HUMAN RESOURCE MANAGEMENT PRACTICES AND ACADEMIC STAFF JOB SATISFACTION IN KANO STATE OWNED UNIVERSITIES.

Lawrence Bello Maimako   Department of Business Management, Federal University Dutsin-Ma, Katsina State

Abubakar Sadiq Sulaiman, PhD   Department of Business Management, Federal University Dutsin-Ma, Katsina State

Musbau Yusuf, PhD   Department of Social Sciences, Kaduna Polytechnic, Kaduna

Abstract

The study examined the effect of human resource management (HRM) practices on academic staff job satisfaction. The study is cross-sectional and four dimensions of human resource management practices namely; recruitment and selection, training, performance appraisal and employment relations were tested against job satisfaction. Correlation and regression analysis were employed to measure the effect of the independent variables on the dependent variable. The result shows a positive and significant relationship between the independent variables (recruitment and selection, performance appraisal, and employment relations) and the dependent variable (job satisfaction) while training and development is significantly but negatively related to job satisfaction. Based on the findings, it is recommended that the management of the Kano State owned Universities should be more transparent in the process of recruitment and selection in order to increase the satisfaction of its employees, formal training programmes should to be put in place to increase academic staff knowledge as part of the Universities job satisfaction strategies so as to increase the satisfaction of its academic staff and also the performance appraisals of the Universities should be based on objectivity and the result should be quantifiable. Lastly, the management should emphasize on employment relations such as employee job description, and participation so as to increase employee job satisfaction and create powerful workplace relationships.

Keywords: Recruitment and Selection, Training, Performance Appraisal, Employment Relations, and Job Satisfaction.

1. Introduction

Among all the assets an organization possesses, human resources stand out as the most valuable and critical component, they are essential for the effective functioning of all other organizational resources. Consequently, when academic staff experience job satisfaction, productivity levels rise, and they are more likely to perform at their best in all aspects of their roles (Neog & Barua, 2021).

The role of academic staff job satisfaction in driving organizational success and growth cannot be overstated. As such, ensuring job satisfaction should be a top priority for employers across both private and public sectors. While managing people can be challenging, job satisfaction can be fostered through effective supervision, fair treatment, competitive compensation, clear job priorities, timely feedback, recognition, and opportunities for training and professional development (Sageer et al., 2023). When academic staff are satisfied with their jobs, they are more

likely to care about the quality of their work, deliver exceptional value to customers, remain committed to the organization, and achieve higher productivity levels (Sageer et al., 2023).

Locke (1976) defined job satisfaction as a positive emotional state resulting from an individual's evaluation of their job. It encompasses behaviors influenced by factors such as salary, working conditions, autonomy, promotion opportunities, social networks, and talent utilization. Job satisfaction is not a monolithic concept but rather a multifaceted one, reflecting varying levels of satisfaction with different job components, such as pay, supervision, and team dynamics. Enhancing satisfaction with any of these facets can contribute to overall job satisfaction (Conway et al., 2021).

In the era of globalization, the expansion of global enterprises has blurred traditional business boundaries, leading to rapid economic changes, increased competition, and greater complexity. To thrive in this dynamic environment, organizations must operate more efficiently and gain a competitive edge. Human resource management has been identified as a key driver of organizational effectiveness, enabling companies to adapt and succeed in a rapidly changing world (Byrne et al., 2021).

Developed nations have achieved their status by effectively cultivating the will, capacity, and skills of their human resources. Countries like Japan, Singapore, Germany, and Hong Kong have attained economic success through the strategic management of their workforce. This aligns with Adam Smith's view that a nation's prosperity is determined by the skill, efficiency, and attitude of its workforce (Adeoye & Fields, 2024).

Globalization has expanded the reach of global enterprises, breaking down traditional business boundaries and leading to rapid economic changes, increased diversity, and heightened complexity and uncertainty. To remain competitive, organizations must operate more efficiently. The HRM function has been identified as a key factor in optimizing organizational effectiveness (Byrne, Miller, & Pitts, 2024).

Based on interviews and interactions with staff from Kano State-owned universities, it has been observed that many academic staff are dissatisfied with various HRM practices. These include recruitment processes, selection for training and development programs, failure to pay overtime allowances, and performance appraisal methods. These issues contribute to their desire to seek employment in federal government institutions, where they believe they will find greater job satisfaction. Consequently, implementing fair, equitable, and effective HRM practices can enhance academic staff motivation, job satisfaction, and efficiency, leading to improved service delivery and reduced turnover in Kano State-owned universities. This study aims to examine the impact of HRM practices on academic staff job satisfaction in these institutions.

