



REMUNERATION AND STAFF PROMOTION AS CORRELATE OF NON-ACADEMIC STAFF PRODUCTIVITY IN UNIVERSITIES IN SOUTHWEST, NIGERIA

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Abstract: This investigation examined the correlation between compensation, staff advancement, and job performance of non-faculty personnel in public universities situated in Southwest, Nigeria. The research employed a descriptive survey research design. The study's population encompassed all 14,108 non-academic employees across the 18 public universities in Southwest, Nigeria. A sample of 1,200 non-academic staff was chosen for this investigation using a multistage sampling method. The study utilized two sets of tools known as the "Staff Remuneration and Promotion Questionnaire (SRPQ) and the Non-Academic Staff Job Productivity Questionnaire (NASJPQ). Two research hypotheses were developed for this study. Experts in the Department of Educational Management validated the tools. The reliability of the tools was confirmed through a test-retest approach, resulting in coefficients of 0.83 and 0.82 for SRPQ and NASJPQ respectively. The collected data underwent analysis using inferential statistics, with the hypotheses being evaluated at a significance level of 0.05. The outcomes indicated a significant association between staff compensation and job productivity of non-academic staff in public universities. Furthermore, the results demonstrated a significant link between promotion and job productivity of non-academic staff in public universities. Drawing from the study's results, it was deduced that both staff remuneration and promotion have a positive impact on the job productivity of non-academic staff in public universities. Consequently, it is recommended based on the study's findings that the government should enhance the minimum wages of non-academic staff in universities located in Southwest Nigeria, and university management should periodically carry out staff promotions for deserving non-academic staff to enhance job productivity.

Keywords: Staff Remuneration, Promotion, Non-Academic Staff, Productivity.

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Introduction

Education pertains to the holistic development of an individual, encompassing cognitive, physical, social, and emotional aspects. In simple terms, education involves the acquisition of knowledge and skills for personal and societal advancement, playing a crucial role in the liberation of humanity. Every society places significant emphasis on education to ensure that each generation gains the essential skills, knowledge, and attitudes necessary for future survival. Fundamentally, education is divided into three levels: primary, secondary, and tertiary. Tertiary education, provided by "Universities, Colleges of Education, Polytechnics, Monotechnics, and institutions offering correspondence courses, follows secondary education (National Policy of Education, 2014). Among these institutions, the University stands out as a provider of tertiary education. Within universities, personnel consist of academic staff and non-academic staff.

The responsibilities of non-academic staff typically involve activities such as planning, organizing, staffing, directing, coordinating, reporting, and budgeting (POSDCORB) within an organization, aimed at supporting students and academic staff in achieving the university's objectives. It was noted by the researcher that the support provided by non-academic staff can enhance the effectiveness of academic staff in their duties. The productivity of non-academic staff members in universities is crucial for facilitating high-quality research, teaching, and community engagement. Non-academic staff are considered indispensable personnel within the university system, surpassing the importance of equipment quality, materials, and financial resources.. The functions of the non-academic staff in the university are stated below:

- i. To give support for records and registration services;

- ii. Writing and communication of memoranda, circulars, concise and coherent minutes and decision excerpts of every meeting to appropriate quarters.
- iii. Handling of both academic and non-academic staff and students' records (Abiri, 2022).

According to Ng'ethe, Iravo & Namusonge (2012), the non-academic staff within a university play a crucial role as the backbone of support upon which the success of the academic staff and students hinges. In many Nigerian universities, there is a prevalent issue of inefficiency and lack of productivity among the staff members, primarily stemming from a deficiency in possessing the necessary skills required for their roles within the institutions. Within the university system, the non-academic department encompasses various units such as the Registry, Works and Services, Bursary, Library, Audit, Health Centre, Academic Planning, Senate and Academic Matters, Student Affairs, Examinations and Records, Security Services, and several others. Unfortunately, a significant number of these departments appear to struggle in operating effectively and providing the essential support needed for the university system to fulfill its intended objectives and goals, particularly in the context of Public Universities in Nigeria, largely due to inadequacies in their terms of employment and working conditions as highlighted by Iwuoha (2018). For example, the Examinations and Records Units in Nigerian universities have a documented history of mishandling students' academic records and generating academic transcripts, leading to severe repercussions.

