

Recruitment and Job Security as Correlates of Academic Staff Productivity in Tertiary Institutions in Southwest, Nigeria

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Abstract:

The study examined recruitment and job security as correlates of academic staff productivity in tertiary institutions in Southwest, Nigeria. The descriptive research design of the survey type was adopted in the study. The population consisted of academic staff of the public tertiary institutions (Universities, Polytechnics and Colleges of Education) in Southwest, Nigeria. The sample for this study consisted of 1324 academic staff selected from 12 public federal and state tertiary institutions in the Southwest, Nigeria. Multi – stage sampling procedure was used in the selection of the sample for the study. The data for this study were collected through the use Recruitment and Job Security Questionnaire (RJSQ) and Academic Staff Productivity Questionnaire (ASPQ). The instruments were validated by experts in the areas of Tests and Measurement and Educational Management. The reliability of the instruments was carried out using the test re-test method. A reliability coefficient of 0.92 was obtained for RJSQ and 0.89 for the ASPQ. The data obtained for the study were analysed using both descriptive and inferential statistics. The findings of the study revealed that the staff productivity of academic staff was moderate while recruitment and job security were important factors in determining academic staff productivity. In addition, it was revealed

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that there was no significant difference in academic staff productivity among Universities, Polytechnics and Colleges of Education. It was recommended among others that management of tertiary institutions should continue to ensure due process when recruiting academic staff so that the competent ones are employed.

Keywords: Recruitment, Job Security, Academic Staff, Productivity,

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Introduction

The tertiary institutions in Nigeria include the Universities, Polytechnics and the Colleges of Education. The academic staffer in tertiary institutions referred to staff employed for teaching, research work and community services and their job productivity is anxious for the overall effectiveness and efficiency of getting things done. The achievement of laudable goals of tertiary education hinges on staff efficiency which is the reflection of their effectiveness and efficiency in service delivery and resource utilization.

Productivity is an enormously important criterion that relates to organizational results and achievement. Productivity being defined by Togunloju (2016) as the relationship between output of goods and services and the resource inputs, both human and material, which are utilised in the production process. The measurement between the amount of time and effort staff spends working and the resultant output is called Productivity. If the resultant output agrees to the inputs, the staff is said to be productive. Thus, it has a substantial impact on an organization's income (Sheahan, 2011). When the staffers are productive, they attain more within a specified time frame and this in turn leads to better productivity for the organisation while staffer fruitless behaviour can lead to the reverse as they take longer time to meet set targets which invariably bring more losses to the organisation in terms of resources (Sheahan, 2011).

Academic staff productivity according to Kanyemba, Iwu and Allen – Ile (2015) is the efficiency with which lecturers perform their multiple responsibilities of learning (product of teaching), knowledge and scholarship (the product of research and other scholarly activities) institutional, community and professional well-being (the products of shared governance, community service and professional activities). Ensuring academic staffer productivity seems to be critical for survival in today's highly competitive tertiary education environment.

Kanyemba, Iwu and Allen – Ile (2015) stated that to measure academic staffer productivity, some attributes needed to be considered in the staffer in question such as sufficient knowledge of the subject to teach with confidence, knowledge and skills in a range of proper methodologies and varied knowledge of the language of instruction, knowledge of the young apprentices, sensitivity and interest in them. More so, skill to reflect on teaching practices, and student responses, ability to modify them to the teaching/learning as a result of reflection, ability to make a sustainable and real learning environment, comprehending the curriculum and its purposes; mainly at the point of the introduction of reform programmes and new teaching and learning paradigms, professionalism generally good spirits and dedication to the goals of education.

The public uproar that the productivity of academic staffer is dwindling for quite some time has driven the researcher to get on on this study. The education stakeholders and the society at large have detected this dwindling productivity of academic staffer. From observations, it seems that academic staffers are frustrated, some academic staffer seem to no longer attend classes frequently. It has been observed some academic staffer hardly use significant materials for teaching, some academic staffer appear not to be covering the course contents, some are observed not to have good control of class during teaching. Some academic staffer seem not to have mastery of the subject matter, some appear not to keep proper records of student' academic performance. Some seem not to be interested in carrying



out research, some appear not to be interested in the school/community service, and all these may have a bad effect on their productivity.

It has been detected that the academic output in Nigerian tertiary institutions has been falling due to poor human resource management in some institutions. Some school administrators seem not to do up to expectation in the area of staffing of academic staffer.

Staffing in any organization is a serious business as the achievement of any organization or efficiency in service delivery depends on the quality of its workforce employed into the organization through staffing and selection exercises (Sheikh, 2013). Since staffing and selection involve getting the best applicant for a job, it has been emphasized that staffing procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime, will have a substantial influence over the quality and type of abilities new employees possess (Ekwoaba, Ikeije & Ndubuisi, 2015). For Mullins (2009), the important thing is for some suitable plan to be used, fulfilling with all legal requests relating to employment and equal opportunities, to follow endorsed codes of practice and to ensure justice and fair treatment for all applicants.