The objective of the study is examined the effect of human resource management practices on academic staff job satisfaction in Kano State Owned Universities.

2. Literature Review

2.1 Conceptual Issues

2.1.1 Concept of Job Satisfaction

Job satisfaction is broadly defined as the extent to which employees feel positive about their work and work environment. It is often measured using self-report surveys, such as the Job Descriptive Index (JDI) and the Minnesota Satisfaction Questionnaire (MSQ). Recent studies have also incorporated qualitative methods, such as interviews and focus groups, to capture nuanced aspects of satisfaction (Smith et al., 2021).

2.1.2 Concept of Human Resource Management Practices

Prior to the developing a definition of HRM, the term personnel management, tracking back to the 1920s, was used by organizations to address various issues concerning their workforce. It involves issues mainly concerning the human administration department charged with the responsibility of recruiting and selecting qualified persons for organizations. Human Resource Management started in early 1800s in England during the apprenticeship and craftsmen era and it developed further with the organizational revolution in late 1800s. In 19th century Frederick W Taylor suggested a combination of organizational psychology and

scientific management of employees and workers. Taylor proposed that the workers and employees should be managed for the job, job efficiency, worker psychology and effective wellbeing of employees. In the 1920s, the development of personnel departments started with the growth of organizations, the government concerns and interventions, the changes in technology and the rise of unions (Permarupan et al., 2024).

Schuler and Jackson (1987) defined human resource management practices as a system that attracts, develops, motivate, and retain employees to ensure the effective implementation and the survival the organization and its members. Human resource management is also seen as a strategic approach to the management of employees which are the people who contributes to the achievement of the objective of an organization (Eromafuru & Gospel, 2024).

2.1.3 Concept of Recruitment and selection

Recruitment and selection involve the process of attracting and choosing individuals to serve in an establishment or organization. It is the procedure for looking for and acquiring potential job candidates in adequate numbers and quality so that the organization can choose the most proper individuals to fill its job needs (Mohamad & Saleh, 2024). Recruitment and selection is considered as a pivotal function of HRM practice as it is the point of entry into organizations and in addition where organizations recruit talents that will drive their goals and interest. It additionally mirrors the necessities and logic of the association as reflected in the gauge of individuals decided for the job. Different techniques are employed in recruitment and selection process and these include various forms of interviews, assessment centers, curriculum vitae, references amongst other (Ghimire, 2024)

Bhandari and Subedi, (2024) maintains that recruitment is an administrative procedure of looking for and drawing in a pool of individuals from which qualified candidates for job opening can be picked. The technique for recruitment profoundly affects employee satisfaction and mentality towards work. Selection on the other hand is seen as a process of choosing from among available applicants the individuals who are most

likely to successfully perform a job. They further contended that the validity of the selection procedure and applying the uniform guidelines on selection procedure help to establish a clear relation between performance on the selection procedure and performance on the job.

2.1.4 Concept of Training

In the field of human resource management, training is concerned with the organizational activity aimed at improving productivity and enhancing skills of individuals and groups in an organizational setting and can improve workforce utilization and it will potentially increase the job satisfaction of employees. Permarupan et al, (2024) maintains that training is frequently utilized calmly to depict any exertion started by an organization to cultivate learning among individuals and it has a tendency to be more narrowly focused and oriented toward short- term goal execution. Training leads to superior knowledge, skills, abilities and attitudes of employees that enhance the financial and non-financial performance of organization and also it can improve workforce utilization and it will potentially increase employee job satisfaction.

Karki (2024) studied the impact of HR practices on job satisfaction in private colleges in Kathmandu. Using correlation and regression analysis, the research found that HR practices like recruitment, salary, training, and rewards significantly influenced job satisfaction. The study concluded that effective HR practices are crucial for employee satisfaction and recommended further research to achieve higher satisfaction levels. Tufail et al. (2024) studied the impact of HRM practices on job satisfaction in private universities. The research found that HRM practices like recruitment, compensation, and training significantly influenced job satisfaction, suggesting further research to achieve higher satisfaction levels.

