

Human Resource Management and Job Satisfaction among Faculty (Lecturers) in Tertiary Institutions in Rivers State

Chinyere Prince Chinedu MMOM
Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Nwachukwu Prince OLOLUBE
Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Abstract

This study evaluated human resource management and job satisfaction among faculty (lecturers) in tertiary institutions in Rivers State. Specifically, it examined the connection between human resource management, motivation, selection and recruitment, human resources planning and faculty' job satisfaction in tertiary institutions in River State. A sample of 460 faculty in three of the tertiary institutions in Rivers State was used in the study. The instrument for this study is a self-designed questionnaire titled "Human Resource Management and Faculty Job Satisfaction Questionnaire" (HRMSJSQ). The questionnaire contained two sections: A and B. Section A comprised respondent's personal data, including name of institution, gender, age, level of education, job function, marital status, while section B contains 34 items associated with human resources management components and job satisfaction among faculty in higher institutions of Rivers State. The instrument is a 4-point Likert scale of strongly agree, agree, disagree and strongly disagree. The instrument was validated by experts in measurement and evaluation. The reliability of the instrument was measured statistically using Cronbach Alpha reliability analysis and an estimate of .851 was obtained. The statistical package for social sciences (SPSS) version 23 was employed in all the processes of data analysis. The data was analyzed using descriptive statistics (frequencies, percentages, mean and standard deviations) to answer the research questions, while Chi-square statistic was employed to test the hypotheses. The results revealed that there are significant relationships between human resource management components like motivation, systematic selection and recruitment, planning and faculty job satisfaction in tertiary institutions in River State. This study recommends that human resource management practices should be effective to the extent that it propels lecturer's job satisfaction in tertiary institutions in River State. This is as much as it recommends that faculty motivation, selection and recruitment of the right calibre of faculty and effective human resources planning should be made a priority as it concerns faculty job satisfaction in tertiary institutions in River State.

Keywords: Human Resources, Management, Motivation, Selection and Recruitment, Planning, Job Satisfaction, Faculty, Tertiary Institutions.

INTRODUCTION

Organizational resources generally are of different types. In education, they are categorized staff, fiscal, material and time resources, of all these, human resource is the most important. Human

resources are the set of individual who make up the workforce of an organization. Another term which is sometimes used synonymously with human resources is human capital. Others are manpower, labor or people. The human resources of an organization consist of all the people who perform its activities.

Human resources management (HRM) is concerned with the personnel policies and managerial practices and systems that influence the workforce. In larger terms, all decisions that affect the workforce in an organization are concerned with the HRM function (Bernadin, 2007). HRM are strategic and coherent approach of an organization's most valued assets, the people working there, who individually and collectively contribute to the achievement of the objectives of the organization. The functions of HRM are to employ people, to develop their resources and utilize, maintain and compensate their service for the organization. In addition, HRM involves staffing, selection and recruitment, employee orientation, promotion and termination processes, including individual assessments, improving and measuring work performance.

Human Resource Management is also concerned with employee and organizational development programs to maintain and enhance the employee's skills as well as reward systems, benefits and co-operation available for faculty such as health and safety, favorable policy implementation and laws. HRM focuses on the functions within the human resource relation, these are; employment, compensation, employee benefits, management development and succession planning, organizational climate, equal employment opportunity and legal compliance.

According to Ololube (2009), institutions meet their human resource requirements through staffing, which is the bringing in or placing of faculty in tertiary institutions of learning and ensuring that they are productive members of the workforce. Education is generally accepted as the most important tool for sustainable human development. Education imparts quality instruction not only for good grades but also for acquisition of the right values, skills and competences to make an individual a useful member of the society and equally making the educational trainer have a feeling of job satisfaction.

Job satisfaction is a way of motivating employees by giving them increased entitlement, responsibility and variety in their jobs. This increases the degree to which workers control the planning, execution and evaluation of work. Job satisfaction build up the motivational factors into jobs in order to arouse interest impel on the performance and output quality. However, job satisfaction have some characteristics and steps. The characteristics include loading of jobs, combination of multiple tasks, reporting in the form of feedback mechanism, natural work group existence, job security, advancement in the form of promotion and personal growth. The steps are made up of shared decision, effective supervision of students by the lecturers, establishment of control mechanism, effective leadership behavior, financial rewards and incentive system and effective communication.

Job satisfaction strategy in education is the application of a method considered to be comprehensive and appropriate enough for the faculty in the educational institutions to achieve maximum co-operation with the administrators and effective students' performance. However, job satisfaction of faculty could vary based on the level of their institutions; university, college of education, and polytechnics because the basic way to find out the effective job satisfaction is to visit the educational institutions and assess the level of interpersonal relationship existing in such institution.

The application of job satisfaction strategies higher institution of learning is imperative as it significantly enhance faculty commitment on service delivery. In addition, other ways of

satisfying faculty in their job include increase in task; create security, allocating a challenging task, practicing exercise of power of free decision and individual judgment.

One of the merits of job satisfaction among faculty in tertiary institutions of learning is that, it increases job context and allowance of discretion and makes lecturing less boring which in turn leads to higher performance rate, quality job delivery and satisfaction as well as increase in workers' productivity. The adoption and the application of these strategies urge faculty to be more interested in their job.

Tertiary institutions are service oriented organizations which provide educational services through its members otherwise known faculty. The relationship between faculty job satisfaction and their institutional commitment, and how significant faculty in tertiary education institutions are affirmed in combination with their benefit during the summer or holidays.

