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COMPARATIVE ANALYSIS OF PERSONNEL RECRUITMENT MECHANISM ADOPTED BY UNIVERSITY MANAGEMENT FOR MANAGING EDUCATION WASTAGES IN STATE AND PRIVATE UNIVERSITIES IN SOUTH EAST, NIGERIA

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ABSTRACT

The study compared personnel recruitment as an internal mechanism adopted by university management in managing education wastages in state and private universities in South East of Nigeria. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The descriptive survey design was adopted for the study. The population of the study consisted of 7,245 lecturers. The sample for the study comprised 749 lecturers drawn using multistage sampling procedure. A structured instrument was used for data collection. The instrument was validated by three experts who were lecturers from the Faculty of Education, Nnamdi Azikiwe University, Awka. Using Cronbach alpha for test of internal consistency, the co-efficient for the instrument was 0.79. The researchers together with five research assistants collected data for the study using the direct approach method and 97% return was recorded. Mean and standard deviation were used to answer the research question, while t-test was used to test the null hypothesis. The results of the study showed among others that similar personnel recruitment mechanisms are adopted by university management for managing education wastages in state and private universities in South East, Nigeria. Based on the findings, it was recommended among others that National Universities Commission (NUC) should as a matter of urgency collaborates to develop and ensure enforcement of personnel recruitment mechanism in state and private universities to maintain uniformity and reduce differences that exist in personnel recruitment mechanisms of two categories of university.

Keywords: Personnel Recruitment; Internal Mechanism; University Management; Education Wastages.

Introduction

Education is a veritable tool for developing individuals' skills and knowledge to enable them participate in the development of the society. It also inculcates the right attitudes, abilities and capabilities in individuals to become useful members of the society. Every level of education is geared towards bringing about desirable change in behaviour of individuals to be useful members of the society. One of educational

levels in which students acquire skills and knowledge is the higher education.

In Nigeria, higher level of education includes universities, polytechnics, and institutions of technology and colleges of education among others. Erhieyovwe and Ukavwe (2019) asserted that higher education is the educational level acquired after secondary education in tertiary institution of learning such as polytechnics, universities, colleges of education and other relevant institutions of higher learning doing correspondence programmes, diploma and certificates. The apex level of higher education that produces and supplies high-level skilled manpower to the economy is the university. Adenike (2020) stressed that the society at large depends on universities among other higher institutions of learning to produce well-adjusted individuals physically, mentally, morally and technologically to enable them function effectively and fit properly into the environment in which they find themselves so that they may become productive, self-fulfilling and attain self-actualization. Subair and Adeniyi (2021) averred that universities across the world and particularly in Nigeria are established essentially to advance knowledge through teaching and research, with the ultimate purpose of rendering services to the community apart from information dissemination. University education equips learners with relevant skills and sound knowledge for self-improvement and maximum contribution to development of the nation. The emerging sustained growth and demand for university education has increased the number of State and private universities in Nigeria.

State universities are those universities owned, financed and managed by state or federal government. Private universities are those universities owned, financed and managed by individuals, mission bodies or non-governmental organizations. National Universities Commission (NUC) grants operating license to private universities in Nigeria. According to Ofojebe, Nwogbo and Anachuna (2015), the approval for establishment of private universities by the Federal Government of Nigeria through the NUC gave opportunity to Nigerians who can afford the high cost of education in private universities to attain their educational desires. The students who start particular programme in state and private universities is expected to complete that course within the prescribed years. Ndem and Bassey (2019) posited that the situation where students who started a particular educational cycle and fail to complete that cycle of study is called educational wastage.

. Educational wastage is failure of students to complete the school programme at the stipulated duration. Unachukwu and Amaonye (2020) defined education wastage as the failure of students to complete educational programmes at the stipulated duration or period. According to Deribe, Endale and Ashebir (2015), repetition and drop-out rates are the commonly used parameters to measure educational wastage of the educational system. Deribe et al also added that repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Dropping out of university before completing a particular programme is wastage in resources used in educating the individuals

until they left the school. Educational wastage is the failure of students to attain the qualifications they had registered for in a given course. In this context, educational wastage is failure of students to complete their school programmes at stipulated period which depicts inefficiency in the use of educational resources by school management. The inefficiency in educational system could be managed through internal mechanism.