2.1.5 Concept of Performance Appraisal

Performance appraisal is one of the most important human resource management Practices in organizations. It can be defined as a process, typically delivered annually by a supervisor to a subordinate, designed to help employees understand their roles, objectives,

expectations and performance success. Parayitam, (2023) examined the effect of human resource management (HRM) practices on employee outcomes. More specifically, the relationship between performance appraisal, employee compensation, career planning and training and development influences employee outcomes - job satisfaction and performance and the results showed an association between HRM and employees' job satisfaction.

Lama, (2022) examines the impact of human resource practices on employee satisfaction in Nepalese commercial banks and found that recruitment and selection, training and development, compensation policy, and performance appraisal found a positive correlation with employee satisfaction. Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance Appraisal is done to maintain records in order to determine compensation packages, wage structure, and salaries raises, to identify the strengths and weaknesses of employees to place right men on right job, to maintain and assess the potential present in a person for further growth and development, to provide a feedback to employees regarding their performance and related status, and to provide a feedback to employees regarding their performance and related status.

2.1.6 Concept of Employment Relations

Employment relations describe the interconnections that exist between employers and employees in the workplace which can be formal or informal. Due to the changing working environment and characteristics of multitasking, role transitions and involvement, employees need to solve conflict, and to collaborate with their colleagues. Employee relations practices concern stable and cooperative relationships, commitment achievement, and mutuality development (Armstrong, 2006).

Mushtaq and Niazi (2014) in a study which try to observe the relationship between HR Practices i.e. (Training and Development, Respect and Integrity, Opportunities for Growth/Career Path, Increments & promotion, employment relations, Compensation and benefits) with the employee job satisfaction in textile industry in Pakistan found that performance appraisal have a significant positive impact on employee Job satisfaction.

3. Method and Data Collection

3.1 Research Design

The study utilized survey research approach to gather quantitative data needed to achieve the objective of the study. This approach will be suited for this study considering the fact that it will help the researcher to select a small sample from a larger population to act as an inference. The researcher used primary data collection method to gathered relevant data for the study.

3.2. Model Specification

The independent variable Human Resource Management Practices variables recruitment and selection, training, and employment relations were measured using the instrument developed by Zhai, Liu, and Fellows (2013) while performance appraisal was measured using the instrument developed by Chang (2005). The instruments were measured using a five point Likert's scale ranging from 1- 5: 1- strongly disagree, 2-disagree, 3-neutral, 4- agree, 5- strongly agree (the duties in his job are clearly defined 1 2 3 4 5, the job has an up-to-date description 1 2 3 4 5).

The dependent variable which is Job Satisfaction on the other hand was measured using the generic job satisfaction scale by Macdonald and Maclntyre (1997). The instrument has 10 items. The instruments were measured using a five point Likert's scale ranging from 1- 5: 1- strongly disagree, 2-disagree, 3-neutral, 4- agree, 5- strongly agree (I get recognition for a job well done 1 2 3 4 5, I feel secured about my job 1 2 3 4 5).
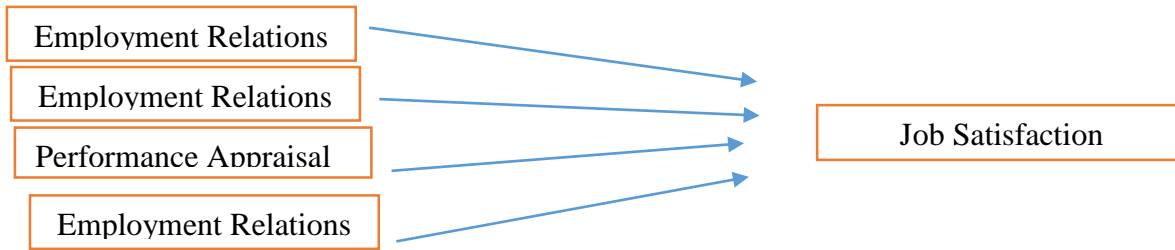
Employment Relations

Employment Relations

Performance Appraisal

Employment Relations

Job Satisfaction

Figure 1. Relationship between HRMP and Job Satisfaction.

3.3 Population and Sample

The study examined the effect of human resource management practices including recruitment and selection, training, Performance appraisal and employment relations on academic staff job satisfaction in Kano State owned Universities, which are the Yusuf Maitama Sule University (Formally Northwest University) Kano which has two hundred and ninety-seven (297) academic staff and the Aliko Dangote University (formally Kano State University of Science and Technology Wudil) which has three hundred and forty-one (341) academic staff. These add up to Six Hundred and Thirty-eight (638) Academic Staff to constitute the population of the research.