In tertiary education institutions, lectures are entitled to leave of absence regulations with salary payment either for further studies or research purposes for at least one year. They have the opportunities of receiving funds as research grants as one of the satisfaction derived in their job, according to the planned resources. The planned promotion of lecturer in higher education institutions depends on high productivity of individual performance in morals and publications in the organization. Certain events during faculty employment with the university curriculum triggered changes such as change in status, separation from primary and secondary school teachers, health and welfare plans.

Therefore, ignoring all the above facts with respect to the relationship that exist between appropriate job satisfaction design and application will bring about adverse consequences. For example, the faculty will not be able to avoid monotony, because they are confined to only one method of doing the job. As a result, the output and quality of their service would continue to be low, while they remain in a state of incompetence since there is nothing to motivate them to higher task. Note that planned human resources enhance job satisfaction strategies applied to yield a positive result and quality service delivery. It is against this background that the researchers conceived the idea to investigate how HRM and effective planning could bring about job satisfaction to increase the quality service delivery among faculty in higher education institutions in Rivers State.

Statement of the Problem

HRM typically gives reflection to the performance of a particular institution all of which depends on its efficiency. Inefficient and ineffective HRM have become a major problem in most faculty performance and job satisfaction in tertiary institutions undermining the connection between HRM and job satisfaction in the improvement of organization performance.

Therefore, human resource management practices have positive effect on job satisfaction of the employee of tertiary institutions whereas lecturer's (individual) characteristics such as age, gender and education have insignificant effect on job satisfaction. The idea behind job satisfaction is that motivation can be enhanced by making the job so interesting and the faculty so responsive that he/she is motivated simply by performing the job. However, in spite of the obvious advantage associated with it, most tertiary institutions have failed to plan.

Valid observation in the education industry especially at the higher level shows that some faculty are hardly satisfied to the extent that they are not motivated to the point that can enhance their performance. This could probably be that some institutional administrators do not give them the autonomy to plan, evaluate, control, execute and take decisions on their jobs, especially

during the decision making processes. As a result, they are denied the opportunity to exploit wide range of abilities to improve on their jobs.

Although a huge volume of literature exist on HRM and attainment of institutional goals and generally on employees job satisfaction, however, not very extensive literature is known on impact of HRM on job satisfaction of tertiary educational institutions in developing countries like Nigeria. Therefore, it is this gap in knowledge that this present research study intends to explore and fill with a focus on the tertiary educational institutions in Rivers State, Nigeria.

Purpose of the Study

The overall purpose of this research is to determine the impact of human resource management on job satisfaction among faculty in tertiary institutions in Rivers State, Nigeria. Consequent upon this, the following specific purposes are set to be achieved:

- To establish the connection between HRM and job satisfaction in tertiary institutions in Rivers State.
- To ascertain the impact of motivation on faculty job satisfaction in tertiary institutions in Rivers State.
- To examine the level of systematic selection and recruitment in tertiary institutions and faculty job satisfaction in tertiary institutions in Rivers State.
- To evaluate the level of human resources planning and faculty job satisfaction in tertiary institutions in Rivers State.

Research Questions

To direct this study, the following research questions were raised:

- What is the relationship between HRM and faculty job satisfaction?
- What is the relationship between motivation and faculty job satisfaction?
- How does systematic selection and recruitment of faculty affect their job satisfaction?
- What is the relationship between human resources planning and faculty job satisfaction in tertiary institutions in Rivers State?

Hypotheses

The following hypotheses guided this study:

- **H0₁**: There is no significant relationship between human resource management and job satisfaction in tertiary institutions in Rivers State.
- **H0₂**: There is no significant relationship between faculty motivation and faculty job satisfaction in tertiary institutions in Rivers State.
- **H0₃**: There is no significant relationship between the systematic selection and recruitment and faculty job satisfaction in tertiary institutions in Rivers State.
- **H0₄**: There is no significant relationship between the level of human resources planning and faculty job satisfaction in tertiary institutions in Rivers State.

LITERATURE REVIEW

Theoretical Framework

The theory of organizational equilibrium propounded by March & Simon (1958) is the theoretical framework that we believe can share valuable light on the issue of employee retention. The theory states that an individual will stay with an organization as long as the “inducement” it offers (satisfactory pay, good working conditions, development opportunities) are measurable to or greater than the contributions (in terms of time and effort) required of the person by the organization.

Again, these decisions are affected by the individual’s “desire” to leave the organization and the “case” with which he or she has, even as the organization’s willingness to retain its employees through a deliberate program of job security is there. The research is further based on the two-factor theory, also known as Herzberg’s motivation—hygiene theory propounded by Frederick Herzberg in 1959. He studied employee retention and motivation and eventually came up with his dual dimensional job satisfaction theory, that the two dimensions of job satisfaction are dissatisfiers (hygiene factors) and satisfiers (motivators). This theory states that employees can be retained through minimizing dissatisfaction and maximizing satisfaction. Dissatisfaction include factors like administration, company policy, working conditions, supervision, relationships and salary. Satisfiers include the job, promotion, achievement, responsibility and recognition.

In a resource planned organization, it is clear that employee job satisfaction is not a simple process because while some individuals may leave a job voluntarily on impulse, most people who leave may spend time evaluating their current job as against easy alternatives. They can spend more time developing intentions on what to do, and engaging in many types of job search attitude.

