



**HUMAN CAPITAL REGENERATION STRATEGIES FOR
UNIVERSITY EDUCATIONAL GOALS ACHIEVEMENT IN RIVERS
STATE, NIGERIA**

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ABSTRACT

The study is on human capital regeneration strategies for university goals achievement in Rivers State, Nigeria and how the members of staff evaluate the strategies. The significance is to equip educational policy formulators, university administrators and members of staff with strategies to be effective and efficient in their job. Validated, reliability tested and constructed questionnaire was used to gather information from a stratified-random sample of all the university staff. The study discovered five strategies and there was a significant difference on the opinion of members of staff on these strategies. It concludes that human

capital regeneration strategies are very vital for university educational goals achievement, hence recommends adequate funding, training and retraining, functional policies, routine supervision and teamwork amongst members of staff for the achievement of university educational goals in Rivers State.

Keywords: Human, Capital, Regeneration, Strategies, University, Goals, Achievement, Nigeria

Introduction

Organizations are established in order to achieve set goals. How far these goals are achieved does not only depend on the physical facilities or system control, it depends mostly on the stock of competencies, knowledge, habits, social and personality attributes, including creativity and cognitive ability (human capital) embodied in individual in such organization which brings about the empowerment of the individual to produce economic value. Consequently, the extent to which university institutions achieve their goals depends richly on the quality of human capital regeneration strategies present in these institutions.

Human capital may depreciates when it is not revitalized thereby hindering the achievement of organizational goals, this is because it cannot be substituted by anything else in any organization. In this regard, regenerating these competencies, skills, knowledge, etc., which exist in these employees, is to develop, bring back, to better them in order to catch up with the trend of time towards the achievement of organizational goals. Therefore, strategies to regenerate the human capital in these institutions is a necessity and so a matter of concern to all stake holders in the education sector.

Thus, human capital regeneration strategies in Nigerian universities, in the context of this study, shall be referred to as the overall methods of development which successfully contributes to sustainable social-economic development. The development which enhances the competencies, abilities, knowledge, and skills of members of staff. This study, therefore, investigates human capital regeneration strategies for universities goal achievement in Rivers State.

Statement of the Problem

Generally speaking, the tertiary level of education where university education is found is the highest level of education for the education of the citizens of any nation. In Nigeria,

particularly in Rivers state, university education, contribute to national development through high level relevant manpower training. Human capital is the stock of the various professionals and individuals that constitute the members of the labor force. The highest place for its development is the university where the teaching members of staff are mainly professors of high repute and doctors of philosophy (Ph.D) as well as other highly qualified and experienced members of staff.

It is very worrisome to hear that university graduates are half baked, also it is not very uncommon to read in the various media that many highly placed individuals in the society, most of which are university graduates are found wanting in one form or the other. This appears to imply or mean that university educational goals are not being achieved. There is therefore need to regenerate human capital in this direction.

Aim/Objectives of the Study

The main aim of the study is to examine the human capital regeneration strategies for universities goals achievement in Rivers State, more specifically:

1. To find out the strategies that will enhance human capital Oregeneration for universities goal achievement in Rivers State.
2. To ascertain the evaluation of teaching staff on the strategies that will enhance human capital regeneration for universities goal achievement in Rivers State.
3. To assess the evaluation of non-teaching staff on the strategies that will enhance human capital regeneration for universities goal achievement in Rivers State.

Research Questions

To achieve the objectives of the study the following three research questions were formulated to guide the study:

1. What are the strategies that will enhance human capital regeneration for tertiary education goals achievement in Rivers State, Nigeria?
2. How do the teaching staff of the university institutions rank the strategies that will enhance human capital regeneration for tertiary education goals achievement in Rivers State, Nigeria?
3. How do the non-teaching staff of the university institutions rank the strategies that will enhance human capital regeneration for tertiary education goals achievement in Rivers State, Nigeria?

Hypothesis

There is no significant difference between the evaluation of the teaching and non-teaching staff on strategies that will enhance human capital regeneration for university education goals achievement in Rivers State.

