University education in development of human resources as a precursor to effective actualization of performance management: Insights of Islamic University in Uganda (IUIU)

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Abstract

This paper examines the performance dynamics of Human Resource Development through university education. The overall purpose of effective human resource development is to guarantee performance management for improved service delivery in the various sectors of different countries where graduates are placed as change agents. The author contends that performance management in the delivery of public services is effected through well trained public servants, equipping them with appropriate skills, knowledge and competencies. The paper relies on the perspectives of employers, lecturers and other university staff, as well as literature review to interrogate this debate.

Section I, highlights on the introduction and the role of university education generally in development of human resources for economic growth. Section II discusses university education resource development conceptual issues covering the vision, mission, objectives and core values of IUIU. Section III hints on human resource development process in university covering minimum requirements to qualify for Certificate, Diploma, Bachelors, Masters, and PhD. Section IV covers challenges of human resource training in African universities from academic issues to non-academic matters. Section V discusses critical success factors for achieving output-oriented human resource training in African universities so as to cause development. The paper concludes with many and far-reaching implications for policy and decision makers, practitioners and the general public that expects excellent performance from public servants.

Keywords: University education, human resource development, performance management, service delivery, economic growth, Uganda

1. Introduction

Education is a social process responsible for changing individual's collective behavior and should be used as the foundation on which one would build a strong nation, self-sufficient in economy, non-corrupt in character and scientific in thinking (Noorjehan, 2007). It has a dual nature as both private consumption and investment process on the one hand and a social investment process on the other and it implies the development of valuable knowledge and skills in a society. Purposeful education enables the individual to understand and study the real life situation and to develop an opportunity for creating confidence in the minds of the younger generation, and provides a strong base for rational and value oriented and nation building progress (Myers & Harbison, 1965; Mingat & Tan, 1986). Though it has many faceted aims and objectives, the significant aim is to develop the human resources. It has been given the appellation of 'industry', because it produces the manpower of different skills and efficiency for the production process of the country. Whereas, the products of the other industries are valued for their usefulness in the production or final consumption, the product of education is valued for its productivity in the production process. The quality of the output of educational institutions particularly that of higher educational institutions, determine the quality of other components (Sushama, R. 1995). The 21st century has witnessed an upsurge of Human Resource Development (HRD) activities reflected through globalization and overall economic initiatives to improve the economy. A change in paradigm of education is required; material things are still more important and taken as assets, whereas human beings are considered as liabilities. The mindset has been developed that spending on strengthening liabilities becomes a waste of capital. Unless this thinking is reversed, it would be extremely difficult to build human capital in developing economies. It must be realized that human resource development is shaped in the class room through education. Additionally, to inculcate latest knowledge, the role of university education as an agent of national development is to contribute towards the achievement of full employment. Education works as a self-contained system that strives to provide skills and knowledge to

young generation, while HRD is viewed as a corporate function. However, a strategic blend of HRD and education would enhance the effectiveness of both systems and move us toward resolving the dual problem of reforming our beleaguered educational system and restructuring HRD programs. The end result will be the development of more effective and efficient workers to guarantee performance management for improved service delivery in the various sectors of different countries where graduates are placed as change agents. In this light, it has become noted today that 'the affluence or penury of nations depends largely on the quality of higher education.

1.2. The role of University Education in development of human resources for economic growth

The importance of HRD cannot be overemphasized. The Chinese philosopher, Guanzi (551 - 479 BC) said that:

> "When planning for one year,
> there's nothing better than planting grain,
> When planning for ten years,
> there's nothing better than planting trees,
>   When planning for a lifetime,
>   there's nothing better than planting men".

In his own words he explained that grain is something that is planted once and produces only a single harvest. Trees are planted once but may produce ten harvests. Men are things that are planted once but may produce a hundred harvests. HRD contributes to economic development. It does not by itself make such growth possible.

Education is a very vital plank for HRD as being repeatedly enunciated more as a platitude rather than as an accepted, practical philosophy. Education as investment particularly in the HR has been recognized recently (Jaffery, 2006). The relationship between education system and human recourse development is highly significant and these both indicators of the economy are interdependent.The dynamic changes in today's world have made countries of the world masters of their own destinies. While the human resource output of higher education are the skilled labor, technocrats, professionals and experts who serve as the labor strength for the country; consequently the quality of this labor strength, the human resource output of higher education, depends wholly on the quality and efficiency of the human resource input in higher education (Ekundayo & Ajayi, 2009).