Chidi (2014) well-defined recruitment as the process of accessing a job, announcing vacancy, moving interest and stimulating people to apply while selection is the process of choosing, for excellence, through process of denial or matching the applicants. Chidi (2014) suggested that the processes of recruitment have been tarnished by the Nigeria environmental factors such as political pressure, who you knew, federal character principle among others.

Agreeing to Ekwoaba, Ikeije and Ndubuisi (2015), the aim of recruitment are to get the precise person to the right job, create and maintain a good image as a worthy employer, and sustain the recruitment process as cost effective as possible. Recruitment is an extremely vital aspect to consider for businesses due to a number of reasons. Often the performance of businesses relates directly to the people working within it, meaning the right people need to be hired to certify organizational accomplishment.

The researcher however noticed that some of the academic staffer in our tertiary institutions was employed illegally without passing through the due process of interview and selection, because of the political interfering of our politicians and who you know syndrome. This may be ascribed to so many reasons such as nepotism, federal character mentality, godfatherism among others. A state where poor recruitment is involved in the employment of academic staff, it could have contrary effect on the productivity of the academic staffer.

Ekwoaba, Ikeije and Ndubuisi (2015) discovered that recruitment and selection criteria have important effect on organisation's performance. In consistence with this, Adeyemi, Dumade and Fadare (2016) revealed that the recruiting and selection process is considerably related to job performance. It could therefore be inferred from the ongoing that recruitment and job output could be related.

Job security could make or mar productivity of academic staffer in tertiary institutions. Job security refers to occupational health in its relation to work or working environment, (Katsuro, Gadzirayi and Mupararano, 2010). According to Katsuro, Gadzirayi and Mupararano (2010) the health and safety of all employees is closely linked to the company's efficiency in



all workplaces. There is need for a workplace improvement in terms of occupational health and safety for the benefit of the employer and the employee in order to increase output.

It has generally been detected that academic members are not adequately protected against dangers. Sometimes, it seems that the health amenities in the tertiary institutions in the Southwest are inferior. Once more, it has been observed by the researcher that the safety of the academic staffer is seems to be taken with gloves hands. To this end, the academic staffer seems not to be committed to the cause of the institutions, and they seem not to be brave enough to face the risks of the job at their own peril. This may make the output of the academic staff to be low.

The study therefore observed recruitment and job security as correlates of academic staff productivity in tertiary institutions in Southwest, Nigeria. The study specifically examined:

- i. the level of academic staff productivity in tertiary institutions in Southwest, Nigeria;
- ii. the relationship between recruitment and academic staff productivity;
- iii. the relationship between job security and academic staff productivity; and
- iv. the difference in academic staff productivity among Universities, Polytechnics and Colleges of Education.

Research Question

This research question will be raised to guide the study:

1. What is the level of academic staff productivity in tertiary institutions in Southwest, Nigeria?

Research Hypotheses

The following null hypotheses were formulated for this study:

1. There is no significant relationship between recruitment and academic staff productivity
2. There is no significant relationship between job security and academic staff productivity
3. There is no significance difference in academic staff productivity among Universities, Polytechnics and Colleges of Education

Methodology

The descriptive research design of the survey type was adopted in the study. It was a survey design because it selected and study sample that were chosen from a large population from where inferences were drawn about the features of the population. The population consisted of academic staff of the public tertiary institutions (Universities, Polytechnics and Colleges of Education) in Southwest, Nigeria. The sample for this study consisted of 1324 academic staff selected from 12 public federal and state tertiary institutions in Southwest, Nigeria. Multi – stage sampling procedure was used in the selection of the sample for the study.

The data for this study were collected through the use of two sets of self – designed questionnaire. The first one was tagged Recruitment and Job Security Questionnaire (RJSQ) while the second one was tagged Academic Staff Productivity Questionnaire (ASPQ). The Recruitment and Job Security Questionnaire (RJSQ) comprised of two sections, A and B. Section A sought for bio – data of the academic staff while section B contains 10 items which



elicited information on recruitment process and job security. Four point Likert type scale with four options ranging from Strongly Agree to Strongly Disagree: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) was used.

The Academic Staff Productivity Questionnaire (ASPQ) comprised two sections A and B. Section A sought for bio – data of the academic staff assessed while section B consisted of 28 items on academic staff productivity. Adapted five point Likert type scale with five options ranging from Excellent to Poor: Excellent (5), Very Good (4), Good (3), Fair (2) and Poor (1) was used.