The inefficiencies within these departments have reached a critical point where even foreign universities or organizations attempting to verify a student's academic standing by contacting the Examinations and Records Department might face challenges in obtaining a response. Additionally, situations arise where a student completes the National Youth Service Corps (NYSC) program only to discover upon requesting their academic transcript that there are missing results attributed to negligence within the examinations and records department. Moreover, issues within the Bursary Department surface when projects are allocated to contractors, and upon completion, various excuses are made, including claims of insufficient funds.

Employee productivity serves as a vital metric in gauging the extent to which an organization's objectives are being met through the dedication and performance of its workforce. The level of productivity exhibited by an employee can vary, influenced by the effort they put into their tasks. Assessing productivity often involves job evaluations that determine the degree to which educational objectives have been accomplished. This evaluation process may encompass factors such as classroom dynamics, teacher evaluation methods, teaching techniques, and effective communication skills. Productivity stands as a cornerstone of national growth and development worldwide, serving as a measure of efficiency and effectiveness in achieving set goals. Within educational institutions, teachers' productivity is often evaluated based on their performance in the classroom, as suggested by Schacter and Thum (2014) and Wenlisky (2011), who emphasize assessing factors within a teacher's control, including teaching effectiveness and classroom performance.

The productivity of non-academic staff members in universities is typically assessed annually through a structured evaluation form

known as the Annual Performance Evaluation Report (APER), typically conducted by department heads or administrative personnel. The APER encompasses various criteria aimed at evaluating the job performance and personal attributes of non-academic staff, including qualities such as foresight, judgment, communication skills, interpersonal relations, sense of responsibility, drive, technical knowledge application, and other relevant aspects. Despite the fact that all these traits are accustomed with score to determine the non-academic staff promotional level, the researcher observed that job productivity of non-academic staff in the universities appears to be low.

Remuneration, as defined by Maicibi (2005), is the compensation or reward given to individuals in exchange for their services rendered, encompassing various components such as wages, transportation allowances, health benefits, overtime pay, basic salary, pension plans, hazard allowances, and responsibility benefits. This monetary acknowledgment in the form of incentives, wages, salaries, bonuses, and other perks provided to an employee or a group of employees by the employer as a result of their contributions, dedication, or outstanding performance is commonly referred to as remuneration. It has been observed by researchers that some non-academic staff members experience issues with their salary structures, often leading to irregularities in payments. In certain instances, these employees may go months without receiving their due salaries, which can have a detrimental impact on their morale and productivity. Consequently, this situation may drive some individuals to seek alternative sources of income, resulting in decreased commitment and performance in their roles.

The significance of adequate remuneration extends beyond meeting the basic needs of individuals; it also plays a crucial role in fulfilling their higher-level needs. The composition of a remuneration package is considered a critical factor in enhancing an employee's overall conditions of service, as emphasized by Akinwumi (2000). It is posited that individuals are inherently driven by financial incentives, and the wages and salaries they receive play a pivotal role in enabling them to fulfill needs related to status, security, recognition, and social connections. In contexts like Nigeria, a person's societal standing is often judged based on their earning capacity and the material possessions they can afford, such as housing and vehicles. Consequently, offering fair and equitable remuneration can significantly boost motivation and productivity among employees.

Promotion, as a motivational tool in the workplace, holds a fundamental position in achieving organizational objectives and goals. When promotions are utilized effectively as a means of motivation, they can yield highly productive outcomes. The act of elevating an employee to a higher position that entails increased responsibilities and rewards is what constitutes a promotion. Beyond the monetary benefits, promotion carries a symbolic value by recognizing an individual's performance and potential for growth. It signifies that the employee's efforts have been acknowledged and rewarded appropriately. Furthermore, promotions have been found to inject a sense of vitality into employees, stimulating their skills, knowledge, and dedication towards the organization's objectives.

Mueeb (2014) highlighted the negative consequences of denying promotions to employees within an organization, noting that such actions can lead to disengagement and ultimately result in

high turnover rates. Hence, providing employees with well-deserved promotions in a timely manner can significantly enhance their motivation and commitment to performing their duties effectively. The scholar noted a trend where the efficiency of certain non-academic personnel in higher education institutions falls below the average mark due to being stuck in the same position for an extended period before advancing. It has been observed that unlike academic staff who receive all their due promotions with backdated financial benefits from the date of promotion, some non-academic staff are not compensated for the years they were overlooked for promotion". Despite the provision in article 77 section 9 of the National Policy on Education (FGN, 2014) which states that "promotion opportunities should be created at all levels of education to enhance professional growth, the promotion of non-academic staff members in universities does not seem to align with this directive.