Internal mechanism focuses on the means by which an educational system ensures that the services it provided remain relevant and appropriate to the needs of the societies. According to Consolata and Herme (2015), internal mechanisms are school practices that contribute toward enhancement of performance and improved quality of education. In the context of this study, internal mechanisms involve series of operational techniques, activities and all action taken to improve the quality of education deliver in school. Internal mechanism is a continuous process of applying best management strategies for utilization of human and material resources, facilities, finance and development of positive cooperate culture for the realization of the set goals in schools. Internal mechanisms for managing education wastage include; personnel recruitment strategies, professional development of lectures, students' admission, provision of learning infrastructure and guidance and counselling services (Muhammed, 2012). The focus of this study is on personnel recruitment mechanism in the university system.

Personnel recruitment is the process of inviting and attracting a large pool of qualified people for given job. According to Ukpabi and Salaudeen (2021), recruitment process refers to the art of attracting and choosing candidates for employment. Olatunbosun (2019) maintained that staff recruitment mechanism is applied to generate a sufficient pool of applicants to ensure that there are people available with the necessary skills and requirements to fill positions as they arise. Advertising, receiving and reviewing applications, conducting interviews and selecting the best candidate for the role make up the personnel recruitment mechanism (Ukpabi and Salaudeen, 2021). The recruitment of high quality personnel help to improve teaching in universities. Some newly recruited that have insufficient skills to teach students and thereby require staff professional development opportunity to improve their competencies.

Personnel recruitment is the process of inviting and attracting a large pool of qualified people for given job. According to Ukpabi and Salaudeen (2021), recruitment process refers to the art of attracting and choosing candidates for employment. Recruitment is the means of finding and attracting individuals who are interested, suitable and qualified to apply for job vacancies in the organization as well as generating a pool of individuals who are competent to apply for employment or job roles within an organization. Olatunbosun (2019) maintained that the staff recruitment mechanism is applied to generate a sufficient pool of applicants to ensure that there are people available with the necessary skills and requirements to fill positions as they arise

Recruitment mechanism is the methods of ensuring the candidates with requisite skills and knowledge are employed in the university. Nigerian institutions of higher learning often place advertisement for vacant positions on the print media and subsequently require interested candidates to apply manually by sending hard copies of their application letters, curriculum vitae, certificates and other "relevant" credentials to the advertiser (Odor, Martins-Emesom, and Bakwuye, 2019). Advertising, receiving and reviewing applications, conducting interviews and selecting the best candidate for the role make up the personnel recruitment mechanism (Ukpabi and Salaudeen, 2021).

Recruitment mechanisms entail systematic procedure from sourcing the candidates to arranging and conducting the interviews which requires many resources and time (Ayangeadoo, 2021). Recruitment mechanism involves advertising job opening both internally and externally; prompt reply to all job applicants with minimal delay; provision of vital information to potential employees in good faith about the job details and conditions of services, processing all applications with utmost efficiency and courtesy; seeking candidates on the basis of their qualifications for the advertised vacancy, ensuring that invited applicants for interview are given fair and a level playing ground among others (Ejumudo, 2011). The recruitment of high quality personnel help to improve teaching in universities. Competent personnel recruitment mechanisms are crucial aspect of education wastage management strategy. For personnel who work in school to be competent, they should have the knowledge of the subject matter they teach. They should also have the pedagogical and communication skill to deliver the knowledge to the student or learner thereby reducing wastage in education.

Recruitment of competent teachers is one of the major management mechanisms for managing educational wastage. Academic staff are those who having the needed qualification are mainly concerned with the sacred duty of imparting knowledge on those who seek after it. Finally, for education wastage management to be achieved in our universities (both private and state) there is need for continuous recruitment of qualified and competent personnel. It is a laudable management strategy for reducing educational wastage in our education system. It is a powerful dimension of wastage management in the field of learning.