Based on the simplified decision model used for Educational and Psychological Measurement for Determining Sample Size for Research Activities developed by Krejcie and Morgan (1970), as the total population is six hundred and thirty eight (638), thus the recommended sample size is two hundred and thirty four (234) employee.

3.4 Method of Data Analysis

The rationale of this chapter is to analyze, interpret and summarize the result of the research after the data has been collected. SPSS (Statistical Package for Social Science) software version 25 was used to analyze the data collected. There are several analyses involved in the chapter which includes descriptive analysis, reliability analysis, Pearson's correlation analysis, and multiple regression analysis.

3.4.1 Survey Response

The researcher and four research assistants went round all the departments of the universities to administer and retrieve the questionnaire.

Table 1. Questionnaire Distribution

Item	Frequency
Questionnaire Distributed	234
Questionnaire Returned	146
Questionnaire Retained	146

A total of 146 academic staff constitutes the respondents of the research given a good response rate of 62.3932 %. Sekaran, (2000) argued that a response rate of 30% is suitable for a survey. Also, Hair, et al., (2010) argued that response rate is considered adequate when the returned questionnaire is between 5 to 10 times number of the study variables which in this case is 5 (i.e. Job satisfaction, Recruitment and Selection, Training, performance appraisal and Academic staff relations); a sample of 50 is considered adequate for data analyses. Hence, 146 usable responses have satisfied the requirement for a good sample size for multiple regression analysis. The data were then imputed into version 25 of SPSS and the analysis carried out.

4. Results and Discussion

4.1 Descriptive Analysis

In this section, the researcher analyzed respondents' demographic information and also the descriptive statistics for all the research variables to include; job satisfaction, recruitment and development, training, performance appraisal, and employment relations.

4.2 Respondents Demographic Profile

This section explains the demographic data of the respondents in terms of their gender, age, experience, level of education and marital status. The result from the demographic analysis shows that there are 125 male respondents and 21 female respondents from the 146 sets of questionnaire that were returned. The result shows that among respondents, 85.6% of the respondents are male and 14.4% are female. The males are majority in the gender category.

Also, shows the age group of respondents in the survey. The result shows that the largest age group of respondents is between 31 years old and 40 years old and represents 54.8% which consists of 80 respondents. This is followed by 23.3% second largest age group of respondents which are between 41 to 50 years old and are 34 respondents. The respondent from the age group 20 years old to 30 years old represents 19.9% with 29 respondents. The respondent from the age group 51 years to 60 represents 2.1% with 3 respondents.

The results shows that 84 respondents have worked between 1year to 5 years and this number represents 57.5% of the respondents. There are 35 respondents who have 6 to 10 years' experience and they represent 24.0%. Besides, there are 11.6% of the respondents who have worked for 11 to 15 years which are 17 respondents. This is followed by 4.8% of respondents which consists of 7 of the respondents who have 16 to 20 years' experience. While only 3 respondents out of the 146 have worked for 21 years and above which represents 2.1%.In the aspect of level of education, it shows that there are 4 levels of education which include ND/HND/B.Sc./B.A/B.ED, M.Sc., Ph.D and others. Also the table showsthat 57.5% of the respondents which consists of 87 respondents are Ph. D holders. It is followed by 31.5% of the respondents who are M.Sc. holders, which represents 46 respondents. Similarly, 10.3 % of the respondents are ND/HND/B.Sc./B.A/B.ED holders and are only 15 respondents out of 146. It is followed by 0.7% which is 1 respondent out of 146 in other level of education. Lastly, the result shows that most of the respondents are married, which contribute 66.4% representing 97 respondents. This followed by 28.8 % of respondents who are single which are 42 respondents. The respondents who are divorced are 2 representing1.4% of the respondents. Finally, 5 respondents are widows and it represents 3.4% out of the 146 respondents.

4.3 Central Tendencies Measurement of Constructs

In this section, measurement of central tendencies is to show the mean value of five interval scale constructs. The total of 26 items are measured using 5 point interval scale ranging from strongly disagree (SD) to strongly agree (SA) in SPSS.

