



Human Resource Management and Academic Staff Productivity in Tertiary Institutions in Southwest, Nigeria

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Abstract

The study examined the relationship between human resource management and 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 21,784 academic staff of the public tertiary institutions in Southwest, Nigeria. The sample for this study consisted of 1,324 academic staff selected from 12 public tertiary institutions (Federal and State) 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 of two sets of self – designed questionnaire tagged “Human Resource Management Questionnaire (HRMQ)” and “Academic Staff productivity Questionnaire (ASPQ)” The instruments were subjected to screening 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 which yielded reliability coefficient of 0.80 and 0.76 for HRMQ and ASPQ respectively. The data obtained for the study were analysed using Pearson Product Moment Correlation at 0.05 level of significance. The study revealed that performance appraisal, employee relation and job design were significantly related to academic staff productivity. It was recommended among others that the job roles of each academic staff should be clearly spelt out by management of tertiary institutions. And, job performance of academic staff should be continually appraised by management of tertiary institutions through the Head of Departments. Again, the management should continue with the trend of communication flow among academic staff and between academic staff and other stakeholders in the institution to foster cordial relationship.

Keywords: Human Resource Management, Orientation, Performance Appraisal, Employee Relation, Job Design, Productivity

INTRODUCTION

The tertiary education institutions in Nigeria include the Universities, Polytechnics and the Colleges of Education. Academic staff in tertiary institutions referred to staff employed for teaching, research work and community services and their job productivity is concerned with

the overall effectiveness and efficiency of getting things done. The attainment of laudable goals of tertiary education hinges on staff productivity which is the reflection of their effectiveness and efficiency in service delivery and resource utilization. Productivity of employees remains an issue of great concern to many organizations including the school. Job productivity entails doing more with fewer resources and making more from what you have.

Academic staff productivity according to Kaniki (2003) 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 staff productivity seems to be critical for survival in today's highly competitive tertiary education environment.

Academic staff productivity in Nigerian tertiary institutions can be measured through the teaching of the students, amount of research conducted by the staff in the and the community services rendered by the staff. The education stakeholders and the society at large have been complaining about productivity of academic staff in the tertiary institutions.

From observations, academic staff seem to no longer attend classes regularly, some academic staff hardly use relevant materials for teaching, some academic staff seem not to be covering the course contents; some are do not have good control of class during teaching. Moreover, some academic staff seem not to have mastery of the subject matter, some seem not to keep proper records of student' academic performance. Some appear not to be interested in carrying out research, some seem not to be interested in the school/community service. All these are indicators of perceived low productivity.

Amstrong (2009) stressed that human resource management is the process of increasing knowledge, skills and the capacity of people in the society. While Sheikh (2013) stated that the process of human resource management unlock the door to modernisation. The strategic values of human resource management stems from the fact that apart from other resources employed in the course of production (Land, Capital, technology, etc) which are passive, human resources are endowed with discretionary decision - making power and this have competitive advantage over other resources. The human resource management variables considered in this study are orientation, performance appraisal, employee relation and job design.

Lack of orientation may adversely affect the productivity of academic staff. According to Tijani (2015), orientation programs fall under learning and development where workers are given the opportunity to know more about the institution generally. He further asserted that employee who does not know what to do or how to do it cannot perform well. Some academic staff seem not to be properly trained on their schedule of duty; some appear not to be taught how to handle larger classes, while some academic staff seem not to be trained on how to prepare students' results. An effective orientation serves to acclimate the worker and accelerate the time it takes for him/her to become productive member of the institution and thereby improve productivity.

Performance appraisal may be a factor that makes productivity of academic staff to be low. Performance appraisal is used to evaluate staff for promotion and development. It deals with

measuring employee's productivity. In a situation where ability of the academic staff is not adequately and regularly evaluated or when the performance appraisal is not positively or objectively done and academic staff do not receive feedback after evaluation, this may go a long way in resulting to low productivity since performance appraisal brings about improvement.

