

## COMMUNICATION AND HUMAN RESOURCE DEVELOPMENT AS CORRELATES OF LECTURERS' JOB PERFORMANCE IN NIGERIA

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### ABSTRACT

*The study examined communication and human resource development as correlates of lecturers' job performance in Nigeria Universities. It looked at how communication and human resource development are related to lecturers' job performance in the Universities. The descriptive survey design was used for this study. The population of this study consisted of 154 Deans, 849 Heads of Department and 11,828 academic staff in Southwest Nigeria Universities. The sample was one thousand eight hundred (1,800) respondents, comprising 20 Deans, 70 Heads of Department and 1,710 academic staff. Multistage sampling procedure which involves simple random sampling, stratified random sampling and proportional stratified random sampling techniques were used to select them. Two self-designed instruments were used, Questionnaire on Human Resource Management (QHRM) for academic staff and Productivity of Academic Staff Questionnaire (PASQ) for Deans and Heads of Departments. To establish the reliability of the instruments, the test-retest method was used. They were found to be 0.74 and 0.71 for QHRM and PASQ respectively. The data collected were analyzed using descriptive and inferential statistics such as percentage; mean and standard deviation and Pearson's product moment correlation. The hypothesis were tested at 0.05 level of significance. The study revealed that communication and human resource development were significantly related to lecturers' job performance. Based on the findings of this study, it was recommended that human resource managers should communicate effectively with lecturers on all matters relating to their job in order to improve their performance. Also, human resource managers should encourage the academic staff to develop themselves through seminars, workshops and conferences.*

**Key Words:** Communication, Human resource development, Lecturers, Job Performance.

### INTRODUCTION

Communication is a very necessary ingredient for the survival of any organization. The success of any school head depends to a great extent on the effectiveness of communication between him and the subordinates. Communication as well as human resource development are some of the

pronounced variables in improving Lecturers' job performance in Nigeria Universities. In as much as communication will present in details the responsibility of University lecturers, human resource development will advance the performance of lecturers in any given University.

Communication is the life blood of every organization. Sometimes, human resource managers appear not to adequately communicate job description to academic staff. Sometimes, academic staff may not have prompt information regarding meetings and organizational changes. Again, human resource managers may not be patient enough to receive feedback from the academic staff about their work. Also, academic staff may not be informed regularly about happenings of the work place. This may immensely contribute to the low performance of academic staff.

The research of Epstein (2002) reveals that strong positive relationships between communications and job satisfaction occur. The study also shows that clear and positive pattern of relationships between an employee's perceptions of communications and his or her job satisfaction do aid performance. The research of Lee (2007) reveals that both task and person communication roles were significantly predictors of job performance in the faculties.

Hermon (2014) presents few ways to easily enhance the internal communication channels for lecturers' job performance as follows: using of newsletters, engaging the team members with poll questions, during meetings be clear in your instructions, demonstrate your expectations, and foster a sense of empowerment. The bottom line of the above to the researcher is to encourage feedback and to remember the mission, goals, and personality stem from the core.

According to Sheikh (2003), communication is important in the sense that, it helps in providing necessary information to begin an action. It makes planning easy and that the type of information needed can easily be collected through communication which helps in human resource planning. Above all, communication is an important tool in coordinating the effort of various people at work in the organization.

Csoka (2009) finds that communication satisfaction dimensions impacted the employees' job performance. Although such dimensions as "communication with coworkers," "meetings and memos;" and "corporate-wide information," impacted performance somewhat, employees in both organizations perceived "personal feedback" from their supervisor to have the highest impact on

performance. Also, satisfaction of an employee with a particular dimension of communication did not necessarily mean his or her job performance was affected.

The research conducted by Tolorunsagba (2015) reveals that a great relationship occurs between communication functions of principals and teachers productivity. In the view of Linda (2014), management should put in place good communication channels that are meant to converse information both ways, from the employees to the management as well as from the management to the employees. The channels should remain open so that communication can be done at any moment when there is information that might be needed.

The study carried out by Goris and Pettit (1997) that was aimed at investigating the moderating influence of organizational communication on the relationship between job performance and job satisfaction. They find out that appropriate and accurate information enhances both performance and satisfaction with work. This finding implies that individuals receiving proper, correct, and clear information may perform adequately, which in turn may give rise to positive feelings about their jobs, or vice versa. Supervisors will be able to promote adequate levels of job performance and job satisfaction among their employees by providing them with appropriate and accurate information.

Nevertheless, the research of Dobbins (2004) indicates that communication tends to have an inverse relationship with job performance. Thus, communication in an organization is not likely to improve performance. However, the research conducted by Downs (2006), on the relationship between communication, satisfaction and productivity: a study of two Australian organizations; he comes out with the fact that communication with co-workers, meetings and memos (Media Quality), and corporate -wide information had relatively low impacts on productivity.