Hamza, Othman, Gardi, Sorguli, Aziz, Ahmed, Sabir, Ismael, Ali and Anwar (2021) stressed that recruitment is the process of discovering or selecting and hiring of best qualified candidate from inside or outside of organization for a job opportunity. Furthermore, Hamza et al stressed that recruitment process includes a systematic procedure from sourcing the candidates to orchestrating and leading the interviews and requires numerous resources and time. Ukpabi and Salaudeen (2021) asserted that the aim of the recruitment process is to provide organizations with the best individuals who have relevant or necessary qualifications and skills.

In first stage of recruitment mechanism, the vacant position must be clarified to know how to fill this vacant position or to know what type of employee to

refill this position after knowing the position need to update job description and job specification (Hameed and Anwar, 2018), The job description describe the vacant position to applicants and job specification specifies the experience a person should possess in order to carry out the work (Damit et al cited in Hamza et al, 2021). On the third step identify possible sources of qualified candidates it means making a short list, filtering candidate, identifying worthy applicants to fill the vacant positions in the organization (Anwar and Ghafoor, 2017). Some of the recruitment mechanisms include screening applications and resumes, testing and reviewing work samples, interviewing, checking references and background (Otoo, Assuming and Agyei, 2018). Oluwaseun Lawal, Uwineza, Mugiraneza, Dushimiyimana and Ruzindana (2021) asserted that the prevalent mechanisms adopted by organizations to recruit and select workers are through the use of applicants' curriculum vitae along with cover letter, face-to-face interview, submission of applications with key information of education/work experience, knowledge test to measure job specific knowledge, description and justification of the method to be used for recruitment and selection, personality and interest tests for applicants, evaluation of training and experience through the use of checklists.

Some students who do not meet state universities' admission standard seem to be admitted in private universities in South East, Nigeria. Ofojebe, Nwogbo and Anachuna (2015a) noted that flood of criticisms becloud the admissions procedures as standards for new student intake in Nigerian Universities especially private ones in South East, Nigeria seem to be lowered. Similar observation by Ofojebe, Nwogbo and Anachuna (2015b) revealed that the criteria for admission into most private universities in Nigeria are lower than that of the State universities in South East, Nigeria. Ofojebe et al asserted that this is with a bid to attracting more students since the intention of the private universities at all times is to maximize profit and more students will mean more income which invariably will lead to an increase in profit.

Recruitment and admission in Nigerian universities are hardly on basis of merit. Odor, Martins-Emesom and Bakwuye (2019) observed that most employed academic and non-academic staff recruited in Nigerian Universities in recent time, were either not interviewed at all or they were interviewed just for formality sake. Adenike (2020) observed that there are more average but rich candidates outside there at the expense of brilliant students who deserve admission but are robbed of it due to their inability to pay the extremely large amount of fees charged by racketeers. Ofojebe, Nwogbo and Anachuna (2015b) observed that the rate at which individuals seek employment in state universities than in private universities could be as a result of high job security and staff development. The authors added that the existence of strong unions like the Academic Staff Union of Universities who constantly demands and agitate for better and improved conditions of service and welfare of its members make lecturing job more attractive in state universities than their private counterparts. This may not be obtainable in the private universities where there is absence of union. It is against this

backdrop therefore that one wonders the internal mechanisms that are in place in Nigeria Universities (state and private) towards education wastage management.

Statement of the Problem

The owners and bureaucratic procedures of state and private universities seem to influence the internal mechanisms adopted by their respective management. The admission process in State universities has set criteria that qualified candidates to get admitted, unlike the private universities, where it seems that admission is being done arbitrarily and in secrecy. There are cases, where applicants who scored well below the cut off for admission into State universities are admitted in private universities which are interested in their astronomical fees to be paid by the candidates.

The constant demand and agitations by vibrant union like the Academic Staff Union of Universities in State could improve continuous development of lecturers in State universities unlike the private universities. Some owners of private universities are reluctant of organizing training opportunities for their staff to avoid losing the funds for such exercise arising from resignation of staff. However, the variation of internal mechanism of State and private universities in South East, Nigeria may account for difference in student dropouts and carry overs which constitute educational wastages in tertiary institutions. If these ugly trends go on unabated, the Nigerian university education might end up in a mess as regard to quality education thereby wasting the material and human resources of the nation. Based on the problem, the study seeks to comparatively analyze the internal mechanism adopted by university management in managing education wastages in private and state universities in south east of Nigeria.

