

Human Resource Management Variables and Academic Staff Job Effectiveness in the University of Calabar, Cross River State, Nigeria

Kelechi Victoria Emeribe

Department of Educational Management, Faculty of Education
University of Calabar, Calabar, Nigeria.

Email: kelechiemeribe2@gmail.com

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Abstract

The study examined some human resource management variables and academic staff job effectiveness in the university of Calabar in Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The population of the study comprises all the academic staff in the University of Calabar. The total number of all the academic staff is three thousand eight hundred and sixty (3860). A stratified random sampling technique was used to select total numbers of one hundred (100) respondents from the University of Calabar. Relevant data for the study was collected with a researcher-developed questionnaire titled: "Human Resource Management Variable and Academic Staff Job Effectiveness Questionnaire (HRMVASJEQ). The instrument was subjected to face and content validity by experts in the administration of higher education and measurement and evaluation, Faculty of Education, University of Calabar. The Pearson Product Moment Correlation Analysis with the aid of the statistical package for social science (SPSS) version 25, was used for data analysis. The result revealed that the management of lecturers' appraisal/promotion and management of lecturers' in-service training significantly relate to their' job effectiveness in the university. It was recommended that the university management should ensure that lecturers are appraised and promoted appropriately to enhance their lecturer job performance. Also, that the university management should make provision for lecturer in-service training to enhance learning and improving lecturers' job effectiveness.

Keywords: Academic staff, human resource, job effectiveness, management, university

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Introduction

Human resource management is the strategic approach to the effective management of organization workers so that they can assist the organization gain a competitive advantage. It is designed to maximize employee performance in service of an employer's strategic objectives. To this extent, it is primarily concerned with the management of people within the organizations focusing on policies and systems. Human resources are the people who constitute the workforce in an organization. According to Olagboye (2004), people and knowledge, skills and attitudes constitute resources. Okwori (2016) added that the expertise in technical, mechanical,

managerial, social and other areas, potentially available for utilization in social and economic institutions, constitute human resources. In educational institutions, we have teaching staff, non-teaching personnel and students including their knowledge, abilities and skills as human resources. Therefore, the management of these resources becomes paramount.

In the school system, the teaching staff is referred to as teachers and for them to perform creditably in their job there need for effective management of human resources in school because they are engaged in the processing of all educational inputs, students inclusive so that the educational institutions will be able to achieve their objectives. They disseminate knowledge and skills through teaching, contribute to advancement in knowledge through research and engage in community services. Their availability and utilization could determine the success or failure of the educational system. Effective resources management in an organization has played a vital role in the education industry by helping school principals to perform their roles effectively. To ensure effective principals administrative role performance in school, there is a need to maintain adequate resources management by the school principals because mismanagement of resources will affect the goal attainment of the schools.

Promotion is the upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, Career progression has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as feedback that the workers have performed well. It has been observed that promotion tends to put a new life in the individuals and activate their knowledge, skills and their level of commitment to the organization goals (Wonah, 2021).

Karim and Latif (2019) examined the impact of promotion on employees' performance: The purpose of the study was to find out the impact of training and development on employee performance. The study found out that employees are aware of training; employees are motivated through training; training and development result in higher performance. The study suggested that training and development of all staff should be dynamically followed and made obligatory and the employer should give compulsory training programs for all employees to improve performance. The study decided that there is a need for continuous training and development taking into deliberation the opposition, market dynamics, customer satisfaction, and net promoter score among others. Saud (2017) examined the influence of career development on employee performance in the public sector, mediated by perceived organizational support, work motivation, and affective commitment. By analyzing the perceptions of 250 civil servants in 15 regional branches of the Ministry of Finance of Indonesia, and using structural equation analysis with Smart PLS 2.0 program, the findings reveal that career development has a positive direct influence on perceived organizational support, motivation, and affective commitment.

In-service training is professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. It is a key component of continuing education for professionals. It is also common among public servants

including educators and public safety officials. The in-service program also refers to some programs offered to enlisted members of the teaching profession while they are in service (Wonah, 2021).