Purpose of the Study

The study examined the relationship between remuneration and staff promotion as correlate of non-academic staff productivity in Universities in Southwest, Nigeria.

Research Hypotheses

The following research hypotheses were formulated to guide the study

1. There is no significant relationship between remuneration and non-academic staff productivity in Universities in Southwest, Nigeria.
2. There is no significant relationship between remuneration and non-academic staff productivity in Universities in Southwest, Nigeria.

Methodology

The descriptive survey research design was adopted for the study. The population for the study consisted of all 14,108 non-academic staff in the public universities in Southwest, Nigeria. The sample for the study consisted of 1, 200 non-academic staff in public universities (Federal and State) in the Southwest Nigeria. The data for the study were collected through the use of two sets of self-designed instruments tagged Remuneration and Staff Promotion Questionnaire (RSPQ) and non-academic Staff Job Productivity Questionnaire (NSJPQ). The instruments were validated by experts in Educational Management and the reliability of the instruments was established through test-retest method. The data obtained for the study were analysed using inferential statistics. Pearson Product Moment Correlation was used to test the hypotheses. The hypotheses formulated was tested at 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between remuneration and non-academic staff job productivity in universities.

In testing this hypothesis, data on remuneration were collected from the responses of the respondents to items under Section B of RSPQ (item 1-5) in the questionnaire. Data on non-academic staff job productivity were collected from the responses of the respondents to items under Section C of NASJPQ (item 1-16) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 1.

Table 4: Relationship between Remuneration and Non-Academic Staff Job Productivity in Universities in Southwest, Nigeria.

Variables	N	Mean	Stand Dev	r-cal	P-value
Remuneration	1189	11.66	2.65	0.015	0.595
Non-Academic Staff Productivity	1189	46.26	2.87		

P>0.05

Table 1 showed that the r-cal value of 0.015 was significant at 0.05 level of significance because the P-value (0.595) > 0.05. The null hypothesis was not rejected. This implied that there was significant relationship between remuneration and non-academic staff job productivity in universities.

Hypothesis 2: There is no significant relationship between staff promotion and non-academic staff job productivity in universities

In testing this hypothesis, data on staff promotion were collected from the responses of the respondents to items under Section B of RSPQ (item 7-11) in the questionnaire. Data on non-academic staff job productivity were collected from the responses of the respondents to items under Section C of NASJPQ (item 1 – 16) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 2.

Table 5: Relationship between Staff Promotion and Non-Academic Staff Job Productivity in University in Southwest, Nigeria

Variables	N	Mean	Stand Dev	r-cal	P-value
Staff Promotion	1189	11.73	1.66	0.579*	0.000
Non-Academic Staff Productivity	1189	46.26	2.87		

*P<0.05

Table 2 showed that the r-cal value of 0.579 was significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis was rejected. This implied that there was significant relationship between staff promotion and non-academic staff job productivity in universities. Staff promotion is moderately related to non-academic staff productivity.

Discussion

The study revealed that there was significant relationship between remuneration and non-academic staff productivity in universities. It was inferred that remuneration has no impact on non-academic staff productivity. The probable reason could be because remuneration is seen as the direct reward for the job done by non-academic staff in any universities.

The study further revealed that there was significant relationship between staff promotion and non-academic staff job productivity in universities. It could be inferred that there will be improvement in staff job productivity if staff are promoted as and when due. The probable reason for this finding might be because promotion has influence on individual productivity as it induces good performance and increased remunerations.

Conclusion and Recommendation

Based on the findings of the study, it was concluded that both remuneration and staff promotion impact the productivity of non-academic staff in Universities in Southwest, Nigeria. Based on the findings of the study, it was recommended that the government and the management of the universities in Southwest Nigeria should ensure regular payment of salary of the non-academic staff in order to improve their productivity. University management should from time to time conduct staff promotion for deserving non-academic staff when the need arises to improve job productivity.

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