RELATIONSHIP BETWEEN HUMAN RESOURCE PLANNING AND ACCREDITATION OUTCOME IN TERTIARY INSTITUTION IN ANAMBRA STATES.

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Abstract.
The study which aimed at determining the relationship between human resource planning and accreditation outcome in tertiary institution in Anambra State, Nigeria, adopted a co-relational study design. The population of the study stood at 320 respondents which comprised all heads of academic departments in tertiary institutions in Anambra State. A sample size of 135 heads of departments that carried out accreditation in at least one programme in the year 2021, 2022 and 2023 were selected for the study. The researcher used structured questionnaire titled Human Resource Planning Questionnaire (HRPQ), with eleven items. The face validity of the questionnaires was determined by three experts. The internal consistency of the instrument was determined using Cronbach's Alpha reliability coefficient, of which 0.95 was obtained. The researcher together with 18 research assistants that lectures in the various institutions administered the instruments directly to the respondents. The data collected were analyzed using Pearson's Product Moment Correlation Coefficient to answer the research question and multinomial logistic regression to test the null hypothesis at 0.05 level of significance. The decision to reject or fail to reject the hypothesis was based on probability value (p-value). Where the *p*-value was less than the stipulated level of significance (0.05), the null hypothesis was rejected, whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). The analysis was done using Statistical Package for Social Science (SPSS) version 21. The findings of the study show that there was negligible positive relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra state. It was therefore concluded that there was non-significant relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra state.Among the recommendation is that the federal, state and stakeholders should ensure that well qualified staff as stipulated in the accrediting agency's guidelines be to adapt to changes in school environment and acquire the necessary knowledge for successful accreditation outcome.

Keywords: Human Resource Planning, Accreditation, Tertiary Institution.

Introduction

Tertiary education which could also be used interchangeably as higher education comprises all types of studies and training at postsecondary levels. They are essential in influencing the future since they provide knowledge to individuals who will benefit society. The Universities produce high level manpower in different fields under the supervision of the National Universities Commission (NUC); Polytechnics train middle level technical manpower and are supervised by the National Board for Technical Education (NBTE) and the Colleges of Education have the responsibility, under the supervision of National Commission of Colleges of Education (NCCE) to produce manpower in teacher education. The Federal Government of Nigeria FGN, (2014) listed the objectives of the universities and other tertiary institutions to include the following: the acquisition, development and inculcation of proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of the individuals to understand and appreciate environments; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of

the community; and the acquisition of an overview of the local and external environments.

Ogunode and Samuel (2022) on their part, in line with FGN (2014) posited that the objective of university and other tertiary institutions have the following aims: the acquisition, development and inculcation of the proper value orientation for the survival of the individual societies; the development of the intellectual capacities of individual to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individual to develop into useful members of the community and the acquisition of an overview of local and external environments. Other scholars, Obadara and Alaka (2013), Yeri, Bin and Liu (2021) also stated that the major objectives of tertiary education are to produce qualified, skilled and globally competitive workforce for labor market that is a critical factor to national growth and development as well as intellectual capability of individual to understand and appreciate their local and external environment.

To achieve the aims and objectives of tertiary education and ensure that graduates from these institutions compete favorably with their counterparts globally and locally, there are structures and mechanism of governance and quality assurance within the institutions and outside the institutions. According to Ajayi & Akindutire, as cited in Asiegbu and Ezeugbor (2018), Quality assurance in the education system implies the ability of the institution to meet the expectations of the user of manpower in relation to quality of skills acquired by their output. Quality Assurance mechanism ensures the existence, availability and allocation of resources and technological infrastructures to support student's activities. Quality Assurance could be external or internal mechanisms. External Quality Assurance are accreditation of programmes, peer review, validation, quality audit and internal standard (ISO); While internal Quality Assurance include self-evaluation, self-accreditation, educational assessment, students and staff feedback (Ahmed, Faizah, & Abu 2023). The major external structures for quality assurance are the regulatory agencies for each of the different levels of tertiary institutions. These regulatory agencies include National University Commission (NUC), National Board of Technical Education and Vocational Education (NBTE), and the National Commission for Colleges of Education (NCCE) (Enweruzo, Igboka and Ukegbu, 2017). Each of these agencies ensures that quality programs are offered by universities, polytechnics and colleges of education through accreditation process.