Omeodu and Amadi (2018) examined the impact of in-service training on science teachers' performance in Rivers State. Specifically, the study sought to identify the types of in-service training made available for service teachers; determine major factors that necessitate in-service training; ascertain the benefit of in-service training on science teachers' performance and determine the challenges that militate against science teachers' in-service training. The sample size for the study was 90 science teachers selected from the three senatorial districts in Rivers State. A structured questionnaire was used to collect data from respondents. Data were analyzed using percentage, mean and standard deviation. Findings from the study revealed that language proficiency, workshops, seminar, conferences, refresher courses, radio broadcasts among others are in-service training made available for science teachers. The study also revealed that emergence of new resources for teaching and learning process, update and keeping current in science education, changing nature of the learners, knowledge, professionalism, experience sharing among peers; promotion in employment, change in science curriculum among others were the factors that necessitate in-service training among science teachers.

Olagboye (2004), identified education resources as financial, material human and physical resources centres. He further views education resources as the total of the input that goes into the education system. The management of these resources involves proper planning, coordinating the activities of the concerned resources so that all work towards the achievements of set goals. However, resource management involves the use of human and material resources to achieve educational goals since the success of any educational system depend on the availability of resources and how these resources are judiciously and prudently managed by the principal. Based on this scenario, the study is to examine human resource management variables and academic staff job effectiveness in the university of Calabar in Cross River State, Nigeria.

Statement of the problem

In recent years, observation has shown that government, public and parents have been complaining bitterly about the low level of students' academic performance in schools. They started pointing an accusing finger at several factors such as the school management's inability to manage effectively coordinate the human resources in schools. Also, the researcher observed that some of the academic staff are not committed to their job, some like going late to the classroom to perform teaching duties; some teach without adequate preparation because of their poor management of the human resource. Consequently, ineffectiveness becomes the order of the day on the lecturer's part. Despite all the resources invested into the educational system to ease the problems, the problems persisting. It is against this backdrop that the researcher intends to investigate human resource management variables and academic staff job effectiveness at the University of Calabar in Cross River State, Nigeria.

Purpose of the study

The purpose of this study is to examine human resource management variables and academic staff job effectiveness in the university of Calabar in Cross River State, Nigeria. Specifically, the study intends to examine:

1. whether the management of lecturers' appraisal/promotion has any relationship to their job effectively in the University of Calabar, Calabar, Nigeria.
2. whether the management of lecturers' in-service training has any relationship to their job effectiveness in the University of Calabar, Calabar, Nigeria.

Research hypotheses

The following hypotheses were stated to direct the study.

1. The management of lecturers' appraisal/promotion does not significantly relate with their' job effectiveness in the University of Calabar, Calabar, Nigeria.
2. Management of lecturers' in-service training does not significantly relate with their' job effectiveness in the University of Calabar, Calabar, Nigeria.

Methods

The study adopted a correlational research design. The population of the study comprises all the academic staff in the University of Calabar, Calabar, Nigeria. The total number of academic staff in the University is three thousand eight hundred and sixty (3860). A stratified random sampling technique was used to select total numbers of one hundred (100) respondents from the University of Calabar. Relevant data for the study was collected with a researcher-developed questionnaire titled: "Human Resource Management Variable and Academic Staff Job Effectiveness Questionnaire (RMVASJEQ). The instrument was divided into two sections. A and B. Section A sought for respondents' demographic data such as the name of the department, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA), Agree (A) Disagree (D) and strongly Disagree (SD).

The instrument was subjected to face and content validity by experts in the administration of higher education, department of educational management and measurement and evaluation, department of educational foundation, Faculty of Education, University of Calabar. The reliability of the instrument was ascertained using the Cronbach Alpha approach, with a coefficient of .78 obtained from the analysis indicating that the instrument was internally consistent for data collection. Pearson Product Moment Correlation Analysis was used to test the hypotheses of this study at the .05 level of significance. Analysis was aided using the Statistical Package for Social Sciences (SPSS) version 25. The results of the analysis are presented in the following section.

