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The Influence of Recruitment and Training on Staff Job Performance in Public Universities in North-Central States of Nigeria

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Abstract:

This study assessed the influence of recruitment and training on staff job performance in the public universities of North Central Zone of Nigeria. Two research questions and two hypotheses guided the study. The descriptive survey design was adopted for the study. A sample of 1430 out of the total population of the study which stood at 14,268 academic and non-academic staff was used for the study. The proportionate sampling technique was used to select the sample of 700 academic and non-academic staff of these universities. A questionnaire titled 'Influence of Recruitment and Training on Staff Job Performance Questionnaire (IRTSJPO)' was used for data collection. After all relevant data were collected; mean and standard deviation were used to answer the research questions while chi-square was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that recruitment and training significantly influence both the academic and non-academic staff job performance in public Universities in the North Central zone of Nigeria. The p-value of $0.00 < 0.05$ level of significance for the hypotheses showed that job performance is influenced by proper handling of these administrative variables. Based on the findings, the researcher recommended among others that vice chancellors, managers of institutions, various heads of department and units should give required attention to these variables so as to enhance job performance in institutions of learning.

Keywords: *Influence, recruitment, training, performance*

1. Introduction

It is not an overstatement to say that the success of all educational programmes depends on the selection and recruitment of qualified staff. Recruitment can be described as all those activities or operations which the school administration undertakes with the intention of attracting and securing personnel of the desired quality and quantity to satisfy the needs of the school (Ogunsaju, 2001; Alabi, 2000; Oduwaiye, 2000).

Recruitment procedure includes, advertising all vacant positions both internally and externally. Internal sources of recruitment mean the filling of a job opening from within an organization which would be in form of transfer or promotion, while external sources would include advertising through both print and electronic media, use of employment agencies, college placement, embassies and referrals as well as walk-ins. After all applications have been processed, the management checks through the applications and comes out with list of names of qualified candidates using adequate selection process. Structured interviews as against the traditional unstructured interviews which are often subjective are encouraged in this case according to Adzemba (2009). After successful candidates have emerged, letters of appointment stating details of condition of service, salary and date of appointment are sent to the successful candidates.

Job performance can be influenced negatively if recruitment practices have not taken cognisance of the needs of the individual departments and thus recruits and posts to them only those workers who can satisfy such needs. The newly recruited staff will have to undergo series of training to obtain excellence in the performance of given tasks.

Training is the act of teaching organizational members how to perform their jobs and helping them to acquire the knowledge and skills they need to be effective in their jobs (Jones & George, cited in Akpakwu, 2012). They further state that it provides staff with specific identifiable knowledge and skills for use in their present and future responsibilities. In the opinion of Dessler (2005), a well-trained teacher for instance is likely to perform better than his counterpart, who is not trained to teach his subject. In educational institutions particularly higher institutions, there is the need to design training and development programmes for newly employed staff (both academic and non-academic staff). This will help to improve their standards of performance and hence the standard of the administration of such schools will be high and the achievement of set goals made easier.

Training may be used to increase the job skills of an individual or a group of individuals by teaching them how to perform their tasks more effectively. For instance, production workers may learn how to handle certain book keeping details associated with their work. Teachers may go for refresher courses, seminars and workshops on proper teaching methods. It is clear that training contributes primarily to the productivity goal. It helps employees to be up-to-date and meet with best practice of teaching. Training develops an individual while the paying organisation also benefits from the higher productivity that comes about from the new knowledge (Akpakwu, 2012).

As stated by Asiabaka (2008), the purpose of training in university administration is to offer formal education or retraining in order to equip an individual manager or a group of managers to plan, organize, control, direct, stimulate, evaluate and perform all other duties needed in an educational institution for the purpose of achieving a well-defined and articulated educational goals and objectives. Similarly, Duguh in Yawe and Ivagher (2014) observes that in-service training improves workers skills and boost their motivation towards the performance of an excellent job in actualization of administrative goals. In the words of Adeniyi (1995), for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in form of increased productivity, knowledge, loyalty, and contribution to general growth of the organization.

University heads usually provide on-the job training, coaching, counselling, performance appraisal, job rotation, and special assignments (Uche, 2008). Uche further notes that, as human resource managers, university administrators provide many other forms of training and development, including workshops designed to help workers master the technical sides of their job and seminar to assist managers in developing human and conceptual skills. These workshops and seminars cover a wide area from career planning as well as time and stress management to effective communication skills, motivating personnel, and ways to improve leadership styles, which leads to high staff morale and consequently efficiency and effectiveness in the administration.

1.1. Purpose of the Study

- To determine the influence of recruitment on staff job performance in public universities in the North Central Nigeria.
- To determine the influence of staff training on staff job performance in public universities in North Central Nigeria.

1.2. Research Questions

- How does recruitment influence staff job performance in public universities in North Central States of Nigeria?
- What is the influence of staff training on staff job performance in public universities in North Central Nigeria?

1.3. Hypotheses

- Staff recruitment has no significant influence on staff job performance in public universities in the North Central States of Nigeria.
- Staff training has no significant influence on staff job performance in public universities in the North Central States of Nigeria.