That is the effect of HRD development of universities on the society is 'give and take' (Garavan & McGuire, 2010; Knowles et al., 2011; Weisbrod, 1962). Considering it from Corporate Social Responsibility (CSR) which is one of the fundamentals of HRD (Garavan & McGuire, 2010), university systems as the pot base of knowledge should be morally and ethically responsible and committed to society for sustainable development in terms of human capacity and human capital development; in view of the fact that a good numbers of knowledge recipients and development recipients at the university system will return back into the system as inputs of human resource.

According to Umo (1998), education is expected to generate new knowledge, accelerate economic growth, to equalize income distribution and to forge national unity. Concomitant with the above premise is the fact that education plays dual roles as a consumption commodity and investment commodity in national development. It is a requirement which must be met if education is to fulfill its great expectations.

According to Schultz (1995) ,the investment in education enhance human capital formation. If this is not done and production continued with unskilled and uneducated labour, the production will be fall on large scale. Modern economist in recent decade have pointed out that many Third World countries have remained underdeveloped an account of underdevelopment of human resources. For instance, the general masses in these countries are either illiterate or their level of education is very low; most of them are unskilled and untrained.

Education and skill training play vital role in human resource development. According to Todaro & Smith (1995), education helps to creates more productive labour force and endowing with increased knowledge and skills. Education helps in providing widespread employment and income earning opportunities for teachers, schools and construction workers, textbook and paper printers, school uniforms manufactures among others.

The Role of higher education is considered to be one of the important tools   or poverty alleviation and many efforts (national as well as international) have been made to broaden such access especially in developing countries. Despite the inherent difficulties in quantifying the actual contribution of higher education to Gross Domestic Product (GDP), GNP or other national income aggregates, it has always been considered to be a influential tool or reducing poverty and inequality through increase in productivity which is, of course, a key ingredient for the maintenance of economic growth. The relationship between education and poverty is quite clear; educated people have higher earning potential and are better able to improve the quality of their lives, which means they are less likely to be marginalized within society at large. Education empowers a person and it helps them to become more proactive, secure firm control over their lives, and widens the range of available options (UNESCO 1997).

The role of universities is not restricted to graduate students and prepare them educationally only, but also make accommodative and ready them mentally and physically how they can be part of their society, Basically there are direct and indirect roles of the universities upon the students; the direct role is played by presenting educational, social, ethical, political, economical and scientific consultations, and examine available natural resources, and conduct various   training courses for individuals of the society,

the indirect role is played by providing the society with qualified, intellectual and experienced people by erring the nation and uplifting the economy to the target level.

Lin(2004) viewed that higher education played a vital role in the country's economic growth taking into account only two sectors the agricultural and industrial sectors. He found that a 1 percent rise in higher education defining higher education those who has completed junior college, college, university, or graduate school led to a 0.35 percent increase in industrial output, and that a 1 percent increase in the number of graduates from engineering or natural sciences led to a 0.15 per cent increase in agricultural output. The role of university education, in developing HRs is enormous and it cannot be exhausted in this paper.

1.2. The mission, core values, vision and objectives of IUIU

The universities play key roles in economic and social development of any nation. Islamic University in Uganda (IUIU), gradually started in 1988 and is dedicated to the highest standards of education to promote self-knowledge and engagement with the world through learning, research, and community service. Situated in Eastern region of country, the University is the second largest and the only private university in Uganda, ever established by Act of parliament in 1990 (IUIU Act cap 131).

The establishment of the University was a vision and a move to create space for expansion to enroll many qualified candidates who could not be placed at Makerere University and other Tertiary Institutions of Higher learning. The University has various policy frameworks that redress the challenges of creating a wealth of knowledge as a panacea to fight poverty, disease and ignorance and foster economic growth and development with moral uprightness throughout life (Kaziba ,A.M, 2013).