Specific turnover drivers affect key job attitude such as satisfaction with one’s role and commitment towards the organization; this means that low satisfaction and commitment can initiate the withdrawal process, which may include the thoughts of quitting, job searching comparison of alternative opportunities. Also, work behavior may be produced by the turnover drivers, which include absenteeism, poor performance and any of these may end in a departure without the person going through a search for job, checking through the alternatives or extended consideration of leaving the organization. Therefore, to actively ensure job satisfaction, organization must constantly monitor and adjust major aspect of the working environment that influence employees’ desire to stay or leave, in tertiary institutions of learning in Rivers State. Failure to do so may cause employees to engage in such behavior that may prompt management to initiate a process of involuntary employee disengagement.

Human Resources Management (HRM)

Human resource planning is also called manpower management. It is the process through which the organization attain its goals through placing the right kind of people, at the right time, at the right place, who are working effectively and efficiently to help the organization in achieving their overall objective.

HRM is a process that identifies current and future human resources needs for an organization to achieve its goals. It serves as a link between employee's overall strategic plans of an organization. HRM is the pool of human unit in offices, factories, industries, universities, schools, etc. It includes the policies and practices involved in carrying out the human resource aspect of management position, which include job analysis, recruitment, orientation, performance appraisal, training and management with labor relation (Ololube, 2009). To a large extent, HRM is composed of the policies, practices and system that influence employee's behavior, attitude and performance.

Recruitment in the context of this dissertation is the process of finding and attracting teachers who are qualified to fill teaching vacancies. Both job descriptions and job specifications are very vital in the recruitment process because they specify the nature of the teaching and the qualifications. The success of any organization such as tertiary institution system can largely be attributed to the efforts of workers within it (Ololube, 2011).

Selection in the context of this dissertation is the process of evaluating and choosing the best-qualified candidate from the pool of applicants recruited for the position. The selection tools and techniques mostly used are application/application forms, tests, interviews and assessment centers. The selection process starts with evaluation of applicants' suitability to the existing position and the unsuitable ones are dropped therefore it is only those who meet the laid down requirements and are capable of contributing maximally and effectively to the goals of education that are selected.

Concept of Job Satisfaction

Researchers in their various opinions defined job satisfaction in different words. Job satisfaction is a pleasing or positive emotional state resulting from the evaluation of a person's job. Taher (2008) defined job satisfaction as an individual's general attitude regarding his/her job. Generally, job satisfaction could be defined as motivationally related; in the sense that many factors such as employee needs, desires, social relationship, styles and quality of management, job design, compensation, working condition long range opportunities are considered to be the determinant of satisfaction. Job satisfaction has an obvious influence on employees' organizational commitment as in, absenteeism, turnover, accident and grievances. A satisfied workforce contributes to increase in productivity through less distraction caused by absenteeism or little incidence of destructive attitude and poor health or medical cost.

In the context of this work, it is identified that HRM practices have a significant impact on organizational commitment, job satisfaction, and organizational fairness. The root of job satisfaction theory deepens the two-factor theory of Herzberg. The two factor theory proposes two types of factors-intrinsic or job content factors and extrinsic or job context factors. According to Herzberg, Mausner and Snyderman (1958). Job satisfaction stems from job content factors while job dissatisfaction stems from absence of adequate job context or environmental factors in work situation. The first set of factors which is job satisfaction (content factors) are: work itself, growth opportunities from work, higher responsibilities, recognition of work and advancement in the organization's hierarchy, while the second set of factors which are job dissatisfaction (context factors) are: working conditions, interpersonal relations, technical supervision, salary and financial benefits and job security (Ololube, 2006, 2007).

Therefore, job satisfaction or motivation and job dissatisfaction are determined by two sets of factors. As job satisfaction factors have the potential to motivate employees, these factors have been emphasized in job satisfaction theory (Mmom, 2018).

Human Resources Planning

Human Resources Planning (HRP) is the process of determining future human resources needs that are relative to the educational strategic plan and taking actions necessary to meet those needs in a timely manner. Ololube (2009, 2017) defined HRP as the “personnel process, which attempts to provide adequate human resources to achieve future organizational objectives. It includes forecasting future needs of employees of various types, comparing these needs with the present work force, and determining the numbers and types of employees to be recruited or dropped out of the organization’s employment group”. But the British department of employment and productivity (1974) simply put it as “a strategy for the acquisition, utilization, improvement and preservation of an enterprise’s human resources”. It is through the process of human resource planning that an educational institution ensures that it has the right number of people with the right skills in the right places at the right time.

Although the above definitions lucidly explain HRP, it is important to mention that HRP translates the organization into people needs. In addition, for an organization to grow effectively and achieve its objectives, human resource planning functions have to be executed effectively, and the education enterprise is no exception. For instance, if we need 2000 faculty in the next ten years and within the period, two hundred faculty already in employment are expected to retire, planning ensures that the 2000 faculty target is met. Additionally, it makes certain that the human resources that are engaged are profitably utilized and improved by way of ascertaining training and development needs. It also finds out the human resource requirements of the education in terms of skill, level and age category and number for now and the future and forecasts possible areas of change. This assists the institution to know the caliber of faculty that are required in the future. Apart from ascertaining recruitment requirements, it also indicates how the human resource need of the institution will be recruited (Iyede in Ololube 2011).

The concept often used by authors as a synonym for human resources is “manpower”. Manpower may be explained as people, humanity and society with all deep aspirations, needs and capacities. But as an economic resource, manpower represents the aggregate of skills and aptitudes resulting from education and training that equip the labor force with the capacity to plan, organize and carry out economic processes when properly allocated. In concrete terms, manpower is civil servants, agricultural workers, police officers, administrators, technicians, engineers, and of course teachers etc. Ololube (2009) actually explained manpower as the “human resources being used for the production of goods and services”.

