PERFORMANCE APPRAISAL AND COMPENSATION COMPETENCIES REQUIRED BY ADMINISTRATORS FOR EFFECTIVE MANAGEMENT OF TERTIARY INSTITUTIONS IN SOUTH-SOUTH NIGERIA

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Abstract
The study investigated performance appraisal and compensation competencies required by administrators for effective management of tertiary institutions in South-South Nigeria. The study answered two research questions while two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted in carrying out the study. The population of the study comprised 1,736 administrators from the existing public tertiary institutions in the six South-South states of Nigeria. The sample of the study was 868, representing 50% of the population. The instrument that was used for data collection was a questionnaire titled Human Resource Management Questionnaire (HRMQ) that was face-validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha reliability method which yielded a coefficient of 0.84 for employee performance appraisal and 0.87 for employee compensation. Out of the 868 copies of the questionnaire that were administered, 844 copies (97.24%) were completely filled and retrieved. Data collected were analyzed using mean to answer the research questions and analysis of variance (ANOVA) was used to test the hypotheses. Based on the data collected and analysed, the study identified 21 human resource management competencies in employee performance appraisal and employee compensation that are highly required by administrators of tertiary institutions in South-South, Nigeria. There is no significant difference ($p < 0.05$) in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required for employee performance appraisal and employee compensation in tertiary institutions in South-South, Nigeria. The study therefore recommends, among others, that there should be unified and codified guidelines and rubrics on employee performance appraisal and employee compensation for implementation in the tertiary institutions studied.
Keywords: Determinants, Institutional Growth**,** Metrics, Organizational Commitment, Productivity, Reciprocate, Remuneration, Symbolic

Introduction

The Nigerian education system is broadly categorized into elementary/primary, secondary and tertiary education/institution. Tertiary institution is the organized form of learning activities at the higher education level. Tertiary institutions are third-tier of learning which provide training in an ever-increasing number of specializations necessary for the modern society (Okute & Agomuo, 2010). Tertiary institutions are established and charged with the

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mandate of providing knowledge, skills and training to students who have successfully completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. Tertiary institutions include universities, polytechnics, colleges of education and monotechnics (FRN, 2014). In order to realize the potency of tertiary education in human capital development, Nigerian government unequivocally spelt out the goals of tertiary education (Ofoegbu & Alonge, 2017). The goals and aims of tertiary institutions are to contribute to national development through relevant high-level manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capability of individuals to understand and appreciate their local and external environment (FRN, 2014). Others are to acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; promote and encourage scholarship and community services, forge and cement national unity and promote national and international understanding and interaction. The achievement of these goals and objectives cannot be realized without the effective management of available human and material resources in Nigerian tertiary institutions.

Effectiveness which derives from the concept of effective can be regarded as the capability to produce an acceptable result (Wikipedia, 2019). It can also be regarded as the ability of an individual to produce the desired result. The Latin word "effectivus" is the origin of the word "effective", meaning being creative, productive or effective. The word termed effective emerged in the Middle English era between 1300 and 1400 A.D. (Douglas, 2011). In this context, the subject of being effective or effectiveness which deals with the ability to achieve the desired result is at the heart of performance, especially in the workplace.

Management can be said to consist of five functions which are planning, organizing, leading, co-ordinating and controlling organizational resources for the achievement of organizational objectives (Onyishi, Eme & Emeh, 2012). Management functions can be regarded as all efforts towards planning, organizing, leading or motivating, co-ordinating and controlling human and material resources of an organization (Ogbuanya, Nweke & Ugwoke, 2017). Management can also be described as the process by which those in authority plan, organize and control human and material resources of a business in an effort to make it successful (Obi, 2002). As it is in other sectors, the ability of tertiary institutions in Nigeria to achieve their goals and objectives depend largely on being able to attract and manage competent employees or human resources (Gberevbie, Osibanjo, Adeniji & Oludayo, 2014). The report of the Chartered Institute of Personnel Development (CIPD) (2014) observed that human resources consisted of employee attributes that can contribute to organizational performance. Human resources are individuals that are responsible for decision-making and planning of activities in any programme (Onipede, 2013).