Whereas mission statement answers the question "What is our business'. Current thought on mission statements is largely based on the work of Peter Drucker (www.cgs.educ/faculty/drucerp.html) often called the father of modern management.

Accordingly the following statement reflects the mission of the university which must be remembered by every employee.

2. The Mission

"The Islamic University in Uganda aspires to function as a highly academic and cultural institution based on Islam and the love of the country. It aims at promoting and enhancing the civilization and scientific influence of Islam and the physical world to produce well cultured, morally upright graduates of sound character, equipped with sound character, equipped with useful skills and knowledge, which are able to participate positively in the development process of their countries."

The University aims at achieving these goals through the pursuit of teaching, learning, research, scholarship, good governance and service to humanity. Purpose of this Mission:

- Ensure unanimity of purpose within the University.
- Provide a basis or standard for allocating University resources
- Establish a general tone or University climate
- Serve as a focal point for individuals to identify with the University's purpose and direction.
- Facilitate the translation of objectives into a work structure involving the assignment of tasks.
- Specify University purposes and translation of these purposes into objectives in such way that cost, time and performance parameters can be assessed and controlled.

The above mission of Islamic University is guided by the following core-values (prospectus 2012-2015), these include:

- Freedom of thought and expression within the boundaries of Islam – as the primary pre-condition for the growth of academic excellence.
- Tolerance of contrary views and ideas – to enable the University to exist and operate in a heterogeneous society.
- Research as the major basis for building the knowledge productive capacity of a University institution.
- Promotion and protection of Islamic morals, values and ideas,
- Sincerity ,honest and truthfulness in all our academic pursuits

The Vision statement answers the question "What do we want to become? Vision refers to the desired future.

3. The Vision

"University is to be a centre of excellence in the production and dissemination of knowledge that contribute to relevant skills as well as appropriate training necessary for production of an all round believing individual capable of participating fully in his/her society". We are therefore committed to the IUIU vision and working within the following objectives:

3.1. Objectives

- To function as an academic and cultural institution within OIC and Sub-Saharan Africa in accordance with its statute.

- To enable African countries to assimilate science and technology, acquire scientific and technological know-how and use it in the best interest of African peoples.
- To train adequate HR and secure the necessary scientific research and advances studies in the various fields of knowledge.
- To promote cultural, sport, social and scientific activities within the university and to award its Degrees, Diplomas, Certificates and other academic awards.
- To eventually be economically, self-reliant and sustainable through possession of endowments (Awqaf), involvement in money generating activities and fees.
- To be accountable and transparent to the public in the management of the institution.

3.2. Human development process in University covering minimum requirements to qualify (IUIU)

In 1988 the university started off with two faculties of education and faculty of Islamic studies and Arabic language with only 80 students. Currently the university has tremendously grown to seven faculties namely: faculty of management studies, faculty of law, faculty of arts and social sciences, faculty of science, faculty of Islamic studies and Arabic languages, faculty of education and newly started faculty of health services.   The student population has increased from 80 in 1988 to over 10000 in 2015. This impetus is attributed to the popularity of the university, expanded growth of infrastructure and other three campuses at Kampala, Kabojja (Female campus) and Arua enabling the university to admit more students.

IUIU has continuously expanded to introduce more academic programmes that are market driven in the knowledge- based economy designed to give students more career choices and entrepreneurship skills. Through its various academic programs, the university recognizes that human resource development should integrate adult learning theory, economics, individual and organizational psychology, performance and instructional technology, and global cross-cultural studies as enshrined in its vision. The university engages in impactful and rigorous research, high-quality teaching, and informed service and outreach activities. HRD's extensive community outreach involves actively working with the local community to keep abreast of best practices and opportunities for internships and jobs. We share the University's dedication to building a culture that respects all of its members, celebrates their diversity, and contributions as well as values integrity, creativity, and accomplishments.

3.3. General admission guidelines

The admission exercise (under the office of Academic Registrar), at the university is done twice in every academic calendar year usually August for all campuses and in January, only at Kampala campus. Students have the option to enroll for day, evening or week-end programmes. Day programmes run from Monday to Friday starting from 7.00 a.m to 5.00p.m, evening programmes run from 4.00 p.m to 9.00 p.m , Monday to Frinday.. While week-end programmes are conducted on Saturday and Sunday from 7.00a.m to 8.00p.m. The Evening and Week-end programmes are tailored for the convenience of working class students, who have to keep at their jobs.