It can then be inferred from the above review that communication is important to lecturers' job performance. The study gave much evidence to roles that communication play in job performance. Nevertheless, communication is a way of making all workers part of the system and be productive. This study will explore the relationship between communications as correlates of lecturers' job performance in Nigeria

Human resource development is also very vital to Job Performance of lecturers' in Nigerian Universities. Lecturers' development involves regular improvement through seminars and workshops and by attending conferences

and in-service training. From observation however, it seems the personnel managers do not encourage lecturers to develop themselves or mandating their continuous development. The academic staff appear not to be inspired to improve themselves. This type of situation may affect the job performance of lecturers. According to Michael (2007), employees today need continuous training beyond initial qualifications to maintain, upgrade and update skills throughout the working life. This will make them more effective in the present and future works. It will also improve individual and organizational productivity.

In view of this, Sandra and Lisa (1996) carried out a study which reveals that adequate human development and training has much impact on their performance and productivity. Manpower training and development is an important tool for improving human power and productivity in both skills and orientation; many organizations do not take it very serious which always undermines their performance and growth (Owusu-Acheaw 2007).

In the study carried out by Majekodunmi (1999), he discovers that there was a significant relationship between training programmes and improved performance of employee. He equally found out that training activities have significantly improved productivity in NISER. Also, that personnel training have significantly led to advancement, upgrading, promotion or re-designation of NISER workers. It was then recommended that more training should be conducted for the staff of this organization to perform better.

According to Cole (2002), the amount and quality of training carried out varies from one organization to the other. He analyzed the factors influencing the quality and quantity of training and development activities in an organization as degree of change (new process and new markets), availability of suitable skills within the existing work-force, adaptability of existing work-force and the extent to which the organization supports the idea of internal carrier development. He went further to add the extent to which management see training as a motivating factor in work and knowledge and skills of those responsible for caring out the training.

The results of a set of studies as Davar, and Parti, (2013) report, indicate that there is a positive relationship between training and employee performance (Monge 1986; Delame &Kramarz, 1997). But, a number of research studies report a low level of relationship (correlation) between training and employee

productivity (Taymaz, 1998). Also, previous studies based on meta-analysis do not indicate a clear picture about the relationship between training and job performance.

In another study carried out by Iwuoha in Ezeani and Oladele (2013), aimed at identifying the adequacy of development programme provided to the secretaries in the selected business organization in Owerri. They discover that if development programmes is adequately provided for the secretaries by the management of these organizations in such areas as seminar, conferences, workshops, their performance will be enhanced.

A study carried out by Okotoni and Erero as reported by Ezeani and Oladele (2013) on Manpower Training and Development in the Nigerian Public Service. It was aimed at identifying the experience of Nigerian public services on manpower training and development with the view to understanding the problems being faced. The researchers find out that training and development helps to ensure that organizational members possess the knowledge and skills they needed to perform their job effectively, taken on new responsibilities, and adapt to changing conditions. They also discover that the experience of manpower training and development in the Nigerian public service has been more of ruse and waste. They recommended that the government should avoid the use of quack consultants in training the public servants.

Hamid (2011) in a study emphasizes that training is an important human resource development tool and that training should be provided to employees of different levels, specially the middle level managers in the organizations to cope with social and technological changes and improve their performance.

In another study conducted by Babaita (2010) which sought to determine if productivity is a driving force for investment in training and management development in the banking industry in Nigeria. The population was made up of 320 old and new generation banks. Babaita finds that productivity is really one of the driving forces for investment in training and management development. He recommended that it is vital that managers, senior executive, as well as all employees receive training.

Davar and Parti (2013) conducted a study for the purpose of assessing the importance of training to job performance. The study reveals that the training provided to employees/workers does have a significant effect on productivity. Moreover, the training affects productivity across-the-board that is, for top-level

managers, medium level managers and bottom-line employees. In another research carried out by Kotey and Folker (2007) it revealed that employees need to be trained to fill the new positions that open with firm growth.

It can then be inferred from the above review that human resource development is vital to job performance. The study gave much clue to how important training is to productivity. However, training as the process of aiding employees to gain effectiveness in the present and future works, must be regularly emphasized for more productivity. This study will investigate the relationship between human resource development as correlates of lecturers' job performance in Nigeria

### **PURPOSE OF THE STUDY**

The purpose of this study was to examine how communication and human resource development correlate with lecturers' job performance in Nigeria. This means that the study examined how communication and human resource development relate with lecturers' job performance. The study then made recommendations based on the findings.

### **RESEARCH HYPOTHESES**

1. T  
here is no significant relationship between communication and lecturers' job performance.
2. T  
here is no significant relationship between human resource development and lecturers' job performance.

### **METHODOLOGY**

The study made use of descriptive research of survey design. The population of this study consisted of 154 Deans, 849 Heads of Department and 11,828 academic staff in Southwest Nigeria Universities.