However, according to Ololube (2009), the Ministry of Education, whose duty is to determine the human resources base of educational institutions is not familiar with education job requirements, labor demands and supply issue. They lack how to reconcile supply and demand through recruitment, selection, training, and performance appraisal and compensation programs. Figure 1 shows the basic steps in the Human Resources Planning Process (HRPP).

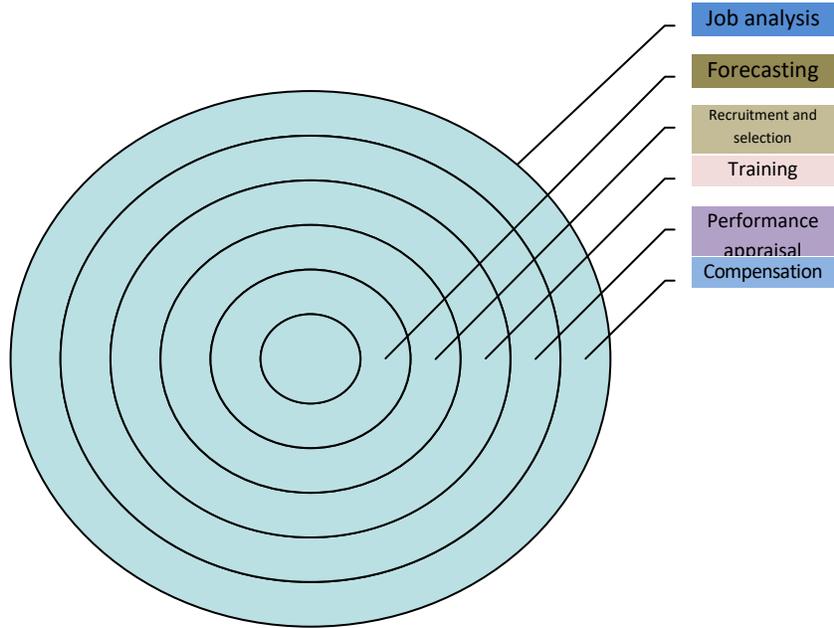


Figure 1: Human resources planning process. Source: Ololube (2009).

METHODS

Research Design

This study adopted survey and descriptive designs, which involved gathering, tabulating, describing, analyzing and interpretations of data on human resource management and job satisfaction among faculty in tertiary institutions in Rivers State. According to Maduabum (2007), a descriptive survey is use to determine the present status of a given phenomenon.

Population of the Study

The target population for this study comprised the 5 public tertiary institutions in Rivers State, which is made up of 5,630 faculty and 5 institutional heads. The institutions are:

- Ignatius Ajuru University of Education;
- Rivers State University;
- University of Port Harcourt;
- Elechi amadi Polytechnic; and
- Ken Saro Wiwa Polytechnic

Sample and Sampling Technique

A sample of 460 faculty in 3 tertiary institutions in Rivers State was used in the study. The sample reflects the entire characteristics of the target population for a fair and acceptable result.

The simple random sampling technique was used in selecting faculty of institutions in the randomly selected tertiary institutions. The probability random sampling is to avoid bias spread and given units which attest to the reliability of the study instruments.

Instrument for Data Collection

The instrument for this study is self-designed and titled “Human Resource Management and Faculty Job Satisfaction Questionnaire” (HRMFJSQ). The questionnaire contained two sections: ‘A’ and ‘B’. Section ‘A’ comprise the respondent’s personal data, including name of institution, gender, age, level of education, job function, marital status, while section ‘B’ contains items associated to HRM and job satisfaction among faculty in higher institutions of Rivers State.

The instrument is a 34-items Likert scale questionnaire of 4-point rating: Strongly Agree=4 points; Agree=3 points; Disagree =2 point; strongly disagree=1 point for items 1-34. This is used to answer the research questions and test the stated hypotheses.

Validity of the Instruments

To validate the instrument, copies were presented to experts in educational management to scrutinize and make corrections. The corrections were effected to enable the instrument capture the objective of the study.

Reliability of the Instrument

The reliability of the questionnaire was determined using a reliability test method to ensure that the research instrument constantly produce desired outcome and Crombach Alpha reliability analysis was carried out and a reliability estimate of .851

Method of Data Collection

Copies of Human Resource Management and Faculty Job Satisfaction Questionnaire (HRMJSQ) were administered directly by the researchers. The researchers were present as the responds completed the questionnaire in order to entertain questions from the respondents and for collection as soon as they finish. This is to ensure that the number of questionnaire distributed is well completed and collected.

Method of Data Analysis

The data collected from the respondents were properly organized in tables, coded and analyzed. The data were analyzed using descriptive statistics (frequencies, percentages, mean and standard deviations), items were tallied along agree and disagree and processed using the packages statistical packages for social sciences (SPSS) version 23. Chi-square statistic was employed to test the stated hypotheses. The acceptance or rejection of research questions and hypotheses are based on the rating of Strongly Agree = 4 points; Agree = 3 points; Disagree = 2 point; strongly disagree = 1 point for items 1-34. This is used to answer the research questions and test the stated hypotheses. Thus, $4+3+2+1= 10\div 4=2.5$.