In Nigerian tertiary institutions, administrators are the management teams and the various officers that are charged with the responsibilities of managing the day to day affairs of the institutions. These administrators are both academic and non-academic staff of tertiary institutions possessing different backgrounds and belonging to different professional bodies. They are made up of directors, heads of departments, heads of units, deans of schools or colleges, principal officers, provosts, rectors, vice chancellors and their deputies. The administrators co-ordinate and manage various aspects of human resources among which are employee performance appraisal and employee compensation (Encarta, 2009), requiring appropriate competencies on the part of the administrators. Competency is the ability of an individual to successfully perform a task; competency can also be referred to as the state of

being functionally adequate in the performance of one's duties (Alawa, Abanyam & Okeme, 2010).

Performance appraisal is used as the basis for a decision about employees' work conditions, including promotions, termination and compensation/rewards. Performance appraisal means evaluating an employee's current and/or past performance relative to the performance standard (Dessler, 2007). Performance appraisal is a process involving deliberate stock taking of the success which an individual or organization has achieved in performing assigned tasks or meeting set goals over a period of time. It calls for serious approach to knowing how the individual is doing in performing assigned tasks for organizational success (Obisi, 2011). A successfully appraised staff attracts compensation in the form of promotion and increase in entitlement, among others.

Compensation of human resources is a useful instrument in management. It motivates human resources to contribute to organizational effectiveness and can impact positively on the behaviour and productivity of employees (Greene, 2014). Compensation, also referred to as reward by some theorists, is used to reciprocate employees for performing organizational or institutional work through pay, incentives and benefits (Akafo & Boateng, 2015). Employees regard compensation as transcending economic issues to include trust, work-relationships and ethics; even though compensation makes it possible for employees to exchange their labour for economic befits, it nevertheless plays the vital social and symbolic functions in any organizational or tertiary institutional setting (Ami, Boaten & Yamoah, 2015).

Statement of the Problem

The success, growth and development of any tertiary institution, undoubtedly, depend, to a great extent, on the proper management of available human resources by the administrators. Some problems that lead to poor performance by tertiary institutions resulting from the management of human resources could be linked to the administrators. Therefore, appropriate competencies are required by the administrators in employee performance appraisal and employee compensation considered as some of the major functions of human resource management. The incessant industrial action and crisis in Nigerian tertiary institutions is a pointer to the fact that some of the administrators may be deficient in the required human resource management competencies with regard to employee performance appraisal and employee compensation. It was based on this background that this study was carried out to determine the extent employee performance appraisal and employee compensation competencies are required by administrators for effective management of tertiary institutions in South-South Nigeria.

Purpose of the Study

The purpose of this study was to determine the extent employee performance appraisal and employee compensation competencies are required by administrators for the effective management of tertiary institutions in South-South Nigeria. Specifically, the study identified:

1. The human resource management competencies required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria.
2. The human resource management competencies required by administrators for employee compensation in tertiary institutions in South-South, Nigeria.

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Research Questions

Based on the specific purposes of the study, the following research questions were raised:

1. What is the extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria?
2. What is the extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria.
2. There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria.

Method

The study was carried out in South-South geo-political zone of Nigeria. The South-South zone is made up of six states, namely, Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers states respectively. The design adopted for this study is descriptive survey research design. Survey research design as one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2015). The design is suitable for this study because it involves the collection of needed information on human resource management competencies in the areas of employee performance appraisal and employee compensation required by administrators for the effective management of tertiary institutions in South-South Nigeria. The population of the study comprised 1,736 administrators from the existing public tertiary institutions in the six South-South States of Nigeria (Establishment Division of the Tertiary Institutions, 2018). The population is made up 796 administrators from public universities (federal and states), 382 administrators from public polytechnics (federal and states) and 558 administrators from public colleges of education (federal and states), totalling 1,736. The sample of the study is 868; representing 50% of the population. The sample was drawn from the study population of 1,736 administrators. Okorodudu (2013) argued that a sample size of 50% of a given population was not only in order, but was quite representative enough of a finite population.