The sample of this study was (1,800) respondents, comprising 20 Deans, 70 Heads of Department and 1,710 academic staff. Multistage sampling procedure which involves simple random sampling, stratified random sampling and

proportional stratified random sampling techniques were used to select the states, universities and individuals that were used for the study.

Two sets of self-designed instruments were used for this study. The first instrument was Questionnaire on Human Resource Management (QHRM). The second instrument was Productivity of Academic Staff Questionnaire (PASQ). These were used to collect relevant data from the subjects. The instruments were validated based on the judgments of experts in Educational Management and tests and Measurement s in Ekiti State University. Reliability coefficients of 0.74 and 0.71 were obtained for QHRM and PASQ respectively using test re-test method. Two hypotheses were postulated. The data were analyzed using frequency counts, percentage, mean, standard deviation and Pearson Moment Correlation Coefficient. The hypotheses were tested at 0.05 level of significance.

## RESULTS

### Hypothesis 1:

There is no significant relationship between communication and lecturers' job performance.

In testing the hypothesis, scores relating to communication were computed using items 8-15 of QHRM while lecturers' job performance scores were computed using items 1-27 of PASQ. The scores (communication and lecturers' job performance) were subjected to statistical analysis using Pearson Product Moment Correlation at 0.05 level of significance. The result was presented in table 1.

**Table 1: Pearson Product Correlation of Communication And Lecturers' Job Performance**

Variable	N	Mean	SD	r-cal	r-table
Communication	1495	14.63	4.139	0.392*	0.195
Lecturers' Job Performance	1495	113.00	9.061		

\*P<0.05

Table 1 showed that the relationship between communication and lecturers' job performance was not statistically significant at 0.05 level. ( $r = 0.392$ ;  $p < 0.05$ ). Thus

the null hypothesis was rejected. This implies that there is significant relationship between communication and lecturers' job performance. Hence, there was a positive relationship.

### **Hypothesis 2:**

There is no significant relationship between human resource development and lecturers' job performance.

In testing the hypothesis, scores relating to human resource development were computed using items 16-21 of QHRM while productivity of academic staff scores were computed using items 1-27 of PASQ. The scores (human resource management and productivity of academic staff) were subjected to statistical analysis using Pearson Product Moment Correlation at 0.05 level of significance. The result was presented in table 2.

**Table 2: Pearson Product Correlation of Human Resource Development And Lecturers' Job Performance**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>r-cal</b>	<b>r-table</b>
Human Resource Development	1495	18.97	3.491	0.908*	0.195
Lecturers' Job Performance	1495	113.00	9.061		

P < 0.05

Table 2 showed that the relationship between human resource development and lecturers' job performance is statistically significant at 0.05 level. (r= 0.908, p<0.05). Thus the null hypothesis was rejected. This implies that there is significant positive relationship between human resource development and lecturers' job performance.

## **DISCUSSION**

The finding of this study showed that there was significant relationship between communication and lecturers' job performance. It implies that communication influence lecturers' job performance. It equally means that the lecturers need the human resource managers to remind them about their responsibilities in relation to teaching, research and community services. This finding may result from the fact that workers need regular information to do their job efficiently and effectively.

The finding contradicts the outcome of the research works of Dobbins (2004) and Downs (2006) that indicated that communication tends to have an inverse relationship with job performance. Thus, communication in an organization is not likely to improve performance. The finding supports the research outcome of Goris and Pettit (1997), Epstein (2002), Lee (2007) Csoka (2009) and Tolorunsagb (2015) that presented strong positive relationships between communications and job performance.

Again, the study revealed that there is a significant relationship between Human Resource Development and lecturers' job performance. It implies that lecturers will be highly productive if regular development is encouraged. This will come through seminars and workshops, attending conferences both locally and internationally and in-service training. What could be responsible for this finding is the fact that formation and training do from time to time have influence on performance. The finding is quite close to the outcome of the study of Sandra and Lisa (1996), Majekodunmi (1999), Kotey and Folker (2007), Babaita (2010), Hamid (2011), Iwuoha in Ezeani and Oladele (2013) and Ezeani and Oladele (2013). They discovered that human resource development and training has much impact on their performance and productivity. They also found out that there was a significant relationship between training programmes and improved performance of employee. The finding contradicts the result of the study of (Taymaz, 1998) which reported a low level of relationship (correlation) between training and employee performance.

## **CONCLUSION**

Based on the findings of this study, it can be concluded that communication and human resource development are important factors in lecturers' job performance in the Universities.

## **RECOMMENDATION**

In view of the fact that communication is significantly related to lecturers' job performance, human resource managers should communicate effectively with lecturers on all matters relating to their job in order to improve their performance and productivity. Since human resource development is significantly related to lecturers' job performance, human resource managers should encourage the academic staff to develop themselves through seminars, workshops and conferences. Those to be trained should be identified and be allowed to have in-service training.

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