RESULTS

Descriptive Statistics of Respondents' Demographic Information

The data presented in Table 1 summarized respondents' demographic information. The information on age showed that respondents who were aged between 25-35 years were 23 representing 5% of the entire sample size, while respondents who are between 36-45 years were 322(70%), and those that were more than 45 years were 115(25%). Information on gender showed that the male respondents were 391(85%), while female respondents were 69(15%). Information for level of education depicts that 184(40%) hold master's degree and 253(55%) hold Ph.D., while 23(5%) hold other degrees. Data on job function revealed that Graduate Assistants were 46(10%), Assistant Lecturers were 69(15%), Lecturer 11 were 92(%20), Lecturer 1 were 115(25%), Senior Lecturers were 69(15%) and professors were 46(10%), while heads of departments were 23(5%). Data for respondents marital status revealed that 414(90%) are married and 23(5%) are single, while 23(5%) were divorced.

Table 1: Frequency and Percentage Analysis of Respondents Demographic Information

| | Demographic variable | Frequency | Percent |
|-----------------------|----------------------|------------|--------------|
| Age | 25 - 35 years | 23 | 5.0 |
| | 36 - 45 years | 322 | 70.0 |
| | More than 45 years | 115 | 25.0 |
| | Total | 460 | 100.0 |
| Gender | Male | 391 | 85.0 |
| | Female | 69 | 15.0 |
| | Total | 460 | 100.0 |
| Level of Edu. | Master's Degree | 184 | 40.0 |
| | Ph.D | 253 | 55.0 |
| | Others | 23 | 5.0 |
| | Total | 460 | 100.0 |
| Job Function | Graduate Assistant | 46 | 10.0 |
| | Assistant Lecturer | 69 | 15.0 |
| | Lecturer 11 | 92 | 20.0 |
| | lecturer 1 | 115 | 25.0 |
| | Senior Lecturer | 69 | 15.0 |
| | Professor | 46 | 10.0 |
| | Head of Dept. | 23 | 5.0 |
| | Total | 460 | 100.0 |
| Marital Status | Married | 414 | 90.0 |
| | Single | 23 | 5.0 |
| | Divorced | 23 | 5.0 |
| | Total | 460 | 100.0 |

Research Question One: Human Resources Management and Job Satisfaction

Data in Table 1 gives detail of the information on respondents answer to research question one, which states that "What is the relationship between human resource management and faculty job satisfaction?" The research question sort to answer the question whether relationship exist between human resources management and faculty job satisfaction and the responses showed

that relationship exist between all the seven items with the highest mean of 3,5500 to the lowest mean of 2.7500.

Table 1: Mean and Standard Deviation of Respondents Answer to the Items on Human Resources Management and Job Satisfaction

| s/n | Items | N | Mean | Std. Deviation | Remark |
|-----|--|-----|--------|----------------|----------|
| 1. | Effective human resource management results in better level of job satisfaction. | 460 | 3.5500 | .49804 | Accepted |
| 2. | Effective human resource management result workplace trust, commitment, effort, and perceived job performance. | 460 | 3.5000 | .50054 | Accepted |
| 3. | There are knowledge sharing opportunities available in my institution such as tech talks, tech forums and blogs. | 460 | 2.8000 | .92837 | Accepted |
| 4. | I receive enough guidance from institutional management. | 460 | 2.8500 | .85386 | Accepted |
| 5. | I am given opportunities to develop my skills in my institution. | 460 | 2.9000 | .94443 | Accepted |
| 6. | There are enough opportunities to build my career path in my institution. | 460 | 3.2000 | .60065 | Accepted |
| 7. | The supports I get are in line with my job goals. | 460 | 2.7500 | .83006 | Accepted |

Research Question Two: Institutional Motivation and Job Satisfaction

Research question two states: “What is the relationship between motivation and faculty job satisfaction?” The essence of this research question is to determine whether faculty job satisfaction depends on motivation. The results obtain from respondents answer to items 8-18 of section two of the questionnaire revealed relationship between motivation and faculty job satisfaction with the highest mean of 3.2500 and the lowest mean of 2.7500. However, salary with a mean of 1.4500 and total pay compared to similar pat elsewhere with a mean of 1.1500 has no relationship to lecturer’s job satisfaction (see Table 2).

Table 2: Mean and Standard Deviation of Respondents Answer to the Items on Institutional Motivation and Job Satisfaction

| s/n | Items | N | Mean | Std. Deviation | Remark |
|-----|---|-----|--------|----------------|----------|
| 8. | My current salary motivates me | 460 | 1.4500 | .66968 | Rejected |
| 9. | Performance appraisals methods are fail-enough in my institution. | 460 | 2.7500 | .43348 | Accepted |
| 10. | I have opportunities to participate in social activities such as sports days, outings, gel together organized by the institution. | 460 | 2.8500 | .65455 | Accepted |
| 11. | Innovation and creativity are encouraged here. | 460 | 2.9500 | .59013 | Accepted |
| 12. | Promotions and career advancement opportunities are awarded to right people. | 460 | 2.8500 | .85386 | Accepted |
| 13. | It is easy to work with my fellow workers. | 460 | 3.0500 | .49804 | Accepted |
| 14. | Management is genuinely interested in employee ideas on how to improve our products and services. | 460 | 2.7500 | .76732 | Accepted |

| | | | | | |
|-----|--|-----|--------|--------|----------|
| 15. | Management is fair in personal/working policies such as leaves, working hours. | 460 | 2.8000 | .87273 | Accepted |
| 16. | I feel I am secured in this job. | 460 | 3.2500 | .43348 | Accepted |
| 17. | I am satisfied with my job. | 460 | 2.9500 | .59013 | Accepted |
| 18. | My total pay is adequate compared to similar works elsewhere. | 460 | 1.1500 | .47749 | Rejected |

Research Question Three: Selection/Recruitment and Job Satisfaction

Research question four states that “How does systematic selection and recruitment of faculty affect their job satisfaction?” the main purpose for this research question is to find out whether selection and recruitment are related to faculty job satisfaction. Respondents answer to items 19-24 of section two (see Table 3) of the research questionnaire revealed that relationship exist between selection and recruitment and faculty job satisfaction in higher education in Rivers State. Respondent’s highest mean rating of 3.5920 and the lowest meaning rating of 3.0000 reflects the situation in faculty view.