Significance of the Study

The findings and recommendations of the study will help the stakeholders in providing solutions to the problem facing human capital regeneration and universities goals achievement in Rivers State. The university administrators will benefit from the study because it will help them to improve on the strategies towards human capital regeneration for the achievement of universities goals in Rivers State.

The findings will also assist the policy makers to formulated policies and programmes that will help to enhance the development in universities in Rivers State. This work is significant, because it would serve as a reference point to future researchers on this topic. Finally, the work could serve as a source of literature for other researchers who could adopt the instrument of this work for use in their own studies.

Assumption of the Study

It is assumed that university education is the highest level of education and that any one that goes into the university will come out best. It is also assumed that both teaching and non-teaching staff of the universities are interested in human capital regeneration, and that they are all interested in the achievement of university educational goals.

Delimitation

The study focused on teaching and non-teaching staff of public universities in Rivers State and human capital regeneration strategies for university educational goals achievement in Rivers State.

Review of Related Literature

Concept of Human Capital:

Human capital is the stock of competencies, knowledge, habits, social and personality attributes, including creativity, cognitive ability embodied in an individual, which brings about the enablement to perform a job so as to produce economic value. According to Heckman (2000), Heckman, Layne, Anne, Todd and Petra (1999), human capital represents

the value that each employee brings to an organization in regard to studies, knowledge, skills and capacities. It refers to the potentials embodied in a person than in a machine. Consequently Martinez (2004), Elliot, Kin, Jung and Zhan (2009), assert that human capital could be interpreted in many ways, one of which could regard the employee as an asset; as a resource that belongs to the organization and from which the person's capacity and commitment is demanded.

Besides, Schultz (1984), Ogun (2007) and Obasi(1980) state that it represents the human factor in an organization, the combined intelligence, skills and expertise that give the organization its distinctive character. The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which, if properly motivated can ensure the long term survival of the organization. Groot and Moolen (2010) and Erinsho (2006) noted that human capital regeneration is the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development and maintenance of institutional and operational infrastructures and processes that are locally meaningful. Okecha (2007) and Soka (2006) also stated that it is an approach to development that identifies the obstacles that prevent people, government and non-governmental organizations from realizing their goals and then proffer solutions to build knowledge, develop skills and restructure organizations so they are able to devise creative solutions to development challenges and thus continue to respond to challenges as they arise.

Furthermore, Vince (2006) and Adeyemi (2005) stated that human capital regeneration includes capabilities, knowledge and resources that an organization needs in order to fulfill its mission through a blend of sound management, strong governance and a persistent rededication to achieving result. It is a set of activities that strengthens an organization and helps it better fulfill its mission (Freeman 2010). These activities include; among other, strategic planning, technology upgrades, operational improvement and board development. Accordingly, Stavros (1998), Anya (2003), and Berg (1993) stated that it is a process designed to allow an organization to attain its vision, mission and goals and sustain it. Egbo (2011) and Ryan (1999) stated that it has to do with the allocation of, and investment in resources-physical, intellectual or human especially when other intervening variables have failed within a given institutional or social context. It is the process of acquiring and increasing the number of persons who have the skills, education and experience which are critical for the economic and political development of a country.

In this regard regenerating these competencies, skills, knowledge, etc, is to develop, bring back, to better them in order to achieve the purpose of acquiring them. Meenyinikor (2013) sees regenerating the attributes of workers as producing, causing to be or creating another form again in a better way in order to improve the condition so as to completely renew the employee. Therefore, human capital regeneration is a planned development (or increase) of knowledge, output rate, management, skills and other capabilities of the individuals through acquisition, incentives, technology and or training of the organizational employees towards achievement of organizational goals.

University educational goals achievement

The goals of tertiary education in Nigeria have been elaborately spelt out in the National Policy on Education by the Federal Republic of Nigeria (2004) to include:

1. The acquisition, development and inculcation of the proper value orientation for the survival of the individual and the society;
2. The development of the intellectual capacities of individuals to understand and appreciate their environments;
3. The acquisition of both physical and intellectual skills, which will enable individuals to develop into useful members of the community; and
4. The acquisition of an objective view of the local and external environment.