Accreditation is a process of self-study and external quality review used in tertiary education to scrutinize an institution and or its program for quality standards and needs for quality improvement (Obadara and Alaka, 2013). This definition reveals two types of accreditation namely institution and programme accreditation. These were described as institutional and specialized or programmatic accreditation by Yiadom, (2021). The objectives of accreditation of tertiary education are well articulated by each of the accrediting agencies (NUC, NBTE and NCCE). Evidently, all the levels of tertiary institutions have assigned similar role to their programme accreditation. These roles help institutions in developing and sustaining effective educational programmes and assuring the educational community, the general public that these accredited programmes and institutions have met high standard for quality and effectiveness (Akpan and Etor, 2016). However, for realization of these objectives and for accreditation to be effective, institutions are expected to be truly ready for the accreditation process.

For tertiary institutions to prepare for academic accreditation, it needs to plan and get ready for the accreditation. Readiness was defined as intentions and beliefs concerning the degree to which changes or innovation are required and the organization's ability to effectively embark on required changes (Ajayi and Omirin 2018). Accreditation readiness is the degree to which an institution is ready to take actions to achieve accreditation (Karrie, 2018). Taking actions entail putting in place all the necessary capacities and resources for meeting the standards mapped out by the accrediting agency. The same perspective was shared by USAID (2022, p. 6) when it defined readiness for accreditation as "a school's ability to fulfill the requirements of common core accreditation standards". When an institution is equipped the way it is expected to (adequate resources like funding, infrastructure, policy, programme, staffing), it will want the accreditation team to visit. But if the opposite is the case, the institution becomes jittery when the accreditation team is visiting.

Akpan and Etor (2016) observed that in some institutions facilities and equipment are borrowed and use for accreditation. According to NUC (2022) for academic programmes to be accredited they must satisfy and meet the prescribed standard which include minimum floor space for lectures, minimum laboratory facilities per students, minimum benchmark for staff mix by rank and lecturer/students' ratio for all degree programmes across the country. These criteria in summary are Academic matters, staffing, physical facilities, library, funding and research. The programmes to be

accredited are evaluated and scored based on the following criteria in staffing (32%) academic content (23%), library (12%), physical facilities (25%), funding (5%) and employer rating (3%). Similar provisions are also made by NBTE for polytechnics and NCCE for colleges of education. Analysis of the criteria for accreditation indicates that over 74% relates to human and physical resources. This implies that availability of human, fund and physical resources at the right quantity and quality is central to programme accreditation process, institution's preparedness and favorable accreditation outcome. Having these resources and in the right quantity and quality requires sufficient human resource planning without which all aspects of the resources for program accreditation will not be adequate.

Manpower Planning, which is also known as Human Resource Planning, consists in putting the right number of people and right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of the goals of the organization (Asiegbu, Mbonu & Ugwude, 2018). The report of accreditation panel determines the award of accreditation status in terms of "Full", "Interim" or "Denied" accreditation (Danlad. (2020). NUC Accreditation Result of 2008 showed that year 2007 accreditation status of program in tertiary institutions varied. Some programme were given Full accreditation status while others got Interim or Denied status. The reason for this variation motivated the researcher to undertake this study.

Deficiencies associated with Resource Planning may result to inadequate resources, lack of preparedness and failure of accreditation process in some tertiary institutions. Akpan and Etor, (2016) lamented that poor preparation by institutional Administrators, Deans, Head of Departments, sub units, Faculties, Academic Planning Committees, Procurement and Physical Planning Committee etc. may amongst other factors, be responsible for tertiary institution's failure to get full accreditation for their academic undergraduate programs. Furthermore, Ogunode (2020) noted that due to poor management, there are cases of inability of the Bursar to release the money to departments to acquire the human, material and infrastructural resources on time. Poor participation of heads of departments in the institutional planning and inability of the school/institution to secure the employment of qualified human resources needed for accreditation in some cases may lead to unfavorable accreditation results. Against this background, therefore, the researcher is motivated to study how human resource planning relate to accreditation outcome in tertiary institution in Anambra States, Nigeria.

Statement of the Problem

Nigerian government established bodies to ensure quality assurance for undergraduate programmes in tertiary institutions. Such bodies (NUC, NBTE and NCCE) determine the accreditation status of tertiary institutions after accreditation panel's recommendation. However, most of the tertiary institutions during accreditation come out with FULL accreditation status. On closer look at the institutions, according to studies carried out by scholars, institutions lack the required human resources in numbers, lecturer cum student's ratio, as well as staff mix as stipulated in the accrediting agency's guideline. Where they existed they were in short number that most authors referred to some tertiary institutions as glorified secondary schools. Many scholars have examined accreditation issues such as accreditation malpractices in Nigerian institutions and issues of funding and availability of resources for accreditation, but little or no study has examined the possible link between human resource planning and accreditation outcome in tertiary institution. The researcher therefore sought to fill this gap by investigating the relationship between human resource planning and accreditation outcome in tertiary institution in Anambra State, Nigeria.