Table 3: Descriptive Statistics of Job Satisfaction

	Mean	Std. Deviation	Ranking
I get recognition for a job well done	3.82	.692	9
I feel close to the people at work	4.05	.741	5
I feel good about working in this institution	4.21	.901	2
I feel secured about my job	4.33	.933	1
I believe management is concerned about me	3.47	.790	10
On the whole, I believe the work is good for my health	3.98	.883	6
My wages are good	3.85	.782	8
All my talents and skills are used at work	3.95	.931	7
I get along with my superiors	4.07	.794	4
I feel good about my job	4.16	.702	3

Source: Field Survey (2025)

Table 3 is made up of ten statements. The statement with the highest mean score is "I feel secured about my job" with the score of 4.33. The statement with the second highest mean score is "I feel good about working in this institution" with the score of 4.21. The statement with the third highest mean score is "I feel good about my job." with the score of 4.16. The statement with the forth mean score is '' I get along with my superiors ''with the score of 4.07. This is followed by '' I feel close to the people at work'' with the score of 4.05. It is then followed with the statement '' the work is good for my health'' with the score of 3.98. The statement with the next mean score is '' All my talents and skills are used at work'' with the score of 3.95. The statement that followed in mean score is '' my wages are good '' with the mean score of 3.85. The statement with the second to the last mean score is '' I get recognition for a job well done'' with the mean score of 3.82. The statement with the last mean is '' I believe management is concerned about me'' with the score of 3.47. These implies that majority of the staff feel secured about their job and many feel good about working in this institution which is what gives them satisfaction.

Table 4: Descriptive Statistics of Recruitment and selection

	Mean	Std. Deviation	Ranking
Long-term academic staff potential is emphasized	3.56	.733	2
The members of the department of which the new worker will be employed participate in the selection of the candidates.	3.66	.834	1

 Source: Field Survey (2025)

Table 4 is comprised of 2 statements. The statement with the highest mean score is "The members of the department of which the new worker will be employed participate in the selection of candidates" with the score of 3.66. The statement with the least mean is ''Long-term academic staff potential is emphasized'' with the mean score of 3.56.

This implies that in the aspect of recruitment and selection, it shows that the statement "the members of the department of which the new worker will be employed participate in the selection of candidates" leads to academic staffs' job satisfaction.

Table 5: Descriptive Statistics of Training

	Mean	Std. Deviation	Ranking
Formal training programs are provided for academic staffs	3.66	.808	1
There are comprehensive training policies and programs	3.60	.950	2
There are formal training programs to teach new staffs the skills they need to perform their job	3.45	.863	4
There is training for problem-solving ability	3.52	1.012	3

 Source: Field Survey (2025)

Table 5 is comprised of 4 statements. The statement with the highest mean score is "Formal training programs are provided for academic staffs" with the score of 3.66. The statement with the second highest mean is 'There are comprehensive training policies and programs'' with the mean score of 3.60. This is followed by the statement '' There is training for problem-solving ability'' with a mean score of 3.52. The statement '' There are formal training programs to teach new staffs the skills they need to perform their

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job'' has the least mean score of 3.45.

The result from table 5 shows that if formal

training programs are provided for academic staffs in the Universities, the academic staffs will be more satisfied with their jobs.

Table 6: Descriptive Statistics of Performance Appraisal

	Mean	Std. Deviation	Ranking
Performance appraisals are based on objectives	3.47	.501	1
Performance appraisals are based on quantifiable results	3.01	1.002	3
The institution has provided enough information regarding specific methods of the performance evaluation system	2.92	1.014	4
Academic staffs are allowed to formally communicate with supervisors regarding the appraisal results	3.11	2.004	2

Source: Field Survey (2025)

Table 6 is made of 4 statements. The statement with the highest mean is '' Performance appraisals are based on objectives'' with the mean score of 3.47. This is followed by the statement '' Academic staffs are allowed to formally communicate with supervisors regarding the appraisal results'' which have the mean score of 3.11. The statement'' The institution has provided enough

information regarding specific methods of the performance evaluation system'' has the mean score of 3.05. The statement "Performance appraisals are based on quantifiable results" has the least mean score of 2.92. It shows that in terms of performance appraisal, objectivity is the strongest predictor.