3.4. Entry Requirements for admission to specific programmes (IUIU)

1. Ordinary Certificate courses- At least 3 Passes at "O" Level or the Equivalent obtained at the same sitting.
2. Ordinary Diploma- 5 Passes at "O" Level or the Equivalent, One Principal Pass and 2 subsidiary Passes at 'A' Level obtained at the same sitting or the equivalent.
3. Advanced Diploma- 2 years Ordinary Diploma from a recognized Institution.
4. All Undergraduate Degrees- 5 Passes at "O" Level or the Equivalent and 2 Principal Passes at 'A' Level obtained at the same sitting or the Equivalent. 'A' Level results must not be older than 6 years at the time of application/admission.
5. For Applicants who attained their "O" Level through the 8.4.4 system, they must have obtained a mean Grade of C+ and must attend a one year Remedial Programme of study at IUIU before they are admitted to any degree programme.
6. Postgraduate Diplomas- A minimum of an Undergraduate degree from a recognized institution.
7. Masters degrees- Minimum of an undergraduate degree with a second class lower division and above from a recognized institution.
8. Doctor of Philosophy (PhD). A relevant Masters degree from a recognized University.

IUIU has got a Remedial Programme, a pre-degree course tailored for students who do not meet the minimum qualifications for direct entry into IUIU degree or diploma programmes. Remedial programme is for students whose educational systems are different from Uganda's but still qualify for university entry under their home countries' educational systems. Eventually, students who successfully pass the Remedial Studies, qualify to apply for IUIU undergraduate courses of their preferences.

However there are specific entry requirements for every programme, a student would wish to purse at Islamic University in Uganda.

4. Duration of Courses

- The duration of all degree courses offered at IUIU take three years except for a Bachelor of Laws ,Food Science that take four years and medicine 5 year.

- Advanced Diploma / Post Graduate Diploma courses take one year.
- Ordinary Diploma courses take two years except for a Dilpoma in Law which takes one year.
- Masters programmes take two years.
- PhD programme take three years.

It should be noted that the above duration entirely depends on the determination and commitment of the student; otherwise others take more than the expected period.

In its pursuit of academic excellence as enshrined in Vision, to date Islamic University in Uganda (IUIU), has developed a sizeable number of human resources (17,131) locally and globally that are contributing to national development and economic growth. See table: 1, on the next page:

Statistical Summary of Graduands of Iuiu (1991-2014)

Year	No. Graduands			Remarks		
	Male	Female	Total		Ugandans	Non-Ugandans
1991	52	18	70	1st. Graduation.	70	0
1993	94	35	129	2nd.Graduation	128	01
1995	201	52	253	3rd.Gaduation.	233	20
1997	201	71	272	4th.Graduation	224	48
1998	83	35	118	5th.Gruduation	101	17
1999	136	56	192	6th.Graduation	165	27
2000	196	91	287	7th. Graduation.	247	40
2001	283	94	377	8th. Graduation	330	47
2002	239	84	323	9th.Gradution	265	58
2003	210	113	323	10th.Graduation	295	28
2004	305	152	457	11th.Graduation	417	40
2005	385	233	618	12th. Graduation	555	63
2006	341	252	594	13th.Graduation	519	75
2007	416	314	730	14th.Graduation	629	101
2008	450	340	790	15th.Graduation	684	106
2009	629	459	1088	16th.Graduation	1049	39
2010	932	678	1610	17th.Graduation	1446	164
2011	817	653	1470	18th.Graduation	1364	106
2012	974	723	1670	19th.Graduation	1528	142
2013	1022	843	1856	20th.Graduation	1238	178
2014	1143	853	1996	21st Graduation	1776	220
2014	938	935	1873	22nd Graduation.	1772	101
GRAND-TOTAL	10,047	7,084	17,131	From 1st. Graduation to 22nd. graduation	15510	1,621

Source: IUIU Graduation Ceremony Pamphlets 1991-2014 and office of Academic Registrar 2015.