These goals were to be pursued through teaching, research, dissemination of existing and new information (put simply, publications), and the pursuit of service to the community.

Aluede, Uadia, Aluede, and Igbineweka (2002), Okolocha and Lyle (2005) noted that tertiary institutions were to develop the whole of man physically, mentally, morally and technologically, so as to be able to function effectively in any environment the individual may be in order to become more productive, self-fulfilling and attain self-actualization, thereby liberating the individual from restraints and limitations of ignorance and dependency. These and many more are what the system is meant for and the Nigerian tertiary education system is not an exception.

Iheriohanma (2011), Egbo (2011), and Hames (1994), affirmed that tertiary institutions are structured to impact on the products the intellectual prowess needed for self and societal development. The courses and programs are designed to enable the beneficiaries to be masters and controllers of their environment. The system introduces and exposes the products

to varied spheres of philosophies, thoughts, ideologies, methods, etc that should equip them for life after school.

Human Capital Regeneration strategies

A strategy is a pattern of actions and resource allocation designed to achieve the goals of the organization. Stoner, Freeman and Gilbert (2007), viewed the activities of human capital management also as the strategies which can improve quality. He asserts that human capital management, recruitment, selection, continual training and developmental programmes, performance appraisal, and promotions, transfers, demotions and separations will achieve organizational goals.

Based on the assertion, the strategies require a clear cut explanation. The school that does not plan its human resources may find it difficult to meet the personnel requirements and its overall goals Peretomode (2005) pointed out that with age; human being suffers from diminished vitality, creativity and flexibility. Thus, employees can be assisted to remain or once again become vibrant, vital, in institutions of higher learning. Hence the strategies that can be used to enhance human capital include:

Routine Supervision: This is also a tool used to regenerate human capital to improving quality. Nnabuo (2011) stated that supervision has evolved their origins in Colonial era and their effectiveness as modes of improving instruction depended on the capabilities of educational leaders to remain responsive to the needs of teachers and students. He was also of the view that, educational leaders who understand the history of supervision and how current demands are influenced by that history will be better equipped to confront the technological, social, political and moral issues of the present day. For work to be done effectively there must be regular supervision in any organization like the school. Obanya (2010), in his study, reported that for effective teaching and learning to take place in our tertiary institutions, there should be among other things, routine supervision and continuing pedagogical improvement opportunities throughout an employee's career in the system.

Functional Policies: A policy is a guide to the action or decision of people. Policies are directives, issued from a higher authority and provide a continuous framework for the conduct of individuals in an organization. It is a tool of management which gives life and direction to the programme of activities and set the limit within which actions are to be pursued by the personnel programme (Otuya 2009). In institutions of higher learning, policies serves as standard of performance, help build employee enthusiasm and Loyalty, give life and

direction to the programme of activities covering the needs of the organization and its resources, provide definite guidelines to achieve consistent treatment of all employees, policy statements are needed to allow school administrators to make fair and consistent decisions on recurring problems.

Appleby (2007) posits that policies are expressions of an organization's official attitude towards types of behaviour within which it will permit, or desire employees to act. They express the means by which the organizations' objectives are to be achieved and usually take form of statements, telling staff how they should act in specific circumstances. Studies have shown series of changes and non-implementation of policies in the education sector that would have adequately improved the system and enhance the achievement of educational goals. Bateman and Snell (1999), noted that many good policies are doomed to failure, if they are not implemented correctly. Unfortunately the success of a policy depends on how well the government, management of institution, employees are able willing to implement it. Based on this position, participative management is a popular approach that will make management gain employees input and ensure their commitment to strategy implementation. Policies must be supported by structure, technology, human resources, rewards, information system, culture, leadership, recognition packages, health policies, safe and supportive work environment, selection/promotion career development and job design.

