROBABLY YES------ PROBABLY NO----- UNCERTAIN--------

COMMENTS----------

8. Have you secured another job?

YES---------- NO-------- if, "YES", how does it compare with your last job with the Polytechnic?

COMMENTS----------

9. Add here any other comments you wish to make about your work at the Polytechnic, your feelings as an employee, or your suggestions for making the Polytechnic a better place to work-

---

THANK YOU FOR YOUR JCO-OPERATION. PLEASE RETURN QUESTIONNAIRE IN ENCLOSED ENVELOP. DO NOT SIGN YOUR NAME.

APPENDIX D

QUESTIONS POSED TO SOME OF THE TOP-OFFICIALS

1. Do the institution have any procen it follows in recruiting its staff?
2. How do you assess the financial benefits of your staff. Does it encourage them to increase performance?
3. Are there other incentives to encourage greater productivity apart from the financial incentives?
4. Do the trade unions help towards improving the working conditions of the staff?
5. Do the Polytechnic appraise its staff how and where are the objectives?
6. Are there some lay-down criterion for promoting your staff?
7. Do you train and develop your employees. How adequate do the management perform?
8. What do you consider to be responsible for the high turnover of the Polytechnic?
9. What other pattern of communication in existance in the organisation apart from the organisational top-down flow communication pattern?
10. What is the degree of involvement of workers/employees in the decision-making process of the organisation?

CONTRACT AGREEMENT FOR NIGERIAN OFFICERS

AGREEMENT MADE THIS _____ DAY OF _____ 19____ between the Rector acting for and on behalf of the Council of Federal Polytechnic, Bauchi, Nigeria (hereinafter called the employer, and _____ (hereinafter called the person engaged)

1. The Agreement is subject to the conditions set forth in the schedule hereto annexed and the schedule shall be read and construed as part of the Agreement. In this agreement unless the context otherwise requires: "Employer means the Council, Federal Polytechnic, Bauchi, Nigeria, and the term "Head of his Department means the Head of Department of the person engaged including the person for the time being acting as Head of Department and Director of a School. All references in the male gender shall apply equally to any female person engaged. Salary includes Inducement addition.

2. The person engaged agrees to assume duty by _____ and undertakes that he shall deligently and faithfully perform the duties of _____ for the term of his employment, and will act in all respects according to the instructions or directions given to him by the Employer through the Head of his Department or other duly authorized officer.

3. The salary of the person engaged shall be at the rate of _____(N_____) a year and rising by annual increment to _____(N_____) a year in segment _____ of scale _____. Besides basic salary, Inducement addition shall be payable at the rate of 10% of the basic salary, payable monthly, provided the person engaged is below the age of 45, and not receiving pension benefits or gratuity from his former employer. The person engaged shall commence to draw salary at the rate of _____(N_____) a year, plus Inducement addition at the rate of _____(N_____) a year, if inducement addition is applicable to him.

4. The Rector shall not be in any way personally liable for anything arising out of this Agreement. As witness our hands the day and year above written.

SIGNED: _____
(By the Rector for and on behalf of the Council, Federal Polytechnic, Bauchi.) (Signature)

In the presence of _____

Signed: _____ 15k stamp
(By the Person Engaged (Name In Capital Letters)

.../2

In the presence of _____
(Name in Capital Letters) Signature

Address: _____

_____ Occupation: _____

SCHEDULE

CONTRACT PERIOD — 1. The Contract period is _____ years, commencing from the date the person engaged assumes duty.

DUTIES — 2.(1) The duties of the person engaged shall include the usual duties of the office in which he is engaged, and any other suitable duties which the Employer may call upon him to perform. The person engaged shall reside in such place and occupy himself in such manner as the employer, through its duly authorised officers, shall direct and he shall not either directly or indirectly engage or be concerned in any other service or business whatsoever, but shall devote the whole of his time and attention to the service of the Employer (except that the Rector or Head of Department of the person engaged, as and when authorized by Employer, may permit a Medical Officer or Dental Surgeon to engage in private practice as means of helping to meet a public need).

ANNUAL LEAVE — 2.(2) The person engaged shall be entitled to annual leave, the number of days for which will be commensurate with his salary Grade Level.