Table 7: Descriptive Statistics of Employment Relations

	Mean	Std. Deviation	Ranking
The duties in his job are clearly defined	3.87	.833	1
The job has an up-to-date Description	3.87	.841	1
The job description for a position accurately describes all of the duties performed by individual academic staff	3.78	.826	3
Academic staffs in this job are often asked by their supervisor to participate in decisions	3.72	.938	5
Management inform the academic staff about economic and strategic information	3.57	.946	6
Academic staff are provided the opportunity to suggest improvements	3.73	.942	4

Source: Questionnaire (2025)

Table 7 is comprised of 6 statements. The statements '' the duties in his job are clearly defined'' with the highest mean is '' and '' the job has an up-to-date description'' have the same mean score and is the highest with the score of 3.87. This is followed by the statement '' the job description for a position accurately describes all of the duties performed by individual academic staffs'' which have the mean score of 3.78. The statement'' academic staffs are provided the opportunity to suggest improvements'' has mean score which is 3.73. The statement'' academic staffs in this job are often asked by their supervisor to participate in decisions'' has mean score which is 3.72. The statement'' inform the academic staffs about economic and strategic information'' has least mean score of 3.57. This implies that the duties of the academic staffs are clearly defined and is the strongest predictor of job satisfaction in the area of employment relations.

4.4 Scale Measurement

According to DeCoster (2004), reliability test is used to determine whether the variability in the observed scores can represent variability in underlying true score.

The SPSS software provides a measurement of internal consistency which is Cronbach's Alpha. The greater the value alpha, the higher of correlation among variables. In order to get a perfectly reliable, the reliability ranges would be dictating from 0 to 1, while the reliability range with more than 0.7 is preferable. Based on the George and Mallery (2013), if the Alpha value greater than 0.9 is excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0.6 is considered as questionable as, greater than 0.5 is poor and smaller than 0.5 is considered as unacceptable. Furthermore, once a particular item has been removed from consideration, it is a good measure of item's contribution to the performance of the entire test assessment.

Table 8: Reliability Statistics for Measurement Instruments

Variable	Cronbach's Alpha
Job Satisfaction	0.982
Recruitment and Selection	0.731
Training	0.857
Performance Appraisal	0.837
Employment Relations	0.885

Source: Field Survey (2025)

Based on table 8, the Cronbach's Alpha for job satisfaction is equal to 0.982 which means that the instrument is reliable at 98.2 The Cronbach's Alpha value 0.982 fall under the range greater than 0.9, it implies that the 10 items measuring job satisfaction are excellent.

Table 8 shows the Cronbach's Alpha of recruitment and selection to be equal to 0.731 which means that the instrument is reliable at 73.1%. This Cronbach's Alpha value is greater than0.7 which is acceptable. It implies that the 2 items measuring

recruitment and selection are considered acceptable.

Based on table 8, the Cronbach's Alpha for training is equal to 0.857 which means that the instrument is reliable at 85.7%. The Cronbach's Alpha value 0.857 is greater than 0.8 which shows that the 4 items measuring training are considered good.

Based on table 8, the Cronbach's Alpha for performance appraisal is equal to 0.837 which means that the instrument is reliable at 83.7% The Cronbach's Alpha value 0.837 is greater than 0.8 which shows that the 4 items measuring performance appraisal are

considered good.

Table 8, shows the Cronbach's Alpha for employment relations to be equal to 0.885 which means that the instrument is reliable at 88.5%.The Cronbach's Alpha value 0.885 is greater than which shows that the 6 items measuring employment relations are considered good

4.5 Assumption for Multiple Regressions

All the variables of the study were checked for normality, linearity, multicollinearity, and homoscedasticity to satisfy the basic and underlying assumptions of the multiple regression analyses as it is line with the suggestion of Hair et al., 2010.

4.5.1: Normality

Tabachnick and Fidell (2007) maintained that normality is evaluated statistically or graphically, saying when the distribution is normal, the value of the skewness and kurtosis must be close to zero. Graphically, normality is determined via a histogram residual plot. It refers to as the shape of data distribution of an individual continuous variable and its correspondence to normal distribution. If this assumption is met, the residual should be normally and independently distributed.

In this study, the normality assumption was diagnosed by checking the histogram residual plots and it showed that the assumption is met since all the bars on the histogram were close to the normal curve

4.5.2 Linearity

Tabachnick and Fidell (2007) are of the view that the underlying assumption of linear regression is that the relationship between the independent and dependent variables must be linear. Hence, correlation only captures the linear relationships between the variables.