4.1. Challenges of human resource training in African Universities from academic issues to other non-academic matters

Poverty is Africa's greatest challenge and it is in contradistinction to human resource development and entails some key elements, leading to the global aspiration that the millennium development goals (MDGs) would have become a reality in the future. Poverty implies that the poor are denied opportunities and choices basic to human development', *inter alia*, to lead a long, healthy creative life, to enjoy a decent standard of living, freedom, dignity, self respect and the respect of others. The sons and daughters of peasants in most cases are denied access to university education or accessed it with a lot of difficulty due to what Kajubi (1997) calls the needle's eye enrollment system. This is a general problem for most of the Sub-Saharan African countries (Saint 1992; &World Bank 1998). Eventually there is a persistent inequality in access to university education by gender and region among others.

As organizations recognized to be in the knowledge business, universities and other higher education institutions face similar challenges that many other non-profit and for-profit organizations face (Rowley, 2000; Petrides & Nodine, 2003). Among these challenges are financial pressures, increasing public scrutiny and accountability, rapidly evolving technologies, changing staff roles, diverse staff and student demographics, competing values and a rapidly changing world (Naidoo, 2002).

The niche factor in any university setting is the effective and efficient management. The management of university employees greatly affects the way they perform and this also influences the way they perceive the entire university situation. Staff motivation, which comprises of the strongest point in a human resource situation analysis according to Schermerhorn (1999) accounts for the level, direction and persistence of effort expended at work. Organizational management is behavior which is directed towards organizational goals, products or services; procedures, which involve integrated policies, processes and practices by rewarding employees in accordance with their contribution and skill of in order to enhance their motivation (Mullins, 2005). With changing dynamism that taking place in university education in terms of students' needs, demography and the desire for expansion, Brumbach (1988) comments that without controls, confusion and inefficiency are

likely to emerge. He further stresses that without effective management through employee control techniques, plans are bound to fail.

The fundamental challenges associated with the belief that education is good for economic development is linked with how to maintain equilibrium (Efanga, 2012). Babalola (2007) asserts that a shortage of educated people might limit economic growth, while over- supply of higher education would lead to high unemployment and "brain drain". Current statistics estimate that Africa is losing on average of 20,000 African professionals annually through exodus (Gbamanja, 2012). This is gross waste of human resources and huge loss to society considering the investment made in the higher education

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

The focus of universities, is based on making individual knowledge reusable for the achievement of the missions of the university. However, Ratcliffe-Martin, Coakes & Sugden (2000) argued that: Universities do not generally manage information well. They tend to lose it, fail to exploit it, duplicate it, do not share it, do not always share it, do not always know what they know and do not recognize knowledge as an asset. In order for universities to achieve their institutional mission, that is, education, research and service to society, they need to be consciously and explicitly managing the processes associated with the creation of knowledge. Academic institutions exist to create knowledge, and thus, they have a role to play.

The rapid growth of information and communication technologies (ICTs) are said to be changing the way academic libraries operate today. Academic library collections are no longer collections comprised almost entirely of printed materials but collections comprised almost of materials in multiple formats and media (Budd, 1998). Information technologies such as computers, multimedia and CD-ROMs are bringing unprecedented abilities to academic libraries in providing services and resources to the university community. Over the past few years, the Web has had a tremendous effect on the growth of information and the speed of transmission. The problem with the Web is that, there is no real organization of information like in the case of libraries. New means to deliver information over the Web places a challenge to academic librarians in terms of helping students make sense of information found on websites.

Another challenge facing academic libraries in the networked online environment is to exploit all forms of digital and telecommunication technologies and find new ways and means to provide feasible forms of collections; services and access to library materials (Foo et al., 2002). These technologies however, require greater responsibility to academic librarians. The challenge for academic librarians is to manage services, which offer users a carefully selected mix of multiple formats and media. Academic libraries should rethink their role in the whole university community. There is a need to support the needs of the users since the teaching and learning patterns in universities have changed.

