Staff Recruitment and Competency Management on Organisational Performance of Universities in Osun State, Nigeria

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Abstract:
The performance of organisations like universities all over the world plays a significant contribution to the growth and development of economies. Different factors are identified as being instrumental to the growth and enhancement of university performance. However, improper management of staff recruitment, poor competency management are seen to have a negative effect on the performance of universities. Thus, a decline is experienced on the organisational performance. This study, thus examined staff recruitment, competency management on organisational performance of universities in Osun State, Nigeria. The study adopted a quantitative methodology. The study covered the nine universities in Osun State. The sample size is four hundred and ninety-five (495). Primary data were utilised through the distribution of well-structured questionnaire with a response rate of 81.6%. Descriptive and inferential statistics employing both correlation and multiple regression analyses were used for data analysis. Findings revealed that staff recruitment had a significant effect on organisational performance of universities in Osun State, Nigeria ($R = 0.434$, $R^2 = 0.188$, $F (1,402) =93.105$ $p < 0.05$). Competency management had a significant impact on organisational performance of universities in Osun State, Nigeria ($R = 0.429$, $R^2 = 0.184$, $F (1,402) = 90.563$ $p < 0.05$). The study concluded that staff recruitment; competency management had a significant effect on the performance of universities in Osun State, Nigeria. The study, thus recommended that effective management strategies should be put in place in order to ensure effective performance among universities in Osun state in particular and Nigeria in generally.

Keywords: Organisational performance, Staff recruitment, Competency management, University staff, Nigeria

1. Introduction

Organizational performance is measured by evaluating the results from the interactions between the stated goals, resources invested or inputs and results obtained. Therefore, organisations seek to find out what needed input can deliver the desired outcome. For established organizations such as universities, outputs can be evaluated by examining certain factors vis-a-vis persisting outcomes. A university is a place where there is a constant transfer of knowledge, skills and talent. Performance of the university is measured contingent to the level of transfer of talent from members of staff to students and the application of knowledge or talents acquired in the respective field when needed. The performance of organizations like universities all over the world follows a pattern. According to Ahmed, Haim, and Narentheren (2018) however, the point of contention is a general-accepted performance measures scale in universities and other higher institutions of learning. Furthermore, the performance of universities differs all over the world. Although, performance seems to be higher in the developed nations owning to same various reasons associated with advanced nations. However, challenges of attrition and commitment exist especially within the top echelon of administrative staffs (Tüselmann, Sinkovics, & Pishchulov, 2016).

In Europe and Asia, according to Digital Marketing Institute (2018), the UK has lost its second-place position in the world University rankings. As pointed out, higher education across much of Asia is a remarkable success story, however, at the same time; higher education across the region faces a set of interwoven challenges. Many higher education institutions (HEIs) in Asia are coping with explosive enrollment growth; shortages of qualified instructional staff; widespread concern over instructional quality; and, in many cases, severe financial constraints. Most importantly, the score on research output was ranked lower below that of American and UK universities (Takamitsu, 2019). Chinese universities have made rapid improvements in their global reputation, while Canada, Australia, and New Zealand have managed to attract students put off by the current political situation in both the UK and the United States.

In Africa, when competent and well-trained employees leave an organisation, it is difficult for organisations to immediately fill those positions while maintaining high organisational performance; although, labour turnover is an inevitable phenomenon in an organisation's life cycle. However, it is affecting redundant monetary and non-monetary

costs as efficient and experienced workers leave voluntarily (Stanislas, Esnath, & Reason, 2016). The global education has experienced continuous changes in the past decades; consequently, achievement of performance is highly competitive and unpredictable. Allaire (2018) identified five challenges facing higher education. These are raising cost of education, declining completion of study rates, growing privatisation of Public colleges and Universities, new methods of study and curricula and the role of the University, free speech and campus civility.

Hence, this study evaluated the relationship between staff recruitment and competency management and organisational performance in Universities in Osun State, Nigeria. In Osun State, teaching and researching are not responsive to employers' requirements; and new policy initiatives geared towards ameliorating the situation are hampered by incompetent staff, rising workloads associated with deteriorating staff/student ratios, and staff attrition.