Table 3: Mean and Standard Deviation of Respondents Answer to the Items on Selection/Recruitment and Job Satisfaction

| s/n | Items | N | Mean | Std. Deviation | Remark |
|-----|--|-----|--------|----------------|----------|
| 19. | Job descriptions and job specifications are very vital in the recruitment process because they specify the nature of the teaching and the qualifications | 460 | 3.5550 | .49804 | Accepted |
| 20. | The success of any organization such as tertiary institution system can largely be attributed to the efforts of the caliber of workers within it. | 460 | 3.5920 | .50054 | Accepted |
| 21. | The caliber of faculty an institution has determines the job satisfaction of such faculty | 460 | 3.1500 | .72708 | Accepted |
| 22. | The ability to evaluate and choose the best-qualified candidate from the pool of applicants recruited for lectureship position determines how satisfied fellow faculty will be. | 460 | 3.0000 | .70788 | Accepted |
| 23. | The selection and recruitment of mediocre results to job dissatisfaction among faculty. | 460 | 3.2000 | .74915 | Accepted |
| 24. | Good recruitment and selection in important because it is a well thought out, agreed and communicated policies, procedures and practices which significantly contribute to effective job performance and satisfaction. | 460 | 3.3601 | .47749 | Accepted |

Research Question Four: Human Resources Planning and Job Satisfaction

Research question five states that “What is the relationship between the level of human resources planning and faculty job satisfaction in tertiary institutions in River State?” The purpose of this research question is to find out whether human resources planning are related to lecturer’s job satisfaction. Respondents answer to items 25-34 of section two of the questionnaire revealed that

relationship exists between human resources planning and faculty job satisfaction. This is reflected in the highest mean rating of 3.5500 and the lowest mean rating of 2.6500 (see table 4).

Table 4: Mean and Standard Deviation of Respondents Answer to the Items on Human Resources Planning and Job satisfaction

| s/n | Items | N | Mean | Std. Deviation | Remark |
|-----|--|-----|--------|----------------|----------|
| 25. | In my tertiary institution, working hours are planned and flexible, as such I am satisfied. | 460 | 3.0500 | .97446 | Accepted |
| 26. | In my tertiary institution, I get a reasonable work load which satisfied me. | 460 | 2.7000 | .90098 | Accepted |
| 27. | In my tertiary institution, expected work load is sufficient and suitable for me. | 460 | 2.6500 | .85386 | Accepted |
| 28. | In my tertiary institution, workloads are equally distributed among the faculty. | 460 | 3.2000 | .74915 | Accepted |
| 29. | In my tertiary institution, the work I get is appropriate for my job function, as such I am satisfied. | 460 | 3.3500 | .47749 | Accepted |
| 30. | In my tertiary institution, most of the works fashionable here happen in an ad-hoc manner. | 460 | 3.1500 | .97446 | Accepted |
| 31. | In my tertiary institution, I am satisfied with the deadlines given to complete work assignments. | 460 | 2.7500 | .43348 | Accepted |
| 32. | In my tertiary institution, I am given adequate freedom to do my job efficiently and I am satisfied. | 460 | 2.8500 | .47749 | Accepted |
| 33. | In my tertiary institution, my opinions are counted during planning process. | 460 | 3.5324 | .50054 | Accepted |
| 34. | In my tertiary institution, I always get opportunity to convey my ideas on important planning decisions. | 460 | 3.5500 | .49804 | Accepted |

Hypotheses Testing

Hypothesis One: Human Resources Management and Job Satisfaction

Hypothesis one states that “There is no significant relationship between human resource management and job satisfaction in tertiary institutions in River State”. The essence is to determine if significant relationship exist between human resource management and job satisfaction. The results in Table 5 shows that all the criterion mean scores are above 2.5, and all the Chi-square results show that significant relationships exist in all the items between human resources management and job satisfaction in Rivers State. Thus, hypothesis 1 was rejected.

Table 5: Chi-square analysis of Respondents Answer to the Items on Human Resources Management and Faculty Job Satisfaction

| s/n | Items | N | Mean | Std. Deviation | Chi-square | Sig. |
|-----|--|-----|--------|----------------|------------|------|
| 1. | Effective human resource management results in better level of job satisfaction. | 460 | 3.5500 | .49804 | 54.600 | .000 |
| 2. | Effective human resource management | 460 | 3.5000 | .50054 | 44.132 | .000 |

| | | | | | | |
|----|--|-----|--------|--------|---------|------|
| | result workplace trust, commitment, effort, and perceived job performance. | | | | | |
| 3. | There are knowledge sharing opportunities available in my institution such as tech talks, tech forums and blogs. | 460 | 2.8000 | .92837 | 230.000 | .000 |
| 4. | I receive enough guidance from institutional management. | 460 | 2.8500 | .85386 | 230.020 | .000 |
| 5. | I am given opportunities to develop my skills in my institution. | 460 | 2.9000 | .94443 | 257.601 | .000 |
| 6. | There are enough opportunities to build my career path in my institution. | 460 | 3.2000 | .60065 | 174.832 | .000 |
| 7. | The supports I get are in line with my job goals. | 460 | 2.7500 | .83006 | 506.015 | .000 |