The process of globalization has also raised some challenges in regards to comparability of quality and standards; the multi-nationalization of higher education; the problem of intellectual property; and maintaining a university as a learning organization (Atkinson 2001; Altbach 2004). These challenges of globalization are subject to the institutional structures and habits of mind. When universities are internationalized, there is a rising level of concern of quality and standards, and accreditation quality is the great concern for most institutions (King 1995). There is a common situation that credits earned at one university are not equally transferred to another. Universities usually offer more opportunities and advantages of further studies to undergraduates or graduates if these students already earn the degree from the same university rather than from other institutions.

Multi-nationalization refers to 'international delivery of education' Uvalic-Trumbic (2003), has created inequality and compromises with quality. That multi-nationalization causes inequality because the foreign institution usually dominates the local institution in terms of curricula, academic models and management. Of more concern is that some foreign universities simply lend their names and curriculum, and the local institution is permitted to grant degrees of foreign institution to local students. The problem is that students receive the 'international degree', but they are not receiving the same level of educational quality provided in the foreign institution.

Intellectual property is another challenge for higher education, especially for universities in developing countries. . In this new economy-based market, the notion of education as a public enterprise is more popular, and knowledge is also commercialized. Individuals and institutions that provide online courses and conduct research expect to be paid for the use of their intellectual property and obviously this move generates new constraints for the higher education development.

University maintenance as a learning organization is also a big challenge because in the era of globalization, universities no longer have a monopoly on the production of knowledge. As one American management expert, Peter Drucker, commented, 'thirty years from now the big university will be a relic. Universities won't survive in their present form. Further, universities that have traditionally provided instruction and measured students in the old way are losing their competitiveness with other international institutions. Universities, to meet the increasing social demands, need to reconstruct teaching and learning modes so that students can be motivated and have the skills for independent, self-directed and life-long learning (Hallinger 1998).

4.2.   Critical success factors for achieving output-oriented human resource training in universities

Critical success factors are defined as a group of indispensible activities or elements that enable an organization to achieve its stated objectives, thereby ensuring the successful performance of both current and future operations. While some critical success factors may be relevant to only one business perspective, others may actually apply to more than one.

According to Brotherton, (2004)) critical success factors are those factors capable of providing the greatest competitive leverage upon which resources should be focused. For example, Flanagan (2005) has identified a critical success factor as a position where the organization's pricing is considered to be in the realms of competitive pricing and where the organization's technical capability can match or outstrip competition. Brotherton, (2004) considers critical success factors to be combinations of activities and processes designed to support achievement of such desired outcomes specified by the company's objectives or goals. Consequently, they can be partially controlled by management and thus can potentially be managed.

5. Quality Concept

The word quality itself stems from the Latin *qua litas,* which means "of what kind". The concept is also often used in this sense: the quality of a particular fabric could be a statement about what kind of material it consists of. Another way of using the concept is to consider quality as 'good' as opposed to 'bad'. It connotes a variety of meanings and implies different things to different people. Deming (1982) defines quality as "a predictable degree of uniformity and dependability at low cost and suited to market". In general quality of customers as per specified standards desire one, which satisfies customer needs and continuously keeps on performing its functions. Green (1994) as cited in Kaziba (2013) lists five different approaches to quality in the field of higher education as; in terms of expectations (highest standards), conformity to standards, and fitness for the purpose, effectiveness in achieving institutional goals and meeting customers' stated or implied needs.

6. Performance management

Performance management is a demanding and critical isssue for human resource development of professionals, and it is especially important to the employees in the teaching sectors in their rethinking and redesigning of their performance management systems in order to achieve quality teaching and learning (Buchner 2007). As performance management is a process for establishing a shared understanding about what is to be achieved and how it is to be achieved and an approach to managing people to increase success, it is a closed loop control system which arranges policy and strategy and gains feedback in order to manage the performance of the system (Kagioglou, Cooper, & Aouad 2001; Pretorius, & Ngwenya 2008; Storey 2002).

7. Information and communication technology

Information and communication technologies such as the internet and the World Wide Web, electronic libraries are providing powerful new tools to forge global networks for teaching and learning (Uvalic-Trumbic2003). Students now can have more opportunities to receive transnational education' such as online courses, internet-based distance learning, off-campus delivery. Moreover, the growing importance of the knowledge economy strengthens relationships between industries, mainly the growing technology-based sector and education, especially higher education. In this global era, knowledge becomes a huge power. The realities of many countries with developed knowledge economies have proved that high quality human resources with creativity and ability to utilize new ideas or initiative are the key factor of a nation's socio-economic growth and development.   The country with developed education can have better conditions to attract more foreign investment, participate more effectively in international affairs and enlarge the labor markets (Bloom2002).