Research Question

What are personnel recruitment mechanisms adopted by university management for managing education wastages in state and private universities in South East, Nigeria?

Hypothesis

Ho_1: There is no significant difference in the mean ratings of lecturers in state and private universities on personnel recruitment mechanism adopted by university management for managing education wastages in South East, Nigeria.

Research Method

The descriptive survey research design was adopted for the study. The research was carried out in the South East geopolitical zone of Nigeria. The population of the study consisted of 7,245 lecturers of which 4,761 were from five state universities and 2,484 from 16 private universities in the area of the study. The sample for the study comprised 749 lecturers of which 628 are from state universities and 121 from private universities drawn using multistage sampling procedure. This sample consists of 10 percent of the population of lecturers in state and private universities in South East, Nigeria. Firstly,

simple random sampling technique involving sampling without replacement was used to select three state and three private universities in three states in South East, Nigeria. In the second stage, the proportionate random sampling technique was adopted for the selection of the lecturers to participate in the study. Each of the categories of lecturers (in the sampled state and private universities) formed a stratum from where 30% were drawn. A structured questionnaire developed by the researchers was used for data collection. The instrument was developed from review of related literature and information gathered from consultation of experts. The instrument has two sections A and B. Section A of the instrument was designed to collect information on the personal data of respondents such as category of university. Section B has nine items on personnel recruitment mechanism for managing educational wastages. The items were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree weighted at 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts who are lecturers; two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. The reliability of the instrument was ascertained by administering copies of the questionnaire to 40 lecturers comprising 25 in state and 15 in private universities in south-south zone of Nigeria. The data obtained were subjected to test for internal consistency using Cronbach Alpha. The reliability index for the instrument was 0.79. The researchers together with five research assistants who are lecturers in state and private universities in South East zone collected data for the study. Out of these, a total of 728 copies of questionnaire of which 612 copies were from lecturers in state universities and 116 copies were from lecturers in private universities were properly filled and successfully retrieved, indicating 97% percent return. At the end of the exercise, copies of the questionnaire retrieved were used for data analysis. Mean and standard deviation were used to answer the research question and t-test to test the hypothesis. In taking decision on the research question, mean item rating of 2.50 and above was taken as agreement and any mean rating that falls below 2.50 was taken to indicate disagreement. In taking decisions on the null hypothesis, if the exact p-value is equal to or greater than significant value of 0.05, the null hypothesis was accepted and but if exact p-value is less than significant value of 0.05 , the null hypothesis was rejected.

Presentation of Results

Research Question 1: What are personnel recruitment mechanisms adopted by university management for managing education wastages in state and private universities in South East, Nigeria?

Table 1: Mean Ratings and Standard Deviation Scores on Personnel Recruitment Mechanisms adopted by University Management for Managing Education Wastages in State and Private Universities

S/N	ITEMS	State University (n = 612)			Private University (n =116)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
1	Evaluating the manpower needs of the university.	2.78	1.02	Agree	2.68	1.10	Agree
2	Advertising job vacancy in mass media.	2.89	1.07	Agree	2.91	1.00	Agree
3	Determining the qualification needed to meet the recruitment of the job.	2.94	1.12	Agree	2.87	1.08	Agree
4	Accepting application forms from perspective staff.	2.69	1.09	Agree	2.75	1.14	Agree
5	Constituting panels of experts for interview of applicants.	2.48	1.10	Disagree	2.46	1.03	Disagree
6	Subjecting lecturers to oral interview before their appointment as lecturers.	2.44	0.98	Disagree	2.42	1.11	Disagree
7	Subjecting lecturers to written interview before appointing them as lecturers.	2.40	1.17	Disagree	2.39	1.08	Disagree
8	Screening credentials of applicants that successfully pass job interview.	3.05	0.96	Agree	3.30	0.99	Agree
9	Offering of appointment letter to selected staff for the job.	3.35	1.00	Agree	3.10	0.95	Agree
	Cluster Mean and Standard Deviation	**2.78**	**1.06**	**Agree**	**2.76**	**1.05**	**Agree**

Table 1 revealed that the mean ratings of lecturers of state and private universities for items 1, 2, 3, 4, 8 and 9 are above the cut off mean of 2.50 indicating agreement with the items as the personnel recruitment mechanisms adopted by university management for managing education wastages. On the other hand, the mean ratings of lecturers in state and private universities for items 5, 6 and 7 are below the cut off mean score of 2.50 indicating their disagreement with the items as the personnel recruitment mechanisms adopted by university management for managing education wastages.