Results

Hypothesis 1

The Management of lecturers' appraisal/promotion does not significantly relate to their' job effectiveness in the University of Calabar, Calabar, Nigeria. The calculated result is presented in Table 1. The result in Table 1 revealed that the calculated r-value of .563** was significantly greater than the critical value of 0.423 when tested at the .05 level of significance with 98 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between management of lecturers' appraisal/promotion and their' job effectiveness at the University of Calabar, Calabar, Nigeria.

Table 1: Summary of correlation analysis of the relationship between management of lecturers' appraisal/promotion and their' job effectiveness in university (n=100)

Variables	Mean	SD	r cal.	p-value
Management of lecturers' appraisal/promotion	17.36	2.709		
Lecturer job effectiveness	17.16	2.561	.563**	.000

**Significant at .05 level; df = 98; critical = r.423

Hypothesis 2

The management of lecturers' in-service training does not significantly relate with their' job effectiveness at the University of Calabar, Calabar, Nigeria. The calculated result is presented in Table 2. The result in Table 2 revealed that the calculated r-value of .589** was significantly greater than the critical value of 0.423 when tested at the .05 level of significance with 98 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between the management of lecturers' in-service training and their' job effectiveness at the University of Calabar, Calabar, Nigeria.

Table 2: Summary of Correlation analysis of the relationship between management of lecturers' in-service training and their' job effectiveness in university (n=100)

Variables	Mean	SD	r cal.	p-value
management of lecturers' in-service training	17.58	2.547		
Lecturer job effectiveness	17.16	2.561	.589**	.001

**Significant at .05 level; df = 98; critical-r = .423

Discussion

The result of this one hypothesis revealed that management of lecturers' appraisal/promotion significantly relates to their' job effectiveness in university. The result agreed with the finding of Tahir and Hashim (2014) which showed that there was a significant relationship between career progression and employees' performance and productivity. The result also aligns with the study of Saud (2017) which revealed earlier that career development has a positive direct influence on perceived organizational support, motivation, and affective commitment. However, career development has no direct influence on performance. These findings theoretically imply that career development may be dependent on the extent to which an organization is capable of providing perceived organizational support and motivation in promoting affective commitment and performance.

The result of this hypothesis two revealed that management of lecturers' in-service training significantly relates to their' job effectiveness in university. The result agrees with the finding of Omeodu and Amadi (2018) who study examined the impact of in-service training on science teachers' performance in Rivers State. Specifically, the study sought to identify the types of in-service training made available for service teachers; determine major factors that necessitate in-service training; ascertain the benefit of in-service training on science teachers' performance. Findings from the study revealed that language proficiency, workshops, seminar, conferences, refresher courses, radio broadcasts among others are in-service training made available for science teachers. The study also revealed that emergence of new resources for teaching and learning process, update and keeping current in science education, changing nature of the learners, knowledge, professionalism, experience sharing among peers; promotion in employment, change in science curriculum among others were the factors that necessitate in-service training among science teachers.

The result also agrees with Imaowaji (2018) who investigated the relationship between in-service training and teachers' job performance and found that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strongly positive and significant relationships between teacher learning, teacher growth, teacher needs, teachers' collaboration and job performance in public senior secondary schools in Rivers State. From the study, it was concluded that in-service training has a positive impact on teacher job performance in public senior secondary schools.

Conclusion

Based on the result of the findings, it was concluded that management of lecturers' appraisal/promotion significantly relates to their' job effectiveness in university. Also, there is

a significant relationship between the management of lecturers' in-service training and their job effectiveness in university.

Recommendations

Based on the finding of the study, the following recommendations were made:

1. The university management should ensure that lecturers are appraised and promoted appropriately and in time to enhance their job performance.
2. The university management should make provisions for in-service training to improve lecturers' job effectiveness.

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