8. Effective management

Maicibi (2003) explains that managing generally means a process of coordinating, organizing, planning, controlling, staffing and budgeting. These are the core activities within a university setting as it struggles to achieve the generation and dissemination of knowledge to the public. This means therefore that the institutions must be equipped with adequate teaching and non teaching staff. There has been high-level liberalization in higher education, which has led to the growth of many universities and other higher institutions. The quality of education provided in higher institutions will continue to depend on the quality of the students enrolled, financial support and the human resources quality and motivation. Attraction and retention of staff that can help the institutions to produce reliable people and which can move the country forward now remains the catchword on the institutional agenda. However, this can only be achieved if there is a clear management process that can yield employees, cooperation.

9. Human resource development strategies

Human resource development nowadays is considered as the key to higher productivity, better relations and greater profitability for any organization. Appropriate HRD provides unlimited benefits to the concerned organization. Human resources are considered by many to be the most important asset of

an organization, yet very few employers are able to harness the full potential from their employees. This is in consonant with the HRM philosophy, as mentioned by Legge (1995), that 'human resources are valuable and a source of competitive advantage'. In keeping with such thinking, Armstrong & Baron (2002) stated that:

"People and their collective skills, abilities and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and as constituting a major source of competitive advantage.''

10.University libraries

Universities should operate libraries in a modern information environment where information literacy is encouraged so that researchers can use information for knowledge creation. This view is based on the premise that innovation can be stimulated by exposure to knowledge which has been captured, coded (or organized) and retained for re-use.

This is in contrast to the past when information skills were specifically directed to bibliographies, how to search by subject, how to find the tools of the field, and how to use them (Branin, 2003; Corral, 1998; Wen, 2005).

11.Concluding remarks

In the world of learning today, Universities are mandated by the dynamism of change towards providing cutting edge knowledge in Research and Development (R&D) so that graduates can compete globally. It can be concluded that HRD provides a lot of unlimited benefits in every society, so it should be recognized and given a place of eminence, to face the present and future challenges. As a result of the fact that, economic development and infrastructural development depends squarely on the skills, ability and drives available in human components of the country to power the wheels of services and production of the country. Towards this end, the university administration should make use of latest technology to expand learning capacity among the scholars (lecturers) and students towards innovation and Human Resource Development. Therefore, there is high correlation between the Higher Education programs and development of an economy because there is no comprehensive program of development that can take place without human resources, and there are no human resources without education and well studied plans that really train them and prepare them accordingly.

12.Policy Implications

In respect of the implications for human resource development practice, it is useful to focus on the following issues:

- Improving the core competencies of staff and management by promoting an integrated approach to organizational learning that would require the development of three inter-related human resource capabilities, including: human capital (knowledge, skills and competencies); social capital (network of reciprocal relationships and support); and corporate capital (embedded culture, assets and information system).
- Technical, vocational and entrepreneurial education should be emphasized rather than theoretical knowledge as obtained in the current university system. Thus, the university curricular needs to be reviewed to make them relevant and practice oriented. Internal transformation of the educational system so as to relate to the life, needs, and aspirations of the society.
- Synchronizing the nature and content of training offered by the different stakeholders contributing to university human resource capacity building:- the Higher Education curriculum that emphasizing more on the needs of the society and workable for the betterment of the economy
- Qualitative improvement of education so that the standards achieved are adequate, keep continually rising and, at least in a few sectors become internationally comparable.
- There is need to evaluate course content and delivery methods to ensure that academic rigour and student learning in programmes or courses are comparable to or exceed other programmes or courses offered on campus through traditional delivery.
- An environment conducive for teaching and learning (i.e. quantitative and qualitative instructional and infrastructural facilities, funding, motivation etc) should be provided.
- Effective structures for the supervision and monitoring of educational policies and programmes as well as the activities of the educational institutions should be put in place.

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