The instrument that was used for data collection was a structured questionnaire titled: Human Resource Management Questionnaire (HRMQ). The questionnaire was structured on a 5-point rating scale of Very Highly Required (VHR), Highly Required (HR), Moderately Required (MR), Less Required (LR) and Not Required (NR) with corresponding values of 5, 4, 3, 2 and 1 respectively. The instrument was face-validated by three experts. These included two academic staff of Michael Okpara University of Agriculture, Umudike, Abia State and a measurement and evaluation expert in Nnamdi Azikiwe University, Awka, Anambra State, all in

South-East Nigeria. Their observations/suggestions were incorporated into the final copy of the questionnaire before it was administered on the respondents for data collection.

For the purpose of obtaining the reliability of the instrument, Cronbach Alpha reliability method was used in which a coefficient of 0.84 was obtained for employee performance appraisal and 0.87 was obtained for employee compensation. The reliability test was carried out using a similar group of respondents in University of Nigeria, Nsukka, Enugu State. Out of the 868 copies of the questionnaire administered, 844 copies (97.24%) were completely filled and retrieved. The retrieved copies were collated by the researcher and subjected to data analysis. The data collected for the study were analyzed using mean scores and standard deviation to answer the research questions and also show the relative merits of the response opinions of the respondents around the mean scores. Analysis of variance (ANOVA) was employed to test the null hypotheses at 0.05 level of significance. The 5-point response options were assigned scale values as follows:

Response Category	**Values**	**Real Limit of Numbers**
Very Highly Required (VHR)	5	4.50 – 5.00
Highly Required (HR)	4	3.50 – 4.49
Moderately Required (MR)	3	2.50 – 3.49
Less Required (LR)	2	1.50 – 2.49
Not Required (NR)	1	0.50 – 1.49

Based on this adoption, any competency item with mean values of 4.50 - 5.00 was regarded as Very Highly Required and mean values of 3.50 - 4.49 was regarded as Highly Required. Competency item with mean values within the range of 2.50 - 3.49 was regarded as Moderately Required and competency item with mean values of 1.50 - 2.49 was regarded as Less Required while items with mean values within the range of 0.50 - 1.49 was regarded as Not Required. The hypothesis of no significant difference was accepted for items whose F-calculated (F-cal) values were less than the critical table (F-tab) value of 3.00 at 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected for those items whose F-calculated (F-cal) values were greater than or equal to the cri

Results

Research Question One: What is the extent human resource management competencies are required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria?

The data for answering research question one is presented in Table 1.

Table 1: Mean Ratings of Administrators on the Extent Human Resource Management Competencies are Required for Employee Performance Appraisal

SN	**Competencies required for employees performance appraisal**	$\overline{X}_U$	$\overline{X}_P$	$\overline{X}_C$	$\overline{X}_G$	**SD**	**Rmks**
1	Evaluating employees in terms of their job performance.	4.11	4.21	4.14	**4.16**	0.96	**HR**
2	Making performance appraisal a necessary ingredient for increased job performance	4.44	4.53	4.50	**4.50**	0.56	**VHR**

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3	Generating a sense of efficiency in the use of human resources as qualification for promotion	4.30	4.31	4.28	**4.30**	0.60	**HR**
4	Developing strategies to identify areas of employees' strengths and weaknesses	4.67	4.67	4.65	**4.66**	0.47	**VHR**
5	Setting targets for employees to achieve within the overall corporate objectives of the institution.	4.13	4.12	4.17	**4.13**	0.83	**HR**
6	Providing opportunities for individual employees to realize their potentials and decide what aspect they need to consider carefully	4.51	4.45	4.55	**4.49**	0.61	**HR**
SN	**Competencies required for employees performance appraisal**	$\overline{X}_U$	$\overline{X}_P$	$\overline{X}_C$	$\overline{X}_G$	**SD**	**Rmks**
7	Getting information on what the individual employee wants from appraisal	4.16	4.27	4.25	**4.24**	0.87	**HR**
8	Rewarding employees adequately using proper appraisal for career development	4.61	4.65	4.59	**4.62**	0.48	**VHR**
9	Setting standard for performance appraisal to help employees evaluate themselves where necessary.	4.76	4.46	4.48	**4.54**	0.61	**VHR**
10	Giving room for employees to appraise themselves for institutional growth.	4.69	4.70	4.70	**4.70**	0.45	**VHR**