PRIVATE PRACTICES — 2.(3) The person engaged shall not engage in private practice of any kind, except with the prior written approval of the Employer, and he shall conform to the Laws, regulations and circulars of the Federal Polytechnic and General Orders, Financial Instructions, as laid down in Government Circulars, for the time being in force in the Decree establishing the Federal Polytechnic, in so far as the same are applicable to him.

INCREMENTS — 2.(4) Increments of salary, if any, will be reckoned as from the first day of the month in which the person engaged takes up his appointment with the Council Federal Polytechnic, Bauchi. No increment will be granted unless the efficiency, conduct and deligence of the person engaged during the year immediately proceeding have been approved as being satisfactory by the Head of Department of the person engaged.

DEDUCTIONS IN SALARY — 2.(5) The salary of the person engaged may be liable to deductions as may be authorized from time to time.

ACCOMMODATION — 3. Accommodation, or rent allowance in lieu of Accommodation, will be payable to the person engaged in accordance with the Federal Government Housing Policy.

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TRAVELLING ON OFFICIAL DUTIES

4. When travelling on duty away from his station, the person engaged will be paid transport or travelling allowances as the Employer may decide.

ILL-HEALTH

5. If, for reason of ill-health or infirmity of mind or body, the employer feels that the person engaged may not be able to render further efficient service. The appointment can be terminated.

DISMISSAL

6. If the person engaged fails to assume duty, or shall at any time neglect or refuse for any cause (excepting ill-health not caused by his own misconduct or negligence, as provided in clause 5) to perform any of his duties or to comply with any order, or shall disclose any information in respect of the affairs of the Employer to any unauthorized person, shall be dismissed by the Employer.

TERMINATION OF ENGAGEMENT BY EMPLOYER

7.(2) The employer may at any time terminate the engagement of the person engaged on giving him three months' notice in writing or on paying him one month's salary in lieu of notice.

LIABILITY TO PAY FOR DAMAGE

8. In the event of any pecuniary damage or loss to the Council arising from the person engaged disregarding or failing to comply with any General Order, Financial Instruction, the Decree establishing Federal Polytechnic, Circular or from any negligence of duty whatsoever on his part, he may be liable to deduction from his salary to make good the damage or part thereof the amount of which shall be fixed by the Employer.

FURTHER EMPLOYMENT

9. Four months before the date of the expiration of his engagement under this Agreement, the person engaged shall give notice in writing to the employer who shall thereupon decide whether it will offer him further employment in which case the re-engagement will be on such terms and for such period as may be mutually agreed. If the person engaged fails to give such notice at least three months before the date on which the contract will expire, it will be deemed to have given notice that he does not wish to remain in the employment of the Employer after expiration of term of his engagement.

GOVERNMENT REGULATIONS

10. Except where express provision to the contrary exists in this Agreement, the person engaged shall in all respects be bound by, and shall enjoy the benefit of employer's regulations published in the form of General Orders, Financial Instructions, Public Service Commission Regulations, and Circulars for the time being in force and Decree Establishing the Polytechnic.

FOOTNOTE: Although not a legal right included in the contract, a gratuity is normally paid on the satisfactory completion of a tour of residential service, or on the termination of the term of engagement, provided that the person engaged is not a pensioner. The gratuity if approved is calculated at the rate of fifteen percent of the person of the person's basic salary.

THE FEDERAL POLY...

STAFF ASSESSMENT FORM - ANNUAL PERFORMANCE APPRAISAL REPORT

Period of Report: From _____ TO:_____

PERSONAL RECORDS OF EMPLOYEE (to be completed by officers on USS 2 and above).

1. Name of Officer:_____
(Surname) Forename) (Title)

2. Date of Birth:_____

3. Department:_____

4. Qualifications held: (Degree, Diploma, Certificate and Membership of professional bodies)_____

_____

5. Date of First appointment into the service:_____

6. Date of first appointment into the Polytechnic:_____

7. Date appointed/Promoted to substantive grade:_____

8. Total number of days absent on sick leave during period of report:_____

9. Acting appointment held during period of report, with dates:_____

10A. Courses undertaken during period of report, with dates:_____

_____

B. Productivity since last promotion/appointment:

i) No of research projects initiated/supervised (give title, dates and attached copies)_____

ii) No of conference/seminar/workshop papers presented, attach copied)_____

iii) No. of journals/articles accepted for publication (give title, dates and attach copies)

iv) No. of administrative/community duties involved in _____

v) Name of professional bodies registered with _____

_____

vi) Special achievement(s) during the year:_____

_____

vii) No. of standard textbooks contributed to:_____

_____

NOTE: In all cases, attach appendices as appropriate.