Purpose of Study

Determine the relationship between human resource planning and accreditation outcome in tertiary institution in Anambra States.

Research Question

What is the relationship between human resource planning and accreditation outcome in tertiary institution in Anambra State?

Hypothesis

There will be no relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra State.

METHODS

The study adopted a co-relational study design to determine the relationship between human resource planning and accreditation outcome in tertiary institution in Anambra State, Nigeria. The population of the study was 320. This comprised all heads of academic departments in tertiary institutions in Anambra State. A sample size of 135 heads of departments that carried out accreditation was studied. This sample was selected using purposive sampling technique. All departments that carried out accreditation in at least one programme in the year 2021, 2022 and 2023 were selected for the study. The researchers used a structured questionnaire. The questionnaire was titled Human Resource Planning Questionnaire (HRPQ), with eleven items. The face validity of the questionnaire was determined by three experts. The internal consistency of the instrument was determined using Cronbach's Alpha reliability coefficients of which 0.95 was obtained. The researcher together with 18 research assistants that lectures in the various institutions administered the instruments directly to the respondents. The data collected were analyzed using Pearson's Product Moment Correlation Coefficient to answer the research question and multinomial logistic regression to test the null hypothesis at 0.05 level of significance. The decision to reject or fail to reject the hypothesis was based on probability value (p-value). Where the *p*-value was less than the stipulated level of significance (0.05), the null hypothesis was rejected, whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). The analysis was done using Statistical Package for Social Science (SPSS) version 21.

The interpretation of correlation was as follows:

0.70 to 1.00 = Very Strong Correlation
0.50 to 0.69 = Substantial Correlation
0.30 to 0.49 = Moderate correlation
0.10 to 0.29 = Low Correlation
0.01 to 0.09 = Negligible

(Alwadaei, 2010 cited in Bekele, Shigutu, Tensay, 2014, p.154)

This is also applied to the multiple regression R and R^2which was used to ascertain the joint relationship and moderator effect. The inclusion of the R^2 and the conversion to percentage is presented below:

Range of R	Range of R^2	Percentage	Decision
0.70 - 1.00	0.49 – 1.00	49% - 100%	Very Strong
0.50 - 0.69	0.25 – 0.48	25% - 48%	Substantial
0.30 - 0.49	0.09 – 0.24	9% - 24%	Moderate
0.10 - 0.29	0.01 – 0.08	1% - 8%	Low
0.01 - 0.09	0.00 – 0.01	0% - 1%	Negligible

RESULTS

Research Question

What is the relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra State?

Table 1: *Pearson's Correlation between Human Resource Planning and Accreditation Outcome in Tertiary Institutions in Anambra State*
(n=154)

Variable	1	2	Remark
1.Human resource planning	1	.09	
			Negligible positive relationship
2. Accreditation outcome	.09	1	

Table 4 indicates that regression of resources planning dimensions (human, physical and financial resources) on accreditation outcome yielded an R = .28 and R^2 = .08. The R value suggest a low relationship while the R^2 implies that human, physical and financial resource planning contributed 8% to the variance in accreditation outcome.

Hypothesis
There will be no significant relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra State.

Table 11: *Test of Significance of Pearson's Correlation between Human Resource Planning and Accreditation Outcome in Tertiary Institutions in Anambra State (n=154)*

Variable	1	2	P	Decision
1.Human resource planning	1	.09	.291	Not significant
2. Accreditation outcome	.09	1		

The Pearson's correlation result displayed in Table 11 shows there was no significant relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra state, r = .09, p=.291. Since the p-value was greater than 0.05 level of significance, the null hypothesis was not rejected.

Major Findings
Although there was a negligible positive relationship that exist between human resource planning and accreditation outcome in tertiary institutions in Anambra state. It therefore means that "there was non-significant relationship between human resource planning and accreditation outcome in tertiary institutions in Anambra state"