Note: *$\overline{X}_U$ = Mean of Universities; $\overline{X}_P$ = Mean of Polytechnics; $\overline{X}_C$ = Mean Colleges of Education; X_G = Grand Mean;* ***VHR*** *= Very Highly Required;* ***HR*** *= Highly Required*

The data presented in Table 1 show that the grand mean ratings of the respondents on items 2, 4, 8, 9 and 10 are 4.50, 4.66, 4.62, 4.54 and 4.70 respectively which all fall within the real limit of 4.50 – 5.00 on a five-point rating scale. This indicates that the five competency items of employee performance appraisal are very highly required by administrators in tertiary institutions in South-South, Nigeria. The grand mean ratings of the remaining five items, specifically items 1, 3, 5, 6 and 7 are 4.16, 4.30, 4.13, 4.49 and 4.24 respectively are within the real limit of 3.50 – 4.49 on a five-point rating scale. This indicates that the five competency items of employee performance appraisal are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the 10 items range from 0.45 - 0.96 which implies that the respondents are close to one another and the overall mean.

Hypothesis One: There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee performance appraisal in tertiary institutions in South-South, Nigeria.

The data for testing hypothesis one is presented in Table 2:

Table 2: Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies Required for Employee Performance Appraisal

Sources of	Sum of	df	Mean	F-cal.	F-tab.	Decision

Variance	Squares		Square			
Between Groups	0.330	2	0.55	0.28	3.00	**NS**
Within Groups	385.928	840	0.39			
Total	386.258	842				

Note: Level of Sig. = 0.05; **NS** = Not Significant

The data presented in Table 2 show that F-calculated (F-cal) value of 0.28 is less than the F-critical value of 3.00 at 0.05 level of significance. This implies that there is no significant difference in the mean ratings of administrators from universities, polytechnics and colleges of education on the human resource management competencies required for employee performance appraisal in tertiary institutions in South-South, Nigeria. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on hypothesis one.

Research Question Two: What is the extent human resource management competencies are required by administrators for employee compensation in tertiary institutions in South-South, Nigeria?

The data for answering research question two are presented in Table 3:

Table 3: Mean Ratings of Administrators on the Extent Human Resource Management Competencies are Required for Employee Compensation

SN	Competency Required for Compensating Employee	$\overline{X}_U$	$\overline{X}_P$	$\overline{X}_C$	$\overline{X}_G$	SD	Rmks
1	Motivating employees to show effectiveness in management as an administrator.	4.44	4.50	4.50	**4.48**	0.61	**HR**
2	Providing adequate benefits to make workers contribute better to the attainment of institutional growth.	4.49	4.60	4.66	**4.59**	0.60	**VHR**
3	Fulfilling the social responsibility of the institutions to the employees by improving the quality of work life.	4.41	4.53	4.51	**4.50**	0.50	**VHR**
4	Providing all forms of employees' financial returns and tangible services that will increase their performance.	4.36	4.33	4.37	**4.35**	0.57	**HR**
5	Providing an attractive remuneration package which both attracts and retains high quality employees.	4.44	4.50	4.46	**4.47**	0.49	**HR**
6	Providing employment security for workers' safety.	4.29	4.35	4.31	**4.32**	0.47	**HR**
7	Using the right strategies in employee compensation for institutional growth.	4.62	4.65	4.61	**4.63**	0.54	**VHR**
8	Using sharing profit to instil a sense of commitment to the institution.	4.52	4.58	4.60	**4.57**	0.55	**VHR**
9	Encouraging hard work and employee commitment through incentives and	4.35	4.39	4.31	**4.36**	0.59	**HR**