11. Present Job (a) Job description (in order of importance)

_____

_____

2. To be completed by the reporting officer after you and the person reported upon agree on the job description and the order of importance. Otherwise as considered appropriate.

_____

_____

3. ASSESSMENT

Please indicate one of the following as you consider appropriate: Outstanding, Very Good, Good, Fair, Poor.

i) Foresight _____ (ii) Penetration: _____

ii) Oral expression: _____ (iii) Judgement: _____

iv) Written expression: _____

v) Numerical ability to express _____

vi) Relation with colleagues: _____

vii) Relation with public: _____

viii) Acceptance of responsibility: _____

ix) Reliability under pressure: _____

x) Drive and determination: _____

xi) Application of professional technical knowledge: _____

xii) Output of work: _____

xiii) Management of staff: (if applicable): _____

xiv) Quality of work: _____

xv) Punctuality: _____

xvi) Overall performance: _____

4. Training needs (specify the training required by the officer:

_____

_____

5. Promotability: promotable now / not promotable: _____

Comment on your recommendation: _____

_____

16. He/she has served under me for the past _____ year(s)

17. Name of assessing officer (in block letters): _____

_____

Grade: _____ Sign here: _____ Date: _____

18. Counter-signing officer's comment: _____

Confirm that you agree with the reporting officer's assessment, or indicate if you wish to express any disagreement which may remain between you and him/her: _____

_____

_____

19. He/she has served under me for the past _____ year(s)

20. Name of Counter-signing officer (in block letters): _____

_____

Grade: _____ Signature: _____ Date: _____

IA-R

Please accept immediately even though the one month notice is not given.

Estate Unit, Works Dept,
Federal Polytechnic,
P.M.B. 0231,
Bauchi.

The Rector,

Through:
The Registrar,
Federal Polytechnic,
P.M.B. 0231,
Bauchi.

Sir,

RESIGNATION OF APPOINTMENT

It is with deep regret that I have been compelled by situations and circumstances to resign my temporary appointment with this Academic Institution.

By the documents of my appointment, I am not obliged to give any notice if I want to resign. However, my annual leave which was due on 5th May, 1980 is also an alternative in lieu of notice.

My resignation which is immediately takes effect from 1st June, 1980. Many things both remote and immediate have compelled me to leave the stage while the applause is loud. These include gross conscienceless abuse of authority, bias, maladministration, harrassment, intimidation and victimisation.

I single-handedly established the Estate and Works Department when I took up appointment here in 17th August, 1979. Right from that first month I was subjected to professional humiliation. I took up appointment here because I knew my job would be both challenging and interesting. The joy of at least being a pioneer staff would give me satisfaction.

I hold an Honours Degree in Estate Management as well as other professional qualification(s). The post I applied for was advertised in the New Nigerian of 10th August, 1979. I thought as a professional I would have been allowed to render my professional advise to the Institutions. My professional area of specialisation are acquisition of property, feasibility and viability appraisal, and rent and capital valuation, property management, Estate Agency, Town planning etc. At first the Rector pretended he did not know why I was employed. I did not perform my first assignments from the Rector for reasons I would not tell at first. See memos 1, 2, 3, 4, 5, & and rather than allow me perform my duties, I was re-assigned immediately. Being a pioneer, and having a faint idea of building Construction as part of my course, I accepted the challenge.

What bothered me later was what was the professional qualification and previous experience of the (H.E.O.) Administration who had been assigned my rightful professional duties. Again what was the brain behind these sudden

.../2.

assignment of Estate duties to a layman who had no previous professional qualification and previous experience. The conclussion came later as there was no other reason but a showdy rent deal which I would not allow as a professional. The only way therefore to keep this on was to keep me off.