2. Methodology

The researcher employed survey design for the study. The survey design was chosen because, a large population was studied. Furthermore, this design also enhances the study situation in their natural setting without manipulation of variables. The study was confined to North Central States of Nigeria which is one of the six geopolitical zones in the country. North Central Nigeria comprises Benue, Kogi, Kwara, Nasarawa, Niger and Plateau States, and Abuja Federal Capital Territory.

The population of the study comprised 14,268 university personnel made up of 6,674 academic staff and 7,594 non-academic staff from 13 public Universities in the North Central States of Nigeria (Academic Planning Unit, 2015). A sample of 1,430 out of 14,268 Academic and non-academic staff of public universities made up of 670 academic staff and 760 non-academic staff representing more than 10% of the total population. Samples were selected from 7 out of the 13 Public Universities in the North Central States of Nigeria. Multi-stage sampling technique was used to arrive at the sample size used for the study. By so doing, one (1) public university was sampled from each of the 7 North Central States and the FCT Abuja. Out of the 7 public Universities selected, 4 were State Universities while 3 were Federal Universities.

A structured questionnaire titled Influence of recruitment and training on staff job performance (IRTSJPQ), with two sections; A&B was developed for the study. Section A was for Academic staff and section B for non-academic staff. The descriptive statistics of mean and standard deviation were used to answer the research questions. Chi-square (X^2) was used to test the hypotheses at 0.05 level of significance. The decision was that, if the p-value value is greater than the alpha value of 0.05, the null hypothesis was not rejected and vice versa.

3. Results

3.1. Research Question One

How does recruitment influence staff job performance in Public Universities in North Central Nigeria?

S/N	Method of Recruitment and Staff Job Performance	Academic			Non-Academic			Decision
		N	Mean	S.D	N	Mean	S.D	
1	Placing advertisement before recruitment of qualified staff influences job performance	670	3.56	0.67	760	3.38	0.91	Accepted
2	Recruitment not based on state of origin, tribe, religion or other discriminatory considerations influences job performance	670	3.46	0.58	760	3.32	0.82	Accepted
3	Recruitment on the basis of quota system should insist on quality to enhance maximum performance after selection	670	3.33	0.75	760	3.13	0.85	Accepted
4	Where needed staff is not available within, recruitment of staff could be done outside the university to ensure effective job performance	670	3.36	0.87	760	3.02	1.16	Accepted
5	Recruitment on the basis of favouritism and not on merit affects job performance negatively	670	3.38	0.65	760	3.43	0.87	Accepted
	Cluster Mean	670	3.42	0.70	760	3.26	0.92	Accepted

Table 1: Means and Standard Deviations of Responses of Academic and Non-Academic Staff on The Influence of Mode of Recruitment on Staff Job Performance

From Table 1, the mean values of the responses of both academic and non-academic staff in North Central Universities in Nigeria on the mode of recruitment and the corresponding number of employees are stated. The mean values of items 1-5 for the academic staff are 3.56, 3.46, 3.33, 3.36 and 3.38 respectively while those of the non-academic staff are 3.38, 3.32, 3.13, 3.02 and 3.43 respectively. The corresponding values for the standard deviation in the responses for the academic staff are 0.67, 0.58, 0.75, 0.87 and 0.65 respectively, while those of the non-academic staff are 0.91, 0.82, 0.85, 1.16 and 0.87 in that order. From the table, all the mean values from the responses of both the academic and non-academic staff are above the benchmark of 2.50 indicating that both academic and non-academic staff agreed that recruitment of staff based on advertisement and not based on discrimination, quota system, and favouritism indeed would influence job performance.

3.2. Research Question Two

What is the influence of staff training on staff job performance in public universities in North Central Nigeria?

S/N	Influence of Training on Staff Job Performance	Academic			Non-Academic			Decision
		N	Mean	S.D	N	Mean	S.D	
1	Academic staff who are not trained on the job do not perform well in lesson delivery	670	3.48	0.68	760	3.46	0.74	Accepted
2	Training empowers academic staff for greater performance	670	3.51	0.58	760	3.39	0.82	Accepted
3	Academic staff who receive training are more confident and effective towards goal achievement	670	3.54	0.62	760	3.37	0.83	Accepted
4	Academic staff who go on in-service training are more innovative in lesson preparation	670	3.47	0.69	760	3.24	0.80	Accepted
5	Academic staff who attend conferences, seminars and workshops are better equipped in the use of right method of teaching and evaluation	670	3.12	0.98	760	1.66	0.60	Rejected
	Cluster Mean	670	3.42	0.71	760	3.02	0.76	Accepted

Table 2: Means and Standard Deviations of Responses of Academic and Non-Academic Staff on Influence of Training on Staff Job Performance

In Table 2, the mean values of the responses of both academic and non-academic staff in North Central Universities in Nigeria on training available to staff and the corresponding number of employees are stated. The mean values of items 1-5 for the academic staff are 3.48, 3.51, 3.54, 3.47 and 3.12 respectively while those of the non-academic staff are 3.46, 3.39, 3.37, 3.24 and 1.66 respectively. The corresponding values for the standard deviation in the responses for the academic staff are 0.68, 0.58, 0.62, 0.69 and 0.98 respectively. While those of the non-academic staff are 0.74, 0.82, 0.83, 0.80 and 0.60 respectively. From the table, all the mean values from the responses of both the academic and non-academic staff are above the benchmark of 2.50 indicating that both academic and non-academic staff agreed that staff on the job and in-service training has influence on job performance.