The cluster standard deviation scores of 1.06 for lecturers in state universities and 1.05 for their counterparts in private universities indicates that there is homogeneity amongst their mean ratings. The cluster means of 2.78 for lecturers in state universities and 2.76 for their counterparts in private universities which are above 2.50 indicated similarities in the personnel recruitment mechanisms adopted by university management for managing education wastages in state and private universities in South East, Nigeria.

Testing the Null Hypothesis

Ho_1: There is no significant difference in the mean ratings of lecturers in state and private universities on personnel recruitment mechanism adopted by university management for managing education wastages in South East, Nigeria

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Table 2: The t-test Summary of Mean Ratings of Lecturers in State and Private Universities on Personnel Recruitment Mechanism adopted by University Management for Managing Education Wastages

Respondents	N	X	SD	p-value	Df	∞	Remark
Lecturers in State Universities	612	2.78	1.06	0.11	726	0.05	Not Significant
Lecturers in Private Universities	116	2.76	1.05				

Data presented on Table 2 revealed that the p-value of 0.11 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of lecturers in state and private universities on personnel recruitment mechanism adopted by university management for managing education wastages in South East, Nigeria.

Discussion of Findings

The finding of the study indicated that similar personnel recruitment mechanisms are adopted by university management for managing education wastages in state and private universities in South East, Nigeria. This agreed with the finding of Sabir and Fozia (2015) which indicated that similar recruitment practices are applied in public and private schools. The agreement in findings could be attributed to fact that both public and private schools in different geographical locations are interested in hiring best skilled personnel for effective teaching of the students through recruitment mechanisms. The personnel recruitment mechanisms adopted by university management for managing education wastages in state and private universities in South East, Nigeria were evaluating the manpower needs of the university, advertising job vacancy in mass media, determining the qualification needed to meet the recruitment of the job, accepting application forms from prospective staff, screening credentials of applicants that successfully pass job interview and offering of appointment letter to selected staff for the job. Personnel recruitment mechanisms are put into operation by management of state and private universities to attract a pool of potential lectures and select most competent ones who can effectively deliver lecturers in such a way to improve the students' understanding and thereby reduce educational wastages.

It was also found out that there is no significant difference in the mean ratings of lecturers in state and private universities on personnel recruitment mechanism adopted by university management for managing

education wastages in South East, Nigeria. This supported the finding of Sabir and Fozia (2015) which revealed that there is no significant difference between the mean scores of public and private heads regarding their recruitment approaches. The possible explanation for this finding is that every organization is interested in hiring most well-suited candidates from the labour market to perform specific lecturing jobs in state and private universities.

Summary of the Findings

Based on data analysis, the summary of the findings are presented as follows:

1. Similar personnel recruitment mechanisms are adopted by university management for managing education wastages in state and private universities in South East, Nigeria.
2. There is difference in the academic staff professional development mechanisms adopted by university management for managing education wastages in state and private universities in South East, Nigeria in favour of public universities.
3. There is no significant difference in the mean ratings of lecturers in state and private universities on personnel recruitment mechanism adopted by university management for managing education wastages in South East, Nigeria.

Conclusion

Based on the findings of this study, it is concluded that personnel recruitment as an internal mechanism are better adopted in state universities than private universities in managing educational wastages in South East, Nigeria. There is similarity in the adoption of personnel recruitment mechanism in state universities and private universities for managing education wastages in South East, Nigeria.

Recommendations

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

1. National Universities Commission (NUC) and Joint Admissions and Matriculation Board should collaborate and specify minimum requirements for recruitment of lecturers in public and private universities.
2. Special teams of educational experts should be formed and in conjunction with officials of NUC to make regular visits to both state and private universities to assess the available personnel and make recommendations to help reduce educational wastages.
3. University management in South East universities should support proactive personnel audit and improvement at least once per session to minimize educational wastage arising from personnel turnover.

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