Hypothesis Two: Institutional Motivation and Job Satisfaction

Hypothesis two states that “There is no significant relationship between faculty motivation and faculty job satisfaction in tertiary institutions in River State”. The purpose of this hypothesis is to determine whether significant relationship between faculty motivation and faculty job satisfaction. The results in Table 6 shows that all the mean scores are above 2.5, and all the Chi-square results show that significant relationships exist in all the items between institutional motivation and job satisfaction in Rivers State, except for items 8 and 18, which showed no significant relationship. However, that does not justify acceptance of the hypothesis. Hence, hypothesis 2 was rejected.

Table 6: Chi-square analysis of Respondents Answer to the Items on Institutional Motivation and Job Satisfaction

| s/n | Items | N | Mean | Std. Deviation | Chi-square | Sig. |
|-----|---|-----|--------|----------------|------------|-------|
| 8. | My current salary motivates me | 460 | 1.4500 | .66968 | 6.7196 | .214 |
| 9. | Performance appraisals methods are fail-enough in my institution. | 460 | 2.7500 | .43348 | 223.120 | .000 |
| 10. | I have opportunities to participate in social activities such as sports days, outings, gel together organized by the institution. | 460 | 2.8500 | .65455 | 115.060 | .000 |
| 11. | Innovation and creativity are encouraged here. | 460 | 2.9500 | .59013 | 506.430 | .000 |
| 12. | Promotions and career advancement opportunities are awarded to right people. | 460 | 2.8500 | .85386 | 745.209 | .000 |
| 13. | It is easy to work with my fellow workers. | 460 | 3.0500 | .49804 | 278.307 | .000 |
| 14. | Management is genuinely interested in employee ideas on how to improve our products and services. | 460 | 2.7500 | .76732 | 361.107 | .000 |
| 15. | Management is fair in personal/working policies such as leaves, working hours. | 460 | 2.8000 | .87273 | 395.687 | .000 |
| 16. | I feel I am secured in this job. | 460 | 3.2500 | .43348 | 404.807 | .000 |
| 17. | I am satisfied with my job. | 460 | 2.9500 | .59013 | 115.023 | .000 |
| 18. | My total pay is adequate compared to similar works elsewhere. | 460 | 1.1500 | .47749 | 5.001 | .326. |

Hypothesis Three: Selection/Recruitment and Job Satisfaction

Hypothesis four states that “There is no significant relationship between the systematic selection and recruitment and faculty job satisfaction in tertiary institutions in River State”. The essence is to investigate whether there are significant relationship between systematic selection and recruitment and faculty job satisfaction. The result presented in Table 7 show that all the mean scores are above 2.5 and all the Chi-square results display that significant relationships exist in all the items between selection/recruitment and job satisfaction. Consequently, hypothesis 3 was rejected.

Table 7: Chi-square analysis of Respondents Answer to the Items on Selection/Recruitment and Job Satisfaction

| s/n | Items | N | Mean | Std. Deviation | Chi-Square | Sig. |
|-----|--|-----|--------|----------------|------------|------|
| 19. | Job descriptions and job specifications are very vital in the recruitment process because they specify the nature of the teaching and the qualifications | 460 | 3.5550 | .49804 | 214.664 | .000 |
| 20. | The success of any organization such as tertiary institution system can largely be attributed to the efforts of the caliber of workers within it. | 460 | 3.5920 | .50054 | 231.253 | .000 |
| 21. | The caliber of faculty an institution has determines the job satisfaction of such faculty | 460 | 3.1500 | .72708 | 377.250 | .000 |
| 22. | The ability to evaluate and choose the best-qualified candidate from the pool of applicants recruited for lectureship position determines how satisfied fellow faculty will be. | 460 | 3.0000 | .70788 | 414.425 | .000 |
| 23. | The selection and recruitment of mediocre results to job dissatisfaction among faculty. | 460 | 3.2000 | .74915 | 331.227 | .000 |
| 24. | Good recruitment and selection in important because it is a well thought out, agreed and communicated policies, procedures and practices which significantly contribute to effective job performance and satisfaction. | 460 | 3.3601 | .47749 | 41.442 | .000 |

Hypothesis Four: Human Resources Planning and Job satisfaction

Hypothesis five states that “There is no significant relationship between human resources planning and faculty job satisfaction in tertiary institutions in River State. The purpose of this hypothesis is to test if significant relationship between the level of human resources planning and lecturer’s job satisfaction. The result presented in Table 8 shows that all the mean scores are above 2.5 and all the Chi-square results display that significant relationships exist in all the items between human resources planning and job satisfaction. Consequently, hypothesis 4 was rejected.