I wrote several memos protesting that I was being professionally insulted through memos 7 and 8 as per attached. What actually convinced me that there was something fishy in the method of acquisition of property for the Institution was the contents of memo 9. The Rector's reply in this memo can be likened to the Polytechnic employing a Medical Doctor and a card clerk and asking the Medical Doctor to write cards for patients while the clerk diagnosis and prescribes medicine for patients. How then can a layman in the landed profession determine the rent of a house, write the tenancy agreement which of course is defective and the professional will inspect. What then am I inspecting if my inspection cannot help in determining the rent payable? This was the highest of the professional insults meted to me. How can this type of action be justified. Why was I not being allowed to exercise my professional expertise? How many buildings acquired by the Polytechnic did I even inspect. Even if it was a procedure for me to inspect before a layman acquires, how many of the Polytechnic acquired buildings did I inspect after these instruction? The motive behind these abnormal administrative procedures and ethic is a forgone conclussion of fishy deals that mud houses are being acquired for Senior Staff accommodation, example Kawu Guest Inn which collapsed one day and Umar's house. Even a Polytechnic house (the house opposite the E.O. Accounts own, Mr. Mba) was acquired and paid for almost a year ago, but no staff could move into it because it was acquired through defective tenancy agreement which the landlord took advantage of and now the Polytechnic had lost a whole year's rent paid on the house. Rent for some houses have been over valued for no just cause. Why allow these delibrate financial loss or mismanagement.

I have been subjected to constant harrassment, intimidation and biased judgement as can be deciphered from memos 10, 11, 12 even where I offer genuine professionel advice. For example in memo 10, the Rector approved 2 extra Air Conditioners for a Senior Staff who was entitled to 1 only and when other Senior Staff requested for more, I was issued a querry for his own mistake. Of course only the Rector can approve the issue of any house materials or equipment to any staff, yet there is Estate and Works Department. What then are the work of the Estate and Works Senior Staff, if it is only the Rector who can approve for the putting of mosquito guaze already available in the store to staff house? The effect is that he has so concerned himself with trival matters which other Senior Staff can do that probably he had little time to devote to the management and advancement of the academic institution.

Socially and in conscience, any one who gave an objective suggestion for the smooth running of the institution or suggested what obtained in established institutions is termed a dangerous person. Otherwise how can one explain the issuing of querries to Senior Staff who suggested the

.../3.

idea of the formation of Senior Staff Association. In a Federal institution where people of all tribes are supposed to interact, peoples friends are choosen for them. If an Ibo man becomes friendly with a Yoruba man, he is looked upon with contempt and as one planning evil with others. Faked and fictitious charges were brought against me during the student crisis which was later proved to be false by security authorities just because some of my friends are Yoruba and Bendel men and therefore I ought not to associate with them as friends. It is really callous, repugnant and odious for those in authority to be as mean as to dictate the consciences of other aged men. But yet this is true in Federal Polytechnic Bauchi.

Many things are done without reason and once your ideas are objective and not tribalistically subjective, you don't expect to enjoy your right. Take for example the case of my leave which was due on 8th May, 1980, despite my health reasons, the only answer I had was "Not approved" Memo 13 of course" Not approved" depicts no reason for refusing except that the Rector sees no reason why I should go and take care of my sickness. Otherwise I should be allowed to die. What a bias, what a prejudice.

I single handedly established the Estate and Works Department from August 1979 to March, 1980. Other incumbent heads of department on the same salary scale were given responsibility allowance but mine was denied.

In conclussion therefore, I have discovered that the wrong system of management and administration being operated here is being operated consciously and knowingly because of selfish interest. The Polytechnic cannot enjoy relative calm as long as this system is maintained. I have tried my best to encourage normal, smooth and systematic changes which have been misinterpreted. My genuine ideas and efforts to build up the young institution are thrown to the waste paper basket. I love systematic administration, I like good management and administration. Malaaministration, management by intimidation, suspicion, bias etc are enemies of progress. In a situation where professional skill is of no value, then something is wrong.

I am a man of conscience, I love my noble profession, I refuse to work under duress or intimidation. I prayed to God to grant me the serenity to accept what I cannot change, the courage to change those that I can and the ability to know the difference. Since I don't have the ability to change a bad system, and the system does not see anything wrong in the wrong system, and I don't want to be inculcated into a conscious wrong system, the alternative is to refuse to be a party to it.

I therefore, offer to quit when I have not become pulluted.

Youre faithfully,