1.1. Statement of Problem

During the recruitment exercise, the new employees were not given appropriate training and orientation on how can they go about presenting their grievances. As a result of this, employees viewed as not being committed and this affects their intentions of staying in the university. Lack of commitment to perform on the part of university lecturers is attributable to poor management of recruitment process, poor orientation of lecturers upon assumption of duty. Management fail to understand why some employees are not committed to the organisation even though they have proactively implemented fair compensation policies and human resource (HR) practices to motivate and retain them (Adekola, 2012). Most employees in these universities lack a voice on matters of concern to them in the university.

Nigerian universities have failed on their part to produce positive results in the area of research (Akubuilo & Okorie, 2013; Anikwe & Onah, 2016). This, thus, has attracted the attention of different researchers and university policy makers. Competency issues exist as it is observed that some lecturers are not capable enough to express themselves in class let alone carry out quality research. Hence, when compared to lecturers from other universities in other African countries like Kenya, Ghana and South Africa, the competence of some Nigerian lecturers is in doubt. Inadequate training, poor motivation and inadequate funds for conference attendance have contributed significantly to incompetency among lecturers of Nigerian universities.

1.2. Research Objectives

The main objective of this study is influence of staff recruitment and competency management on organisational performance of universities in Osun state, Nigeria. However, the specific objectives are to:

- Examine the influence of staff recruitment on organisational performance in universities in Osun state, Nigeria
- Examine the influence of competency management on organisational performance in universities in Osun state, Nigeria

1.3. Research Questions

The following research questions will guide the study:

- What is the influence of staff recruitment on organizational performance in universities in Osun state, Nigeria?
- What is the influence of competency management on organizational performance in universities in Osun state, Nigeria?

1.4. Research Hypotheses

The following null hypotheses will be tested by the study:

- H_{01}: Staff recruitment does not significantly influence organisational performance of universities in Osun State, Nigeria.
- H_{02}: Competency management does not significantly influence organisational performance of universities in Osun State, Nigeria.

2. Literature Review

2.1. Organisational Performance

Organisational Performance can be defined as the act of carrying out or execution an action, achievement or accomplishment. Managers must do greater than comparatively set objectives. They must generally monitor operations to maintain feasibility and give guidance to win failing operations back on track. Tools for this kind of management include budgeting, determining intelligent management strategies, scrutinising areas that require improvement and determining potential areas for collaboration (Mabaso & Dlamini, 2018). High performance trade starts with the first person who works there, who by the time mentored, teaches the second person, who in turn teaches the third person, and then it goes on. High performance organisations leave their competitors in their dust and are extremely profitable. It starts the date the manager begins to crave about the business (Benitez-Amado, Llorens-Montes, & Fernandez-Perez, 2015).

According to Pereira and Gomes (2012), performance is a dynamic concept and is the indicator of financial and non-financial factors which help to identify what level of objectives and results are achieved. Measuring performance is a notable part of assessing the worth of member of the working class and authority activities. Performance measurement provides satisfying insights for conducting yearly reviews of managers and employees and is also important for understanding how a company is performing compared with its competitors. This requires two types of measurement: individual (employee) and organisational evaluations (Mabaso & Dlamini, 2018). Organisational performance relates to

how effectively an organised group of people with a peculiar purpose travail at work (Benitez-Amado, Llorens-Montes, & Fernandez-Perez, 2015). These functions include strategic objectives, organisational structure, trade performance measures, allocation of basic material and processes, values, culture and guiding principles and reward structures.

2.2. Staff Recruitment

Recruitment is the practice of finding and hiring the best-qualified candidate from within or outside of an organisation for a service opening in a prompt and cost-effective manner. The recruitment process includes analysing the requirements of a post, attracting employees to that position, screening and selecting applicants, hiring, and integrating the new employee into the organisation (Mabaso & Dlamini, 2018). Siwi, Siswandari, and Gunarhadi (2019) posit that there are several pertinent stages that most organisations manage when recruiting employees. These include job analysis, vocation description, advertisement, screening of applicants, enrolment offer and the introduction of the new employee to the organisation.