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	bonuses.						
10	Introducing group incentives as a means of compensation to the employees for improved productivity.	4.56	4.63	4.63	**4.61**	0.48	**VHR**
11	Ensuring motivating incentives to employees in the institution.	4.85	4.85	4.84	**4.85**	0.35	**VHR**

Note: *$\overline{X_U}$ = Mean of University; $\overline{X_P}$ = Mean of Polytechnics; $\overline{X_C}$ = Mean College of Education; X_G = Grand Mean;* ***VHR*** *= Very Highly Required;* ***HR*** *= Highly Required*

The data presented in Table 3 reveal that the grand mean ratings of the respondents on items 2, 3, 7, 8, 10 and 11 are 4.59, 4.50, 4.63, 4.57, 4.61 and 4.85 respectively which all fall within the real limit of 4.50 – 5.00 on a five-point rating scale. This indicates that the six competency items of employee compensation are very highly required by administrators in tertiary institutions in South-South, Nigeria. The grand mean ratings of the remaining five items, specifically items 1, 4, 5, 6 and 9 are 4.48, 4.35, 4.47, 4.32 and 4.36 respectively are within the real limit of 3.50 – 4.49 on a five-point rating scale. This implies that the five competency items of employee compensation are highly required by administrators in tertiary institutions in South-South, Nigeria. The standard deviation values of the 11 items range from 0.35 - 0.61 which indicates that the respondents are close to one another and the overall mean.

Hypothesis Two: There is no significant difference in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required by administrators for employee compensation in tertiary institutions in South-South, Nigeria.

The data for testing hypothesis two are presented in Table 4

Table 4: Summary of Analysis of Variance (ANOVA) of Mean Ratings of Administrators in Universities, Polytechnics and Colleges of Education on the Human Resource Management Competencies Required for Employee Compensation

Sources of Variance	Sum of Squares	df	Mean Square	F-cal	F-tab	NS
Between Groups	0.279	2	0.73	0.32	3.00	NS
Within Groups	420.389	840	0.69			
Total	420.668	842				

Note: Level of Sig. = 0.05; **NS** = Not Significant

The data presented in Table 4 show that F-calculated (F-cal) value of 0.32 is less than the F-critical value of 3.00 at 0.05 level of significance. This implies that there is no significant difference in the mean ratings of the administrators from universities, polytechnics and colleges of education on the human resource management competencies required for employee compensation in tertiary institutions in South-South, Nigeria. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on hypothesis two.

Discussion of Results

This study, with regard to research question one, identified 10 human resource management competency items that are highly required by administrators for employee performance appraisal in tertiary institutions in South-South Nigeria, some of which are evaluating employees in terms of their job performance, making performance appraisal a

necessary ingredient for increased job performance, generating a sense of efficiency in the use of human resources for qualification for promotion and developing strategies to identify areas of employee strengths and weaknesses. Other competency items are setting targets for employees to achieve within the overall corporate objectives of the institutions, getting information on what the individual employee wants from appraisal, rewarding employees adequately using proper appraisal for career development and giving room for employees to appraise themselves for institutional growth, among others. The findings agreed with that of Ugwu and Onuka (2016) who studied performance appraisal and assessment of employees in Nigerian Bottling Company Plc where the findings identified areas of skill interest in employee performance appraisal such as assessment of job performance of individual employees, generating a sense of efficiency in assessing employees and setting targets for individual employees upon which the assessment or appraisal will be based. Other findings were rewarding employees adequately after successful appraisal and assessment and giving periodic opportunity for employees to appraise themselves using the organization appraisal guidelines. In addition, Akinyele (2010) investigated the purpose of performance appraisal in private universities and identified relevant factors for achieving an effective performance appraisal system/exercise and found that performance appraisal system was the only tangible metric way by which an organization can know the level of performance of its diverse members of staff.