Table 8: Chi-square analysis of Respondents Answer to the Items on Human Resources Planning and Job satisfaction

| s/n | Items | N | Mean | Std. Deviation | Chi-square | Sig. |
|-----|--|-----|--------|----------------|------------|------|
| 25. | In my tertiary institution, working hours are planned and flexible, as such I am satisfied. | 460 | 3.0500 | .97446 | 85.100 | .000 |
| 26. | In my tertiary institution, I get a reasonable work load which satisfied me. | 460 | 2.7000 | .90098 | 220.807 | .000 |
| 27. | In my tertiary institution, expected work load is sufficient and suitable for me. | 460 | 2.6500 | .85386 | 303.623 | .000 |
| 28. | In my tertiary institution, workloads are equally distributed among the faculty. | 460 | 3.2000 | .74915 | 331.200 | .000 |
| 29. | In my tertiary institution, the work I get is appropriate for my job function, as such I am satisfied. | 460 | 3.3500 | .47749 | 41.400 | .000 |
| 30. | In my tertiary institution, most of the works fashionable here happen in an ad-hoc manner. | 460 | 3.1500 | .97446 | 85.102 | .000 |
| 31. | In my tertiary institution, I am satisfied with the deadlines given to complete work assignments. | 460 | 2.7500 | .43348 | 115.000 | .000 |
| 32. | In my tertiary institution, I am given adequate freedom to do my job efficiently and I am satisfied. | 460 | 2.8500 | .47749 | 374.975 | .000 |
| 33. | In my tertiary institution, my opinions are counted during planning process. | 460 | 3.5324 | .50054 | 321.000 | .000 |
| 34. | In my tertiary institution, I always get opportunity to convey my ideas on important planning decisions. | 460 | 3.5500 | .49804 | 46.650 | .000 |

DISCUSSION

The findings in this study are in line with the study of Appelbaum, Bailey, Berg and Kalleberg (2000) and Steijin (2004). They are of the view that effective human resource management practices have positive effect on job satisfaction of employees in tertiary institutions in Rivers State. What this shows is that effective human resource management practices in higher institution of Rivers State is associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

On the institutional motivation of faculty job satisfaction, the result revealed in line with March and Simon (1958), Herzberg's motivation—hygiene theory propounded by Frederick Herzberg (1959), and Ololube (2013, 2017) that in improving the quality of workers in institution is through the diversification of contents and methods and promoting experimentation, innovation, diffusion and sharing of information and best practices as well as policy dialogue are the strategic objectives of educational institutions. In reinforcing these objectives, institutional administrators' need to apply the principle of behaviour modification so that the performance of employees will increase.

This study's findings are in line with Pilbeam and Corbridge (2002) and Ololube (2017). They are of the view that in planning of an institution, employee satisfaction is considered and the process must pass through recruitment and selection which is a primary action in human resource management and from those stages every other requirement of employment flows.

Good recruitment and selection is important because it is a well thought-out, agreed and communicated policies, procedures and practices which significantly contribute to effective organizational performance. Ineffectiveness in recruitment and selection may lead to poor performance, which result as misaimed to the organization and dissatisfaction for the employee.

Following the data presented in this study on the role of human resources planning and lecturer's job satisfaction, this study's findings are in line with the studies of Iyede (1995) and Ololube (2009). Both Iyede and Ololube are of the view that faculty are satisfied when they get reasonable work load, working hours are planned and flexible, get appropriate job function, etc.

On the whole, the study revealed that there are significant relationships between human resources management and faculty job satisfaction in Rivers State.

CONCLUSION

Evidences from this study are strong that components of human resource management (HRM) are essential for faculty job satisfaction. The type of decisions, strategies, factors, principles, operations, practices, functions, activities and methods related to the management of faculty including small and micro enterprises and virtual organizations are critical to effective management of educational institutions.

Other aspects of HRM such as skills, knowledge and experiences of the faculty, which could be used in research, teaching and learning are essential for faculty development. Components of HRM and job satisfaction as presented in this study are indispensable values for higher education development. Consequently, HRM represent the aggregate of faculty and their potential for the development of the higher education environment.

An effective management of human resources management leads to greater outcome, quality, performance and job satisfaction. HRM in higher education involves the management of faculty and consists of all the activities required to enhance the effectiveness of the workforce and to achieve goals and objectives, as such, in today's highly competitive global economy. HRM has become critical to improving the competitiveness of the global educational system. Effective HRM is particularly important in higher education where success is dependent upon achieving the highest possible number of quality graduates and service delivery. Higher education meets its human resources requirement through faculty selection and recruitment. HRM define placing of faculty in the system and ensuring that they serve as productive members of the workforce. This process entails the recruiting and selecting of the faculty to accomplish its goals and objectives.

The motivation aspect of HRM is variously referred to as the personnel management or administration, faculty management or manpower management that require stimulating faculty to be satisfied to work harder. It further includes all the dimensions that relates to faculty and their employment relationships, and all the dynamics that flow from it. To this end, motivation and job satisfaction are aimed at adding value to the service delivery, as well as to the quality of work condition and work life of faculty. The implication is that it ensures continuous higher education success in a transformative environment.

This study found that Human Resources Planning (HRP) is the process of determining future human resources need that are relative to higher education strategic plan and taking actions necessary to meet those needs in a timely manner. It includes a strategy for the acquisition, utilization, improvement and preservation of any human resources base of institutions. It is through the process of human resource planning that educational institutions

ensures that it has the right number of people with the right skills in the right places at the right time.

Recommendations

This study recommends that:

- Human resource management practices should be effective to the extent that it propels lecturer's job satisfaction in tertiary institutions in River State.
- Faculty motivation should be made a priority as it concerns faculty job satisfaction in tertiary institutions in River State.
- The systematic selection and recruitment of the right calibre of faculty encourages job satisfaction in tertiary institutions in River State.
- The level of human resources planning in higher education is a precondition for faculty job satisfaction in tertiary institutions in River State as a result it should be given priority.

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