The first step allows the human resources manager, hiring manager and other members of management on what the new employee will be required to do in the position that is currently open for filling up by reviewing the job description, set minimum qualifications for the employee who will do the job and define a salary range. The next step is sourcing of talent. This is the stage where the organisation will let it be known to everyone that there is an open position and that they are looking for someone to fill it up. Various tests for recruitment are conducted on the skills of the candidates and how they use these skills and talents. Other tests that are often employed are behavioural tests and personality assessment tests. This step is followed by the final interview. Usually depending on the number of candidates for the job, and the preference of the hiring managers and senior management, a series of interviews may be conducted, gradually narrowing down the list of candidates. The hiring managers, human resources representatives, and other members of the organisation who participated in the process meet together to finally make a selection among the candidates who underwent the final interview.

An organisation can recruit externally, internally and e-recruiting. Internal recruitment has an enormous impact on the performance of the company and increases the satisfaction of employees. External recruiting stimulates opportunities to find gifted and proficient candidates and may further help develop a diverse team of employees. Hiring an intelligent and experience external candidate may also cut back training costs and give the organisation a competitive advantage (Mabaso & Dlamini, 2018). Organisations should not count solely on online recruitment, as it may cause the actual talent to be untapped due to low penetration of internet or lack of access; checking the credibility of thousands of applicants can become arduous and time-consuming (Villafañe, 2017). Online recruiting is cost-effective; it is practically more affordable than advertising in newspapers or other media forms. E-recruiting besides can save time, considering resumes can be sent electronically and interviews can be performed right online with no intermediaries (Villafañe, 2017).

2.3. Competency Management

Competency management is an old practice that consists of all of a company's formal, set of approaches to ensure that it has the human talents needed to meet its vocational goals (Ahmed & Yang, 2017). Competency management is a strategic practice that supports corporate goals and initiatives. According to Tripathi and Agrawal (2014), competency can be divided into two which are managerial or soft competency and functional or hard competency. The first has to do with the type of competency that relates to the ability to manage job and develop interaction with other persons; for example: problem solving, communication, leadership while the second capacity relates to the functional capacity of the work. It mainly deals with the technical aspect of the job; for example: market research, financial analysis.

With adequate competency management, organisations are better prepared with development planning and, as a result, yield healthier talent pipelines regardless of business cycle or economic conditions. It also improves operational efficiencies by highlighting strengths to be further developed, flags critical skill gaps for mitigation, and generates higher levels of employee and leader satisfaction with their overall experience with the organisation. Serving as the standard for expected performance by job role, competency management becomes the standard by which the highest-performing organisations talk about and manage all phases of the employee lifecycle: from talent acquisition to development, retention and reward (Kong, 2012). Identification of critical competencies is difficult. Without an assessment method and the ability to perceive the skills needed by the business going forward, organisations are left clueless as to what skills set are needed (Loew, 2016).

2.4. Staff Recruitment and Organisational Performance

Idikwu (2014) in his study found that to a large extent, universities adhered to the approved guidelines in staff recruitment, staff training, motivation and welfare and retirement practices; and to a low extent in orientation practices. The instruments used included Staff Personnel Administration Questionnaire (SPAQ), oral interview and examination of documents. The SPAQ was used to collect relevant data from 358 university officers sampled from 6 out of 15 of the universities in the region. Standard deviation and means were used to answer the research questions while analysis of variance (ANOVA) and Scheffe test were used to test the null hypotheses at 0.05 level of significance. The stratified random sampling technique was used in the selection of subjects. The questionnaire method was used to collect relevant data for the study. The data collected from the survey were analyzed by both descriptive and inferential statistics.

Fentie and Sime (2016) opined that there are national documents meant for guiding the process of staffing by all institutions at unison. These documents are not self-sufficient to show the procedures and the criteria used to recruit the right candidates, thus each institution recruits using arbitrary procedures and criteria of their own that interest those involved in the process. The sampling techniques employed are stratified, random, purposive and availability sampling.

The research design used is embedded multiple case studies. Data were collected through semi-structured interview conducted to department heads.