Another factor that may be responsible for academic staff low productivity is employee relation. Employee relation simply means the relationship between academic staff and management of the tertiary institutions. This is the life blood of every organisation. Sometimes, there is no cordial relationship between academic staff and the school administrators. Sometimes, academic staff may not have prompt information regarding meetings and organisational changes. Again, there appears not to be transparency in the mode of communication between the management and academic staff, sometimes there seems to be unfair settlement of academic staff grievances by the management of the institutions. All these may lead to lack of understanding and conflicts between the academic staff and their colleagues in one hand and the academic staff and the school management on the other hand. This may greatly contribute to the low productivity of academic staff.

Job design means outlining the task, duties, responsibilities, qualifications, methods and relationships required to perform the given set of a job (Angell, 2018). In other words, job design encompasses the components of the task and the interaction pattern among employees, with the intent to satisfy both the organisational needs and the social needs of the jobholder. Proper job design is required from the school administrators such as Heads of Department and Deans of Faculty to enable the academic staff perform optimally. In tertiary institutions today, it appears that job design in some of the tertiary institutions is faulty. Sometimes, academic activities appear to be shared lopsidedly. Again, it appears that classes are not allocated to academic staff based on their qualifications and experience, and it seems that academic activities appear not to be properly and professionally designed. All these and many more could go a long way in adversely affecting the academic staff performance, thereby resulting in academic staff low productivity.

It appears that where the human resource management is good, academic staff productivity seems to be high but, where the human resource management is poor, the academic staff productivity seems to be low. It is against this background that this study examines human resource management and academic staff productivity in tertiary institutions in Southwest, Nigeria.

PURPOSE OF THE STUDY

The purpose of the study was to examine the relationship between human resource management and academic staff productivity in tertiary institutions in Southwest, Nigeria. Specifically, the study examined:

- i. the relationship between orientation and academic staff productivity;
- ii. the relationship between performance appraisal and academic staff productivity;
- iii. the relationship between employee relation and academic staff productivity; and
- iv. the relationship between job design and academic staff productivity.

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between orientation and academic staff productivity in tertiary institutions in Southwest, Nigeria.
2. There is no significant relationship between performance appraisal and academic staff productivity
3. There is no significant relationship between employee relation and academic staff productivity
4. There is no significant relationship between job design and academic staff productivity.

METHODOLOGY

The descriptive research design of the survey type was adopted in the study. The population consisted of 21,784 academic staff of the public tertiary institutions in Southwest, Nigeria. The sample for this study consisted of 1,324 academic staff selected from 12 public tertiary institutions (Federal and State) 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 of two sets of self – designed questionnaire. The first one was tagged Human Resource Management Questionnaire (HRMQ) which was administered on the academic staff. The second one tagged Academic Staff productivity Questionnaire (ASPQ) which was administered on the Heads of Departments. The Human Resource Management Questionnaire (HRMQ) comprised two sections, A and B. Section A contains items on the bio – data of the academic staff while section B contains items which elicited information on human resource management. The items in the questionnaire were on a 4-point likert type scale with four options ranging from Strongly Agree to Strongly Disagree. The Academic Staff Productivity Questionnaire (ASPQ) comprised three sections A, B and C. Section A contains items on the bio – data of the Heads of Departments. Section B contains items on the bio – data of the academic staff assessed and was completed by the researcher while section C consisted of items which elicited information on academic staff productivity. The items in the questionnaire were on a rating scale with five options ranging from Excellent to Poor: Excellent (5), Very Good (4), Good (3), Fair (2) and Poor (1).

The instruments were subjected to screening 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. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation analysis to obtain the reliability coefficients of the instruments. A reliability coefficient of 0.80 was obtained for the Human Resource Management Questionnaire (HRMQ) and 0.76 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 inferential statistics of Pearson Product Moment Correlation. All the hypotheses formulated were tested at 0.05 level of significance.

RESULTS

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

Table 1: Relationship between Orientation and Academic Staff Productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Orientation	1324	8.49	2.01	0.006	0.820
Academic Staff Productivity	1324	99.33	4.62		

P>0.05

Table 1 showed that the r-cal value of 0.006 is not significant at 0.05 level of significant because the P-value (0.820) > 0.05. The null hypothesis is not rejected. This implies that there is no significant relationship between orientation and academic staff productivity.