3.3. Hypothesis One

Staff recruitment has no significant influence on staff job performance in public universities in the North Central States of Nigeria.

	Df	χ^2	χ^2_{α}	Sig.
Chi-square	4	12.895	9.488	0.012
No of Valid Cases		1430		

Table 3: Chi-Square Test of Influence of Staff Recruitment on Staff Job Performance

Table 3 shows that $\chi_c^2 = 12.895$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (12.895) is greater than the tabulated value of 9.488, the null hypothesis is rejected. This implies that Staff recruitment has significant influence on staff job performance in public universities in the North Central States of Nigeria.

3.4. Hypothesis Two

Staff training has no significant influence on staff job performance in public universities in the North Central States of Nigeria.

	Df	χ^2	χ^2_{α}	Sig.
Pearson Chi-square	4	15.815	9.488	0.003
No of Valid Cases		1430		

Table 4: Chi-Square Test of Influence of Training and Professional Development on Staff Job Performance

Table 4 shows that $\chi_c^2 = 15.815$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (18.815) is greater than the tabulated value of 9.488, the null hypothesis is rejected. This implies that training and professional development have significant influence on staff job performance in public universities in the North Central States of Nigeria.

4. Discussion of Findings

The study found that recruitment had influence on staff job performance. This is because majority of the academic and non-academic staff agreed on the items in the questionnaire as regards the influence of recruitment on staff job performance. Table 3 shows that $\chi_c^2 = 12.895$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (12.895) is greater than the tabulated value of 9.488, the null hypothesis is rejected. This implies that Staff recruitment has significant influence on staff job performance in public universities in the North Central States of Nigeria. From the responses of the interview, the types of recruitments mostly carried out in the university are standard recruitment, centralized recruitment and internal recruitment.

The findings of this study are consistent with that of Ombui, Elegwa, Gichuhi and Waititu (2013) who posit that certain employees job performance was significantly influenced because they were carefully and objectively recruited and thus recommends that recruitment standardization and system should be developed and strictly adhered to during every recruitment and selection process. The finding of this study agrees with Jonathan, Moses and Willis (2012) by indicating that a systematic recruitment method should be applied by all employers because of its advantages.

From the result of this study as it reflects in table 4, it was found that training had influence on staff job performance. This can be seen from the responses of both the academic and non-academic staff in which most of them agreed on the items in the questionnaire as regards the influence of training on staff job performance. Table 4 shows that $\chi_c^2 = 15.815$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (18.815) is greater than the tabulated value of 9.488, the null hypothesis is rejected. This implies that training and professional development have significant influence on staff job performance in public universities in the North Central States of Nigeria. From the responses of the interview, the major types of training carried out in every one of the University of Study, are retraining exercises, sponsored conferences, sponsored workshop, seminars and On-the-job trainings. The respondents also agree that training have great significant influence on staff job performance as shown in Figures 3 and Figure 4 in the context.

This finding is in agreement with that of Nwaham (2006) who conducted a study on In-service training Strategy for improving Teachers' competence in secondary schools in Ika South Local Government Area of Delta state and found out that, that on-the-job training, workshops, conferences and seminars had influence on teachers' competence. The result of this study also corroborates with that of Joseph (2009) who conducted a study on the impact of training and development on job performance using the Judicial Service of Ghana as case study. The results of the study indicated that effective training greatly improved job performance of the workers of the Judicial Service of Ghana and that appropriate training content and delivery can assist in achieving the set targets and objectives of organisations. It was therefore recommended that the judicial service

of Ghana should conduct appropriate training needs assessment to ensure that training content for employees would result in efficient data management and improved interpersonal relationship.

5. Conclusion

Recruitment and training have been found to have significant influence on staff job performance in public universities in North Central states of Nigeria. This implies that administrators must employ proper recruitment practices and ensure that staff undergo necessary trainings in order to boost staff job performance. It has also been made clear by this study that academic performance of students is greatly dependent on both academic and non-academic staff job performance which eventually metamorphosis into community and national development. It is pertinent for all educational administrators and policy makers to put up continuous checks on personnel administrators in public universities to ensure that the ultimate, which is job high performance, is achieved.

6. Recommendations

Based on findings, the researcher therefore recommends the following:

- In the process of recruiting staff into the university, due process should be followed so as to employ staffs who are qualified, diligent, committed, hardworking and passionate about their job. Appropriate recruitment practices and processes should also be employed at all times to ensure that only candidates who are suitable for different positions are selected.
- Training in form of workshops, seminars, and conferences among others should be encouraged by the university authorities in order to give room for skill improvement and personal development of all staff as this will subsequently lead to better job performance.

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