Franco-Santos and Doherty (2017) in their study investigate the association of performance and staff recruitment (perceived well being of academic staff) in the Higher Education sector. The research finds that the application of a directive performance management approach is negatively related to academics' well-being. That is, the more it is used, the worse people feel. They also find that the positive relationship between enabling practices and well-being is mediated by how academics experience their work. That is, their perceptions of job demand, job control, and management support.

2.5. Competency Management and Organisational Performance

Ilnytskyy (2017) identified six areas of challenges facing university education in Nigeria. Four management competency variables were examined and advocated as imperative to address these challenges. The study recommended that government and university management should reaffirm their commitment to university education in Nigeria through meaningful policies aimed at refocusing, re-engineering and re-dynamising university education in the country.

Uluocha and Iyabo (2014) in their study examined the influence of legal information resources availability and utilization on law lecturers' research productivity in Nigerian universities. The descriptive survey research design was adopted. The multistage sampling technique was used to select lecturers across the six geopolitical zones of Nigeria. A total of 414 copies of questionnaire were returned and used for analysis with very low responses from the Southern part of the country. Data were analyzed using descriptive statistics, Pearson product moment correlation and multiple regressions. The findings showed that legal information resources were readily available and utilised by law lecturers in Nigerian universities. The analysis established that the research productivity of the lecturers was higher in publication of journal articles, chapters in books, and conference proceeding but low in co-authored books and occasional papers.

Kondratova, Fournier, and Molyneaux (2017) said in their study that technology-based methods including tools that enable social learning are making significant gains and account for 39% of all training hours in 2012. A majority of companies are moving from static classroom training to workplace learning that is more interactive and driven by technology. These technologies have the potential to facilitate lifelong learning, reduce learning and training costs, and reduce demands on physical infrastructure. Software components being developed for learning, training and performance support also enable streamlined and rapid skill development, as well as reduce time to competency, support informal, personal and personalized learning, increase learner engagement, address workforce optimization and sustainability, and increase operational performance and productivity.

Rutledge, LeMire, Hawks, and Mowdood (2016) opined that there was no significant difference in the mean ratings of the respondents in their possessed information and communication technology competencies based on gender, teaching experience, educational qualification and institution type. The study adopted a descriptive survey design. A validated questionnaire containing 50 items was used for data collection. The arithmetic mean and standard deviation were used to analyze data in respect of the research questions while the z-test and ANOVA were used to test the hypotheses at 0.05 level of significance. The respondents need re-training to acquire relevant information and communication technology competencies to be able to inculcate them in their students. Office technology and management lecturers should be sponsored for adequate training and that government should provide adequate ICT facilities and resources for tertiary institutions office technology and management programs.

Brouwer, Deeter, Hannah, Ainsworth, Mullen, Hames, Gaudaur, McKellar, and Snyder (2017) in their study found that the content of the office technology and management curriculum still need to be enriched with other beneficial courses. The data collected were analyzed with mean ratings and standard deviation. Office Technology and Management is a new academic programme that replaces the erstwhile secretarial studies in Nigeria. It seeks to equip its recipients with the relevant knowledge and skills that are needed in this dynamic world of ours.

3. Methodology

This study made use of survey research design to allow reaches the audience of study. It involves obtaining relevant data from the elements in the population by administering copies of questionnaire. This research design was employed because it provides leads in identifying needed changes and can be conducted remotely to prevent geographical dependence. The population of the study comprises of academic and senior non-academic staff of universities in Osun State, South Western Nigeria. Questionnaire was used as primary instrument of data collection for the study. The study employed stratified sampling technique to classify universities into three strata (Federal, State, and Private Universities). Random sampling was used to select both academic and senior non-academic staff of the university. The researcher distributed 495 copies of questionnaire to the respondents and eventually, 404 copies of the distributed questionnaire were rightly filled and returned and used for the analysis. This represented a response rate of about 81.6% and a nonresponse rate of 18.4%. The 81.6% was considered very adequate in this study.