Hypothesis 2: There is no significant relationship between performance appraisal and academic staff productivity.

Table 2: Relationship between Performance Appraisal and Academic Staff Productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Performance Appraisal	1324	8.53	2.44	0.421*	0.000
Academic Staff Productivity	1324	99.33	4.62		

***P<0.05**

Table 2 showed that the r-cal value of 0.421 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 performance appraisal and academic staff productivity.

Hypothesis 3: There is no significant relationship between employee relation and academic staff productivity.

Table 3: Relationship between Employee Relation and Academic Staff Productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Employee Relation	1324	8.16	2.30	0.224*	0.000
Academic Staff Productivity	1324	99.33	4.62		

***P<0.05**

Table 3 showed that the r-cal value of 0.224 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 employee relation and academic staff productivity.

Hypothesis 4: There is no significant relationship between job design and academic staff productivity.

Table 4: Relationship between Job Design and Academic Staff Productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Job Design	1324	10.92	1.23	0.319*	0.000
Academic Staff Productivity	1324	99.33	4.62		

***P<0.05**

Table 4 showed that the r-cal value of 0.319 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 design and academic staff productivity.

DISCUSSION

The study revealed that there was no significant relationship between orientation and academic staff productivity. It could be inferred that staff orientation is not related to academic staff productivity. The probable reason could be because orientation is not frequently organised for academic staff. The study contradicted the finding of Sarpong – Nyavor (2012) which showed a strong relationship between employee orientation and staff productivity.

It was found from the study that there was significant relationship between performance appraisal and academic staff productivity. It is therefore inferred that performance appraisal is related to staff productivity. The reason for this finding might be due to the fact that performance appraisal system is the major way by which the school resource manager can know the level of performance of its academic staff. Meaningful appraisal is geared towards development and improvements in learning. It helps staff to improve their productivity by identifying and developing specific aspects of their teaching. Najeeb (2011) concluded that transparent appraisal system is vital to an organization and the results of the appraisal affect the performance of any employee heavily. Gichuhi, Abaja and Ochieng (2018) found that performance criteria, feedback and frequency significantly influenced employee productivity. This finding is in line with the findings of these studies. Zayum, Aule and Haugeior (2017) who found out that performance appraisal is positively related to staff productivity.

It was also revealed that there was significant relationship between employee relation and academic staff productivity. It is inferred that employee relation could have impact on staff productivity. In consonance with this, Samwell (2018) revealed that there was a positive significant relationship between employee relations and employee productivity as well as between employee relations and organization performance. Karanja (2011) also revealed that a positive strong correlation exists between employees' relationship and productivity.

It was revealed from the study that there was significant relationship between job design and academic staff productivity. This means that a job well designed will bring up more commitment and enthusiasm on the part of employees in discharging their duties and improvement in their productivity. The probable reason for this finding might be because good job design helps to identify factors that shape the employees' productivity. This finding is in line with the conclusion of Aroosiya and Ali (2016) and Suthar, Chakravarthi and Pradhan (2014) who found significant relationship between job design and staff productivity. Similarly, Edien (2015) revealed that job design is significantly related to job productivity. He further submitted that job design, a vital human resource management practice has a direct impact on employee job performance and its outcomes.

CONCLUSION

Sequel to the findings of this study, It was concluded that performance appraisal, employee relation and job design were important human resource management variables in determining academic staff productivity.

RECOMMENDATIONS

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

- 1) Job performance of academic staff should be regularly appraised by the management of tertiary institutions through the Head of Departments in order to improve academic staff productivity in the tertiary institutions.
- 2) The management should ensure proper communication flow among academic staff and between academic staff and other stakeholders in the institution in order to foster cordial relationship among the academic staff to enhance their productivity
- 3) The job roles of each academic staff should be clearly spelt out by management of tertiary institutions and ensure each academic staff follows it to the letter in order to enhance their productivity

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