To ensure the face and content validity of the instruments, the instruments were subjected to screening by experts in the areas of Tests and Measurement and Educational Management. The research experts assessed the extent to which the items in the instruments represent the content and suitability specified in the objectives of the study. The reliability of the instruments was carried out using the test re-test method. A reliability coefficient of 0.92 was obtained for the Recruitment and Job Security Questionnaire (RJSQ) and 0.89 was obtained for the Academic Staff Productivity Questionnaire (ASPQ). The coefficients were considered high enough for the reliability.

The data obtained for the study were analysed using both descriptive and inferential statistics. The descriptive statistics used included frequency counts and percentage scores, while the inferential statistics used include Pearson Product Moment Correlation and Analysis of Variance (ANOVA). All the hypotheses formulated were tested at 0.05 level of significance.

Results

Question 1: What is the level of academic staff productivity in tertiary institutions in Southwest, Nigeria?

In analyzing the question, respondents' scores on academic staff productivity were used. Frequency counts, percentages, mean and standard deviation score were used to illustrate the responses to items 1 – 28 in section B of Academic Staff productivity Questionnaire (APQ). To determine the level of academic staff productivity (low, moderate and high), the mean score and standard deviation of the responses were used. The low level of academic staff productivity was determined by subtracting the standard deviation from the mean score ($99.33 - 4.62 = 94.71$). The moderate level of academic staff productivity was determined by the mean score (99.33) while the high level of academic staff productivity was determined by adding the mean score and standard deviation ($99.33 + 4.62 = 103.95$). Therefore, low level of academic staff productivity starts from 28.00 to 94.71 the moderate level starts from 94.72 to 103.94 and the high level of academic staff productivity is from 103.95 to 140.00. The level of academic staff productivity in tertiary institutions is presented in table 1 and figure i.

Table 1: Level of academic staff productivity in tertiary institutions

Levels of academic staff productivity	No of Respondents	Percentage
Low (28.00 – 94.71)	-	0
Moderate (94.72 – 103.94)	813	61.4



High (103.95 – 140.00)	511	38.6
Total	1324	100

Table 1 revealed the level of academic staff productivity in tertiary institutions in Southwest, Nigeria. The result showed that out of 1324 academic staff, none of the academic staff had low level of productivity. The number of academic staff whose productivity is at moderate level were 813 representing 61.4 percent while 511 academic staff representing 38.6 percent had high level of productivity. This showed that the level of academic staff productivity in Southwest, Nigeria tertiary institutions was moderate. Figure i further revealed the level of academic staff productivity.