4. Results

Staff Recruitment	SA	A	PA	PD	D	SD	MSN	Total	
	F %	F %	F %	F %	F %	F %	F %	Mean	Standard Deviation
Applicants should undertake preliminary job screening	176 43.6%	145 35.9%	44 10.9%	3 0.7%	35 8.7%	1 0.2%	0 0.0%	5.04	1.18
Hiring of talent is done through human resources team.	165 40.8%	164 40.6%	48 11.9%	0 0.0%	5 1.2%	22 5.4%	0 0.0%	5.03	1.23
Vacancies are made open in my university	39 9.7%	39 9.7%	88 21.8%	42 10.4%	164 40.6%	32 7.9%	0 0.0%	3.14	1.48
Standard recruitment processes are followed in my University.	69 17.1%	80 19.8%	91 22.5%	27 6.7%	106 26.2%	31 7.7%	0 0.0%	3.72	1.62
Recruitment is done internally and externally	48 11.9%	51 12.6%	41 10.1%	24 5.9%	199 49.3%	41 10.1%	0 0.0%	3.01	1.61

Table 1: Descriptive Analysis of Staff Recruitment

Table 1 shows the descriptive analysis of staff recruitment. It reveals that 176 of the respondents representing 43.6% strongly agree that applicants should undertake preliminary job screening, 145(35.9%) agree, 44(10.9%) partially agree, 3(0.7%) partially disagree, 35(8.7%) disagree and 1(0.2%) strongly disagree. On the average respondents strongly agree to applicants should undertake preliminary job screening, with mean of 5.04 and standard deviation 1.18. Also, 165 of the respondents representing 40.8% strongly agree that hiring of talent is done through human resources team, 164(40.6%) agree, 48(11.9%) partially agree, 5(1.2%) disagree and 22(5.4%) strongly disagree. On the average the respondents strongly agree to hire of talent is done through human resources team with mean 5.03 and standard deviation 1.23. Also, 39 of the respondents representing 9.7% strongly agree and agree that vacancies are made open in their university, 88(21.9%) partially agree, 42(10.4%) partially disagree, 164(40.6%) disagree and 32(7.9%) strongly disagree. On the average the respondents disagree to vacancies are made open in their university with mean 3.14 and standard deviation 1.48.

Furthermore, 69 of the respondents representing 17.1% strongly agree that standard recruitment processes are followed in their university, 80(19.8%) agree, 91(22.5%) partially agree, 27(6.7%) partially disagree, 106(26.2%) disagree and 31(7.7%) strongly disagree. On the average the respondents disagree to standard recruitment processes are followed in their university with mean 3.72 and standard deviation 1.62. Also, 48 of the respondents representing 11.9% strongly agree that recruitment is done internally and externally, 51(12.6%) agree, 41(10.1%) partially agree, 24(5.9%) partially disagree, 199(49.3%) disagree and 41(10.1%) strongly disagree. On the average the respondents disagree to recruitment is done internally and externally with mean 3.01 and standard deviation 1.61.

Competency Management	SA	A	PA	PD	D	SD	MSN	Total	
	F %	F %	F %	F %	F %	F %	F %	Mean	Standard Deviation
Works are monitored in my university	38 9.4%	121 30.0%	126 31.2%	45 11.1%	66 16.3%	8 2.0%	0 0.0%	3.99	1.27
Work ethics are adhered to by employees in my university.	34 8.4%	111 27.5%	118 29.2%	62 15.3%	74 18.3%	5 1.2%	0 0.0%	3.89	1.26
My university has relevant staff development support system.	32 7.9%	129 31.9%	109 27.0%	52 12.9%	76 18.8%	6 1.5%	0 0.0%	3.93	1.28
Work activities and expectations are explicit	34 8.4%	52 12.9%	129 31.9%	39 9.7%	134 33.2%	16 4.0%	0 0.0%	3.42	1.38
My skills and positions are directed towards university goals.	36 8.9%	126 31.2%	138 34.2%	17 4.2%	81 20.0%	6 1.5%	0 0.0%	4.00	1.28