This study on research question two identified 11 human resource management competency items that are highly required by administrators for employee compensation in tertiary institutions in South-South Nigeria, some of which are motivating employees to show effectiveness in management as an administrator, providing adequate benefits to make workers contribute better to the attainment of institutional growth and fulfilling the social responsibility of the institutions to the employees by improving the quality of work life. Others are providing an attractive remuneration package which both attracts and retains high quality employees, providing employment security for workers' safety, using appropriate strategies in employee compensation for institutional growth, using profit sharing to instil a sense of commitment to the institutions, encouraging hard work and employee commitment through incentives and bonuses and ensuring motivating incentives to employees in the institutions, among others. Yamoah (2013) reported that employee compensation in the form of its packages is defined as consisting of some fundamental characteristics that make employees satisfied on the job such as salaries, bonuses, incentives, allowances, promotion and recognition that have significant impact on employee performance.

In agreement with the findings of this study, O'Brien (2014) identified skills needed for employee compensation to include providing social responsibility to employees, providing attractive remuneration packages to members of staff, supporting and motivating employees for personal development, providing adequate benefits to employees on the job, stimulating a sense of commitment among employees and encouraging hard work among employees. Corroborating the findings of this study, Ami, Boaten and Yamoah (2015) investigated assessment of compensation determinants and its impact on employee commitment in private tertiary institutions in Ghana and found that there is significant relationship between what constituted compensation packages on the one hand and job title, job description and employee organizational commitment, on the other hand, of academic staff of private universities in Ghana.

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Conclusion

Effective human resource management is vital for the achievement of the stated objectives of public tertiary institutions in the country. However, public tertiary institutions in South-South and Nigeria in general seem not to effectively accomplish their stated objectives due to low productivity of employees resulting from poor management of human resources, especially in the areas of employee performance appraisal and employee compensation of the institutions. This situation has negative effect on the quality of operations of tertiary institutions. To address this challenge, therefore, this study was carried out to identify the competencies that are required by administrators of public tertiary institutions to effectively manage employee performance appraisal and employee compensation in tertiary institutions, using South-South Nigeria as a case study. Based on the data collected and analysed, the study identified 21 human resource management competencies with regard to employee performance appraisal and employee compensation that are highly required by administrators for the effective management of tertiary institutions in South-south, Nigeria. The study found no significant difference ($p<0.05$) in the mean ratings of the administrators in universities, polytechnics and colleges of education on the human resource management competencies required for employee performance appraisal and employee compensation in tertiary institutions in South-South, Nigeria. By this finding, the study concluded that the adoption of the identified human resource competencies by administrators of public tertiary institutions in South-South Nigeria will result in improved morale of employees and boost their service delivery for higher productivity at work.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The administrators should be provided with a uniform and codified employee performance appraisal functions that will serve as a guide. The implementation of the guide should be able to nib in the bud, issues that negatively affect employees, especially academic staff. The guide should be regularly updated to keep abreast with current trends locally and globally. The preparation, evaluation and monitoring of the implementation of the guide should be carried out by NUC, NBTE, NCCE, federal and state ministries of education; the workers' unions of ASUU and SSAU should not be left out in this regard.
2. There should be uniform rubrics on what employee compensation in tertiary institutions in the area should be; its components and domiciliation, taking into consideration, the peculiarity of the area where the institutions are located. In this connection, the administrators are to ensure that the recurring issue of non-payment and delayed payment of employee salaries as at when due as well as delayed and/or non-payment of promotion and incremental arrears should be treated in such a way that is beneficial to the employees. The federal and state governments together with government agencies responsible for tertiary institution and education in Nigeria such as NUC, NBTE and NCCE are to ensure that this recommendation, as it relates to employee compensation is implemented with active government support, and the active involvement of employee unions of ASUU and SSANU.
3. Tertiary institutions' administrators should be made to undergo regular training and retraining as well as participation in conferences, symposia and workshops to enhance the implementation of credible and effective employee performance appraisal and employee compensation metrics. This is very important as tertiary institutions also implement a marriage of human resource management practices prevalent in both the public and private sectors of the Nigerian economy.

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