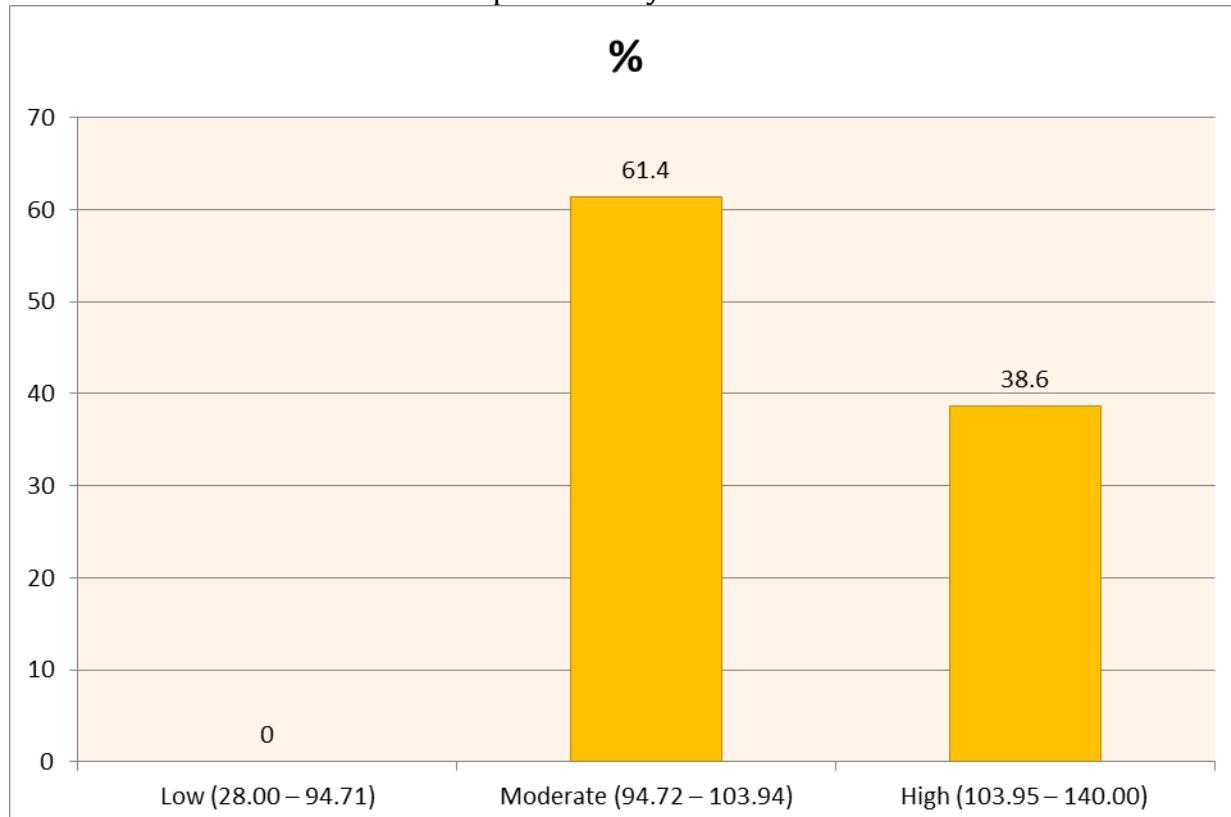


Figure i: Bar Chart Showing Level of Academic Staff Productivity

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between recruitment and academic staff productivity

In testing this hypothesis, data on recruitment process were collected from the responses of the respondents to items under Section B of RJSQ (item 1 – 5) in the questionnaire. Data on academic staff productivity were collected from the responses of the respondents to items under Section B of ASPQ (item 1 – 28) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 2.

Table 2: Relationship between recruitment and academic staff productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Recruitment	1324	12.37	1.96	0.363*	0.000
Academic Staff Productivity	1324	99.33	4.62		

*P<0.05

Table 2 showed that the r-cal value of 0.363 is significant at 0.05 level of significant because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is significant relationship between recruitment and academic staff productivity. Recruitment is moderately and positively related to academic staff productivity.

Hypothesis 2: There is no significant relationship between job security and academic staff productivity

In testing this hypothesis, data on job security were collected from the responses of the respondents to items under Section B of RJSQ (item 6 – 10) in the questionnaire. Data on academic staff productivity were collected from the responses of the respondents to items under Section B of ASPQ (item 1 – 28) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 3

Table 3: Relationship between job security and academic staff productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Job Security	1324	7.09	1.68	0.411*	0.000
Academic Staff Productivity	1324	99.33	4.62		

*P<0.05

Table 3 showed that the r-cal value of 0.411 is significant at 0.05 level of significant because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is significant relationship between job security and academic staff productivity. Job security is moderately and positively related to academic staff productivity.

Hypothesis 3: There is no significance difference in academic staff productivity among Universities, Polytechnics and Colleges of Education.

Table 4: Analysis of Variance (ANOVA) for difference in academic staff productivity among Universities, Polytechnics and Colleges of Education

Groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	103.536	2	51.768	2.434	0.088
Within Groups	28095.227		21.268		
Total	28198.764		1323		

P > 0.05

The result presented in table 4 showed that F-cal value of 2.434 is not significant at 0.05 level of significance. Hence, the null hypothesis is not rejected. This implies that there is no significant difference in academic staff productivity among Universities, Polytechnics and Colleges of Education.



Discussion

The study revealed that the level of academic staff productivity in Southwest, Nigeria tertiary institutions was moderate. This finding supports the conclusion of Adeyemi, Dumade and Fadare (2016) that staff productivity was above average but it contradicted the findings of Chidi (2014) who concluded in their study that staff productivity was low in Nigeria.

The findings of the study revealed a significant relationship between recruitment and academic staff productivity. It could be inferred that staff productivity will be above average if the qualified and right people are recruited. The probable reason might be due to the significance of recruiting the right set of people for available jobs in any organization. In consistence with this finding, Adeyemi, Dumade and Fadare (2016) showed that recruiting and selection process is significantly related to job productivity. This finding is also in line and consistent with findings of Ekwoaba, Ikeije and Ndubuisi (2015), and Syed and Jama (2012) who all found out that recruitment is positively related to staff productivity.

The study also revealed that there was significant relationship between job security and academic staff productivity. In consonance with this finding, Katsuro, Gadzirayi & Mupararano (2010) submitted that job security at the workplace has direct positive impact on employees' productivity. Togunloju (2016) also revealed that there is positive relationship between safety strategies and employee job productivity.

The study finally revealed that there was no significant difference in academic staff productivity among Universities, Polytechnics and Colleges of Education.

Conclusion

Sequel to the findings of this study, It was concluded that the staff productivity of academic staff was moderate. It was also concluded that recruitment and job security were important factors in determining academic staff productivity. In addition, it was concluded that job productivity of academic staff in Universities, Polytechnics and Colleges of Education does not differ.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Management of tertiary institutions should continue to ensure due process when recruiting academic staff so that the competent ones are employed.
2. Management of tertiary institution should from time to time remind academic staff of what are expected of them and assure them of their job security.

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