Table 2: Descriptive Analysis of Competency Management

Table 2 shows the descriptive analysis of on competency management and it reveals that 38 of the respondents representing 9.4% strongly agree that works are monitored in their university, 121(30.0%) agree, 126(31.2%) partially agree, 45(11.1%) partially disagree, 66(16.3%) disagree and 8(2.0%) strongly disagree. On the average respondents partially agree to works are monitored in their university with mean of 3.99 and standard deviation 1.27. Also, 34 of the

respondents representing 8.4% strongly agree that work ethics are adhered to by employees in their university, 111(27.5%) agree, 118(29.2%) partially agree, 62(15.3%) partially disagree, 74(18.3%) disagree and 5(1.2%) strongly disagree. On the average the respondents partially agree to work ethics are adhered to by employees in their university with mean 3.89 and standard deviation 1.26. Also, 32 of the respondents representing 7.9% strongly agree that their university has relevant staff development support system, 129(31.9%) agree, 109(27.0%) partially agree, 52(12.9%) partially disagree, 76(18.8%) disagree and 6(1.5%) strongly disagree. On the average the respondents agree to their university has relevant staff development support system with mean 3.93 and standard deviation 1.28.

Furthermore, 34 of the respondents representing 8.4% strongly agree that work activities and expectations are explicit, 52(12.9%) agree, 129(31.9%) partially agree, 39(9.7%) partially disagree, 134(33.2%) disagree and 16(4.0%) strongly disagree. On the average the respondents disagree to work activities and expectations are explicit with mean 3.42 and standard deviation 1.38. Also, 36 of the respondents representing 8.9% strongly agree that their skills and positions are directed towards university goals, 126(31.2%) agree, 138(34.2%) partially agree, 17(4.2%) partially disagree, 81(20.0%) disagree and 6(1.5%) strongly disagree. On the average the respondents partially agree to their skills and positions are directed towards university goals with mean 4.00 and standard deviation 1.28.

4.1. Test of Hypothesis

- Hypothesis 1: Staff recruitment does not significantly influence on organisational performance of universities in Osun State, Nigeria.

	Coefficientsa					
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	18.595	0.559		33.271	0.000
	Staff Recruitment	0.262	0.027	0.434	9.649	0.000

Table 3: Simple Linear Regression Results of the Influence of
Staff Recruitment on Organisational Performance of Universities in Osun State, Nigeria
a. Dependent Variable: Organisational Performance
R = 0.434, R2 = 0.188, F (1,402) =93.105 < 0.05
Source: Field Survey 2020

Table 3 shows the simple regression analysis results for staff recruitment on organisational performance of universities in Osun state, Nigeria. The result shows that staff recruitment (β = .262, t = 9.649, p<0.05) have positive and significant effect on the organisational performance of selected universities in Osun state, Nigeria. The R value of 0.434 supports this result and it indicates that staff recruitment has a positive effect on the organisational performance of universities in Osun state, Nigeria. The R^2 = 0.188 indicates that about 18.8% variation that occurs in the organisational performance of universities in Osun State, Nigeria can be accounted for by the staff recruitment technique adopted by the universities in Osun State, Nigeria, while the remaining 81.2% changes that occur is accounted for by other variables not captured in the model. The regression model shows that when staff recruitment is held at constant zero, organisational performance would be 18.595, implying that irrespective of the staff recruitment style adopted by the universities in Osun State, Nigeria, there will still be a level of organisational performance as shown by the positive constant value. The results of the simple regression analysis indicate that when staff recruitment is improved, organisational performance will be positively affected by an increase of 0.262unit. The result suggests that staff recruitment is an important determinant of the organisational performance of universities in Osun State, Nigeria. The F (1,402) statistics shows the fitness of the model as the value, which is F (1,402) = 93.105 P<0.05), suggests that staff recruitment explained variations in the organisational performance of universities in Osun State, Nigeria. The result also shows a high level of statistical significance, which leads to the rejection of the null hypothesis (H_{01}), which states that**:** staff recruitment has no significant effect on organisational performance.

- Hypothesis 2: Competency management does not significantly influence on organisational performance of universities in Osun State, Nigeria.