Employee (staff) welfare: It is an issue that must not be neglected if the institution wants higher productivity in the school system. Elendu (2000) defined staff welfare as the responsibility of the employers of labour. It refers to those things which employers make available to their employees outside their salaries or wages essentially at improving standards and motivating them to greater productivity. He identified such services to include the provision of medical services, sport and other recreational facilities, staff canteen, education and libraries, break periods, safety etc. staff welfare activities refers to these factors which increases or decreases the vigour of an individual's activity. It is the push behind that which directs actions towards the achievement of certain goals. It refers to the conditions that arouse, sustain and direct behaviour in response to situations in the school setting, it is what energize behaviour, sustains it and directs it to goal so that a state of equilibrium is attained or maintained. Therefore, being sick will energize behaviour or that it will make you go and see the doctor till you get well (attainment which brings equilibrium). Ukpe (2007) gave his own definition as the mechanism that start and maintain voluntary activities directed towards the

achievement of goals. Institutions of higher learning should be fair to her employees to enable the institution achieve a set target. These welfare packages can be grouped into;

Reward: According to Bratton (1999), rewards refer to all forms of financial returns and tangible services and benefits, employees receive as part of an employment relationship. The absolute level of earning determines the standard of living and social well-being of the recipient. The three principal objectives of reward management is to attract and retain suitable employees, maintain or improve levels of employee performance and as such promoting the employee human capital regeneration. These rewards must be competitive to encourage membership of the organization. Rewards that are perceived to be inadequate will make it difficult for the organizations to attract the type of people necessary for its success.

Incentives: Whenever the direct contribution of an employee is measurable, it has advantage for goal attainment provided the prerequisites for its success are observed, regular supply of materials, setting adequate but not excessive quality output Group and general incentives should be used however as a matter of policy and tied to human capital regenerating by preference to declare levels of output or turn over.

Salary Package: According to Lauwerys (as quoted by Okeke (2004), the acquisition of wealth in Nigeria has become an index of social recognition and respect. The Nigerian worker therefore, aspires to realize this economic power in his work place in order to meet up with the prevailing social expectancies in the society.

Good Working Environment: The nature of the physical conditions under which staff of tertiary institution has to work is vital for their high human capital regeneration which is crucial and central to educational achievement. Most tertiary institutions lack good environment, offices, classroom that will boast their morale. A work environment conducive to the well-being and growth of all employees is a strategy for improving quality.

Staff Training Programmes is another strategy that is used to regenerate human capital to improve quality. According to Armstrong (2009), includes: manual skill, apprenticeship, industrial training skills, team leader or supervisory training, management training, interpersonal skills like leadership, team-building, personal skills, such as coaching, communicating and time management, and training in organizational procedures, such as induction and health and safety. Training programmes generally include; quality awareness, leadership, project management, communication problem solving, interpreting and using data, efficiency and safety.

Ogundele (2001) suggested that training programmes content should be customized to meet the needs of an organization. These programmes could be in form of coaching, workshops, seminars, symposia etc. Continual re-enforcement of lessons learned in training and developmental programmes is essential. Training programmes are directed towards maintaining and improving the present job performance, while developmental programmes seek to develop skills, for future jobs. New employees in an organization like the school are expected to learn new skills and training experienced employees to continually improve is of essence. The school managers use performance appraisal, analyse the job requirements, organizational analysis and employee survey to determine the regenerating needs of human capital in an organization like the school. Once an organization identifies its training needs, there is the need to initiate and appropriate training effort, on-the-job training and off-the-job training, which could be in form of coaching, workshop, seminar, symposium, job rotation, and classroom instruction in which specialists in and outside the organization teach the trainee on particular subject (Bassey, Antigha, Ojua and Ottong (2011).

Training physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Training and development activities help new employees learn how to perform their job and help current employees improve job performance and prepare for high level positions. Organ & Harmmer (2002) and Singh (1980) identified training as the modification of behaviour through experience. It provides for people to do better in existing jobs and prepares them for greater responsibility in the future. It equally builds on strength and helps to overcome weaknesses and ensures that the organization has the expertise it needs for the growth of the institution.

Nwabueze (2010) identified the various methods of human capital regeneration and training which include long vacation courses, supervision, workshops, and seminars, meeting inductions, full-time training and inaugural lectures. These development and training programmes are geared towards staff continuity update of knowledge, skills acquisition and exposure to clarity of job responsibility.