DISCUSSION
Relationship between Human Resource Planning and Accreditation Outcome in Tertiary Institutions.
The findings of this study indicated that there was a negligible positive relationship between Human Resource Planning (HRP) and Accreditation Outcome (AOC) in tertiary institutions in Anambra State. It was also found, from the Pearson's correlation result on table 11 that there was no significant relationship between HRP and AOC in tertiary institutions in Anambra State. This finding is in contrast with the findings from previous studies in Nigeria (Osazevbaru, Okuise and Akpomiemie's (2023) and Kenya (Makhoul, 2019; Mwangi and Wanyama, 2021) that found a significant positive relationship between human resource planning and organizational performance. Also the findings of the study did not agree with the results of the findings of Anigiom (2016), Mursi cited in Samwel (2018), Ibukun cited in Akomolafe & Adesua (2020), Osuji & Bakpo (2022) that there was a strong positive relationship between HRP and AOC. This finding of the study did not align with the theoretical positions held by scholars that effective human resources planning makes for positive organizational outcome such as profitability, sustainability and performance. This could be as a result of the intervening role of institutional type or ownership which could reduce the strength of the relationship between human resource planning and accreditation outcome.
Apart from the possible intervening role of institutional type and ownership, capacity of human resource planning to have significant relationship with accreditation outcome could be affected by different forms of malpractices that happen during accreditation where mercenaries are engaged to pose as lecturers for the purpose of passing accreditation only to disappear after the accreditation. The accreditation status of most of the academic programs in this study came out with "Full" status. The situation on ground did not conform to the outcome of the accreditation process. Obi and Muo (2021) lamented that in Nigerian university education programs, most of the indices that can guarantee quality are not considered. They stated that "it is sad to note that research and learning resources are scarce or inadequate, and are in a state of disrepair to allow universities the freedom to pursue basic academic activities.
One wonders how majority of the academic programs came out with Full accreditation status. This implies that an institution that did not engage in sufficient human resource planning stands a chance to

have positive accreditation outcome such as full accreditation status, hence the conclusion drawn by Seun and Takipi (2021) that accreditation result may not be the reality on ground considering discrepancies between accreditation results and observation by Needs Assessment Committee sent to colleges of education and universities. This same conclusion was drawn by Fororunsho & Takipi (2021), who observed from their study that the accreditation exercise carried out in most universities are either a product of connivance between the university authorities or a false representation of reality in the university.

Conclusion

From the data interpretation and discussion of the major findings, the following conclusions were made: One of the most critical practices for tertiary education institution is resource planning. Institutions that carry out resource planning develop a clear vision for their future and create a way to achieve their goals and objectives. Resource Planning is very important and helps institutions prioritise resources, allocate funding and create a culture of innovation and continuous improvement for successful accreditation outcome. HRP, PRP and FRP through proper staff recruitment, welfare, training, workshops and conferences, adequate procurement, maintenance, provision as well as proper finance should be upheld in tertiary institutions. This study has shown that more resource planning technique should be the responsibility of tertiary administrators, governments, institutional owners and other stakeholders for successful accreditation outcomes.

This study has also shown that there is a non-significant positive relationship between HRP and AOC in tertiary institutions in Anambra State. Further, the study showed there is clear evidence that the intervening role of institutional type or ownership could reduce the strength of the relationship between the HRP and AOC. The non-significance relationship between HRP and AOC indicated that the accreditation exercise carried out in most tertiary institutions are either a product of connivance between the institutions authorities or a false representation of reality in tertiary institutions in Anambra State. There is deficiency in the area of human resource planning in tertiary institutions in Anambra State.

Recommendations

From the findings of the study the following recommendations were made:

1. Federal, state and stakeholders should ensure that well qualified staff as stipulated in the accrediting agency's guidelines be to adapt to changes in school environment and acquire the necessary knowledge for successful accreditation outcome.
2. Lecturers in tertiary institutions should be trained by appropriate agencies through workshops and conferences to help them gain knowledge of information and communication technology (ITC) in other to enable them utilize ICT devices and software packages for positive accreditation success.
3. Periodic conferences, workshop and educative programs should be organized to improve HR in tertiary institutions.
4. Tertiary institution managers and administrators should promote HRP through formulation and implementation of HRP practices policies. External influence like politicians and "god fatherism" that results in recruitment of poor quality staff that brings down output of tertiary institutions should be highly discouraged through institutional byelaws.
5. Education and training should be carried out regularly in federal, state and private owned tertiary institutions. This would provide institutions with policies, procedures and planning to give a clear plan and direction for the staff.

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APPENDIX
TERTIARY INSTITUTIONS IN ANAMBRA STATE

1. Nnamdi Azikiwe University, Awka
2. Paul University, Awka
3. Tansian University, Umunya
4. Chuwuemeka Odumegwu Ojukwu Uli
5. Madona University, Okija
6. Federal College of Education (Technical) Umunze
7. Federal Polytechnics Oko
8. Nwafor Orizu College of Education Nsugbe
9. Anambra State Polytechnic, Mgbakwu
10. Legacy University
11. St Peters University Achina
12. School of Nursing Iyienu
13. School of Nursing Adazi
14. Ekwenugo Okeke Polytechnic Uli
15. Onit college of Education Abagana
16. Uli College of Education ULI
17. UA College of Science aand Technology Isuofia
18. University on the Niger Umunya
19. Shanahan University Onitsha

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