	Coefficientsa					
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	21.172	0.396		53.471	0.000
	Competency Management	0.189	0.020	0.429	9.516	0.000

Table 4: Simple Linear Regression Results of the Influence of Competency
Management on Organisational Performance of Universities of Osun State, Nigeria
a. Dependent Variable: Organisational Performance
R = 0.429, R2 = 0.184, F (1,402) = 90.563 < 0.05
Source: Field Survey 2020

Table 4 shows the simple regression analysis results for competency management on organisational performance of universities in Osun State, Nigeria. The result shows that competency management (β = .189, t = 9.516, p<0.05) have a positive and significant effect on the organisational performance of universities in Osun State, Nigeria. The R-value of 0.429 supports this result, and it indicates that competency management has a moderate linear effect on the organisational performance of universities in Osun State, Nigeria. The R^2 = 0.184 indicates that about 18.4% variation that occurs in the organisational performance of universities in Osun State, Nigeria can be accounted for by the competency management technique adopted by the universities in Osun State, Nigeria, while the remaining 81.6% changes that occur is accounted for by other variables not captured in the model.

The regression model shows that when competency management is held at constant zero, organisational performance would be 21.172 implying that irrespective of the competency management approach adopted by the universities in Osun State, Nigeria, there will still be a level of organisational performance as shown by the positive constant value. The results of the simple regression analysis indicate that when competency management is improved by one-unit, organisational performance will be positively affected by an increase of 0.189unit. The result suggests that competency management is an important determinant of the organisational performance of universities in Osun State, Nigeria. The F (1,402) statistics shows the fitness of the model as the value which is F (1,402) = 90.563 P<0.05) suggests that competency management explained variations in the organisational performance of universities in Osun State, Nigeria. The result also shows a high level of statistical significance which leads to the rejection of the null hypothesis (H_{02}) which states that competency management has no significant impact on organisational performance.

4.2. Discussion of Findings

The test of hypothesis one revealed that staff recruitment had a positive significant influence on organisational performance. Several studies support the finding of this study. The studies carried out by Emmanuel (2015), Fentie and Sime (2016), Idikwu (2014), Mugizi, Bakkabulindi, and Bisaso (2015), and Magaji, Akpa and Akinlabi (2017) are in line with the finding of this study. The implication of the finding of this study and other the findings of studies that support it is that staff recruitment plays crucial role in the performance of organisations in the university setting in Osun State, Nigeria, in particular and Nigeria in general. This means that organisations, especially in the university setting, that want to enhance their performance must endeavour to make the right selection during staff recruitment. This is essential as the survival, growth, and long-term sustainability of the organisation depend on the type of workforce in such organisation.

The test of hypothesis two revealed that competency management had a positive significant influence on organisational performance of universities in Osun State, Nigeria. This finding is in line with the findings of the previous studies. The findings of the works of Rutledge, LeMire, Hawks, and Mowdood (2016), Ilnytskyy (2017), Brouwer, Deeter, Hannah, Ainsworth, Mullen, Hames, Gaudaur, McKellar, and Snyder, Anilkumar (2013), and Uluocha and Iyabo (2014) support the finding of this study. This implies that competence management is not a matter of choice for organisation, especially in the university setting but a panacea to the enhancement of organisational performance. Organizations that want to see improvement in their performance must see competence management as a strategic mechanism to improve organisational performance.

5. Conclusion and Recommendations

The study provides a direction on the research on staff recruitment, competency management and organisational performance of universities in Osun State, Nigeria. The study shows that staff recruitment and competency management play a significant role in prediction of the performance of universities in Osun State. Once staff recruitment is well carried out appropriately and the competency of staff is well managed, it will foster the performance of the university. Based on the findings of the study, it is recommended that:

- The organisations, especially in the university setting are encouraged to evaluate their recruitment processes properly in order to attract employees that would improve the performance of the organisation. The process of recruitment should not be stringent, there should be transparency so that recruited candidates do not feel disfavoured when they eventually get employed. This would help to improve organisational performance.
- The organizations should put in place the programmes and activities that would help employees build up their competency level in the organization. Lecturers and administrators can be given challenging tasks or sent on trainings and conferences for special programmes and courses. This would help to ensure that they have the right skills and competences to improve their performance. They would be able to present works that are of good quality due to the trainings and conferences that they have attended overtime.

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