Maduagwu (2006:19) posits:

That special attention should be given to the training and re-training of teachers. The essence is to properly equip the teachers with new ideas and method in the profession. This will

improve not only the teachers themselves, but also their pupils and the programme in general. For this reason, long term training for new teachers who could replace ageing and retiring ones, and short-term training of those already in the service cannot be ignored (p.19).

Williams (2004) stated that:

A worker is said to be productive on the job, when his ability, experience is at congruence with the nature of the job/work expected to be performed and inherent atmosphere created by one's co-workers (p.64)

The major goals of human capital regeneration are the improvement of workers performance both in the utilization of available physical resources in any organization. Effective training can equally boost production, lead to greater job satisfaction and higher turnover. It enables employees to develop better understanding of their work and provide the capacity to cope with organizational, social and technological changes within and outside the institution. Thus effective training has been acknowledged as a sure investment in human resources of an institution.

Teamwork involves working together as a team, which will bring about quality, and that single person rarely has enough knowledge or experience to understand all aspects of the work processes. Team approach is necessary for process improvement. Many types of team exist in an organization. The following according to James and Williams (2002) are types of teams:

- **Quality circles:** Which are made up of workers and supervisors, who meet regularly to address workplace problems involving quality and productivity?
- **Problem-solving teams:** Teams whose members gather to solve a specific problem and then disband.
- **Management teams:** Teams consisting mainly of managers from various functions that coordinate work among teams.
- **Work teams:** Teams organized to perform entire jobs, rather than specialized, assemble line-type work. When work teams are empowered, they are called self-managed teams (SMT).

- Project team: Team with specific mission to develop something new or to accomplish a complex task.
- **Virtual teams:** This type is relatively new. The team members communicate by computer take turns as leaders and jump in an out when necessary.

Methodology

The design used for this study is descriptive survey design. This is because the information needed for the study were already in existence in these universities. The population consisted of all the staff in the three public universities in Rivers State. They are University of Port Harcourt, Choba; Rivers State University of Science and Technology Nkpolu, Port Harcourt; and Rivers State University of Education, Rumuolumeni, Port Harcourt.(see table 1)

Table 1: Population of Teaching and non-Teaching Staff in Public Universities in Rivers State

S/N	Names of institution	Teaching	Non-teaching staff	Total
1	University of Port Harcourt, Choba, Rivers State	2,874	1,688	4562
2	Rivers State University of Science and Technology, Port Harcourt, Rivers State	2,389	987	3376
3	University of Education, Port Harcourt, Rivers state	1,609	824	2433
	Total	6872	3499	10371

Source: National Universities Commission, 2014

Using simple random sampling technique,10% of Teaching and non-Teaching staff of the three public universities in Rivers State was used for the study.

Table 2: 10% Sample Size of the Population of Teaching and Non-Teaching Staff in Public Universities in Rivers State.

S/N	Names of institution	Teaching	Non-Teaching staff	Total
1	University of Port Harcourt, Choba, Rivers State	287	168	455
2	Rivers State University of Science and Technology, Port Harcourt, Rivers State	238	98	336
3	University of Education, Port Harcourt, Rivers state	160	82	242
	Total	685	348	1033

Source: Field work

The questionnaire was the major research instrument used for the study which was validated by experts in educational management. The validated questionnaire was tested with test retest reliability technique to have a reliability coefficient of 0.86 before it was administered.

The instrument was administered face to face to the respondents by the researcher and her research assistants. Out of the 1033 respondents who responded to the questionnaire, only 1025 questionnaire were returned respectively with 99% high response rate.

The data from the questionnaire were collated and the criterion mean computed and used to derive answers to the research questions. To do this, the criterion mean was determined. The response pattern of the questionnaire represents a continuum with a range of 4 through 3 and 2 to 1, thereby yielding a criterion mean of 2.5. Thus all mean scores that fall below this criterion mean are adjudged to be representative of low occurrence of the phenomena under investigation. Scores from this point and above are adjudged to be high occurrence. To test the hypotheses of the study, the data were further subjected to z test for a test of difference between the opinions of the respondents at 0.05 level of significance.

Presentation and Analysis of Results

Research Question 1: What are the strategies that will enhance human capital regeneration for universities goals achievement in Rivers State?

Table 3: the mean score of teaching and non-teaching staff on strategies that will enhance HCR for UEGARS

S/N	Strategies	Teaching staff	Non-teaching staff	Mean	Remarks
1	Adequate funding strategies.	3.75	3.72	3.74	Agreed
2	Revitalization of Professional training and retraining.	3.61	3.23	3.48	Agreed
3	Teamwork	3.52	3.19	3.41	Agreed
4	Routine supervision.	2.97	2.86	2.93	Agreed
5	Functional Policies and programmes.	3.76	3.52	3.68	Agreed
	Average mean score	3.5	3.3	3.45	

The results in Table 3 show that both teaching and non-teaching staff agreed that adequate funding strategies help to boost human capital regeneration in universities with mean score 3.75 for teaching staff and 3.72 for non-teaching staff. Both groups also agreed that functional policies and programs help universities to boost human capital regeneration

(teaching staff, mean score 3.76 and staff, mean score = 3.52. The average mean score is 3.68. Thirdly, professional training helps to boost human capital regeneration for university goals achievement had: teaching staff, mean score = 3.61 and non-teaching staff mean score = 3.23. The average mean score is 3.48. Fourthly, teamwork helps to boost human capital regeneration; teaching staff mean score ,3.51; and non-teaching staff mean score, 3.36; the average mean score 3.41. Finally, both groups agreed that routine supervision boosts human capital regeneration in the universities, with mean score of 2.97 for teaching staff and 2.86 for the non-teaching staff. Therefore, the answer to research question 1 is that the above strategies will enhance human capital regeneration.

Research questions 2 & 3 are expressed on table 4.

Research Question 2: How do the teaching staff of the university institutions rank the strategies that will enhance human capital regeneration for tertiary education goals achievement in Rivers state?
Research Question 3: How do the Non-teaching staffs of the university institutions rank the strategies that will enhance human capital regeneration for tertiary education goals achievement in Rivers state?

Table 4: the ranking of teaching and non-teaching staff on strategies that will enhance HCR for UEGARS

S/N	Strategies	Teaching staff Mean	Non-teaching staff Rank	Mean	Rank
1	Adequate funding	3.75	2 nd	3.72	1 st
2	Revitalization of Professional training and retraining	3.61	3 rd	3.23	3 rd
3	Teamwork	3.529977	4 th	3.19	4 th
4	Routine supervision boost	2.97	5 th	2.86	5 th
5	Functional Policies and programmes	3.76	1 st	3.52	2 nd
	Average mean score	3.5		3.3	

From table 4 adequate funding as a strategy that helps to boost human capital regeneration in universities is ranked 2nd by the teaching staff while the non-teaching staff ranked it 1st. Revitalization of Professional training and retraining as a strategy that helps to boost human capital regeneration in universities is ranked 3rd by both teaching staff and the non-teaching staff. Also Teamwork as a strategy that helps to boost human capital regeneration in universities is ranked 4th by both groups. Once again routine supervision as a strategy that boost human capital regeneration in the universities is ranked 5th. By both groups. However, functional policies and programmes as a strategy that boosts human capital regeneration in universities is ranked 1st by teaching staff and 2nd by non-teaching staff.

Hypothesis

There is no significant difference between the opinions of teaching and non-teaching staff on strategies that will enhance human capital regeneration for universities goal achievement in Rivers State.

Table 5: Test of significance difference between the opinions of teaching and non-teaching staff on strategies that will enhance HCR for UEGARS

Variables	N=1025		SD	Df	Z-Cal	Z-critical	Decision
Teaching staff	684	3.23	1.52	1023	2.07	1.96	Ho ₃
Non-teaching staff	344	2.44	1.49				Rejected

From table 4, mean score (\bar{x}) of 15.27, standard deviation (SD) of 1.89 was recorded for teaching staff while mean score of 16.08 and standard deviation of 1.83 was recorded for non-teaching staff with 1023 degree of freedom. The z-calculated value of 2.07 was less than the z-critical value of 1.96. Therefore, the null hypothesis was rejected. This implies that there is significant difference between the opinions of teaching and non-teaching staff on strategies that will enhance human capital regeneration for universities goal achievement in Rivers State.

Discussion of findings

This study has specified human capital regeneration strategies for university educational goals achievement as shown in the result of research question 1. It is clearly indicated that adequate funding strategies enhance human capital regeneration. This, no doubt could be attributed to the fact that adequate funds touch every other sphere of a system, ranging from employee welfare, procurement of sophisticated facilities, etc. This is in line with Omole in Akpan and Etor (2012), who pointed out that it is adequate funding of tertiary institutions that will solve other problems in the education sector as well as other sectors. It was also indicated that functional policies would enhance human capital regeneration for university goals achievement. This could be attributed to the fact that many policies in the system are only written policies but and not functional. Policies that will promote organizational goals are supposed to be carried out effectively to ensure smooth running of any organization.

Bateman and Snell (1999), seem to support this; they noted that many good policies are doomed to fail if they are not implemented correctly. They further stated that policies must be supported by structure, technology, human resources, rewards, information system, culture, leadership, etc. Unfortunately, the success of a policy depends on how well employers and employees are willing and able to implement it. Based on this position, they advocated that participative management is a popular approach that will enable management to gain employees input and ensure their commitment to policy implementation.

Also, the result shows that revitalization of training and retraining strategies enhances human capital regeneration. This could be as a result of knowledge explosion in the world today. Professional training will enable students acquire new knowledge that will prepare them for content delivery and proffer solutions to challenges they will face in the school environment. This is in line with Organ & Harmmer (2002), who identified training as the modification of behaviour through experience. They further noted that it provides for people to do better in existing jobs and prepares them for greater responsibility in the future, and equally builds up strength, helps to overcome weaknesses and ensures that the organization has the expertise it needs for the growth of the institution. Furthermore, Maduagwu (2006), is in agreement with this study where he asserts that sufficient training and retraining of staff will improve quality of education in Nigeria.

Once more, the result also shows that team-work enhances human capital regeneration. This could be attributed to the fact that a single person rarely has enough knowledge or experience

to understand all aspects of the work processes. Team approach is necessary for process improvement. This result is in agreement with Katzenbach and Smith (1995) as cited in Angelo and Brian (2008), who reiterated that teamwork increases productivity and speed, reduces cost and destructive internal competition, and improves quality. The result also shows that routine supervision enhances human capital regeneration. This could be because it is a tool used to determine the need to regenerate certain areas in employees' work situation in order to achieve organizational goals. This is in line with Nnabuo (2011), who viewed supervision as an effective means of improving instruction and capabilities of educationist, thereby making them responsive to future needs.

However, when the opinions of teaching and non-teaching staff on strategies that will enhance human capital regeneration were tested, the result showed that there is significant difference. This disparity in their opinions could be as a result of the different areas of operation. The teaching staff interacts more directly with the students and so may understand better the strategies that will enhance human capital regeneration.

Conclusion

Generally, the level of education of citizens of any nation determines its growth, especially the university education. Sound university education brings about positive change in individuals who actually acquired it, which in turn affect other areas of life positively. There comes a time in an employee's life when knowledge and skills becomes obsolete. For sustainability and advancement, strategies to regenerate the human capital of employees of any organization is paramount for the survival of the organization. Hence human capital regeneration strategies are vital tool for university educational goals achievement in rivers state and in the world at large.

Recommendations

1. Government should provide adequate fund for the enhancement of human capital regeneration strategies.
2. National universities commission should ensure the application of these strategies in policy formation for university goals achievement.
3. The university management should ensure that the mentioned strategies are put in place for advancement and productivity in the universities.

4. Various heads of departments should ensure routine supervision to ascertain areas in employees' work life that need to be improved and then encourage training and retraining programmes.
5. Members of staff who are directly involved should also see these strategies as vital tools to enhance their effectiveness and efficiency in their work areas.

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