The present study used the Probability plots (p-plots) which are generally used to determine whether the distribution of a variable matches a given distribution. If the selected variable matches the test distribution, the points cluster around a straight line

4.5.3 Multicollinearity

According to Tabachnick and Fidell (2007), multicollinearity is a predicament that occurs when the independent variables are extremely interrelated to as high as 0.9. They argued that Multicollinearity exists when two or more of the variables in a regression model are moderately or highly correlated. If the multicollinearity problem is detected, it can be resolved by deleting the offending variable. One of the ways of indicating multicollinearityis to check the correlation matrix of the independent variables. Based on Sekaran and Bougie (2010), a figure of 0.7 and above is considered as high multicollinearity while Berry and Fieldman 1985 said the inter correlation of 0.8 and above is considered high multicollinearity.

To detect multicollinearity problem, a bivariate correlation of all the independent variables was conducted using pearsons' correlation which shows that there is no multicollinearity problem as the values are not close to 0.7. In order to screen for multicollinearity, the Variance Inflation Factor (VIF) and tolerance level were examined using the SPSS. Based on Hair et al., (2010), the rule of the cut-off points is that the tolerance level should be less than 0.10. When these were carried out, it shows that there is no multicollinearity problem among the variables.

4.5.4 Homoscedasticity

Hair et al. (2010) argued that the basic assumption of homoscedasticity is that the variance of the dependent variable should be approximately the same at the different levels of the independent variables. Homoscedasticity is normally assessed by visual inspection of the scatter plot of the regression residual. Based on Berry and Feildman (1985), homoscedasticity appears to be indicated when the width of the band of the residual is approximately the same at dissimilar level of the independent variable and the scatter plot normally shows a pattern of residuals disseminated around the mean. When homoscedasticity was checked using the SPSS, it was found that the assumption was not violated.

4.6 Inferential Analyses

In the inferential statistical analyses, Pearson correlation coefficient and multiple regression analyses were employed.

4.6.1 Pearson Correlation Coefficient Analyses

Pearson correlation coefficient analysis can be used to measure the strength and direction of linear relationship between two variables. It also describes the degree of how one variable is related to others (Zikmund, 2003).

The value of Pearson correlation coefficient is from -1 to +1. When the Pearson correlation coefficient value is +0.1, it is showed that the variables are perfectly linear related by increasing relationship. When the Pearson correlation coefficient value is -1, it showed that the variables are perfectly linear related by

declining relationship. However, a zero value showed the variables are not linear related with each other.

R^2 defined as the coefficient of determination which provides the information about the variation proportion in the dependent variable with the variation in independent variables. In this research study, Pearson correlation analysis will be used to determine the correlation between the independent variables (Recruitment and selection, Training and Development, compensation, and Employment relations) and dependent variable (Job satisfaction).

Table 9 presents the relationship between the variables. Howell (1992) stated that a correlation of 0 indicates no relationship at all, a correlation of 1.0 show a positive correlation, and -1 indicates a perfectly negative correlation.

Table 9: Correlations

		JS	RNS	T	PA	ERS
Job Satisfaction	Pearson Correlation	1				
Recruitment and Selection	Pearson Correlation	.159	1			
Training	Pearson Correlation	-.233**	.128	1		
Performance Appraisal	Pearson Correlation	.013	.006	.546**	1	
Employment Relations	Pearson Correlation	.224**	.111	.024	.011	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows that there is a positive relationship between recruitment and selection and job satisfaction because of the positive value for correlation coefficient. Recruitment and selection variable has a 0.159

correlation with the job satisfaction variable. The table also shows that training is negatively related to academic staff job satisfaction in Kano State owned Universities because of the negative value for

correlation coefficient. The training variable has -0.233 correlations with the job satisfaction variable but is significant as the p-value is 0.01. This implies that that training has a perfectly negative correlation with job satisfaction.

Based on table 9, performance appraisal is also positively related to academic staff job satisfaction because of the positive value for correlation coefficient. The performance appraisal variable has a 0.013 correlation with the job satisfaction variable.

Also, table 9 indicates that employment relations are positively related to academic staff job satisfaction because of the positive value for correlation coefficient. The employment relations variable has 0.224 correlations with the job satisfaction variable.

4.6.2   Multiple Regression Analysis

According to Zikmund and Babin (2010), multiple regressions can be defined as a set of independent variables which describe the variance proportion in a dependent variable at a significant level and hence set up the relative predictive importance of independent variables. Besides that, by using hierarchical regression, one can determine the variance of dependent variable which can be explained by a set of independent variables.

Hair et al (2007) argued that multiple regression analysis provides an avenue of neutrality assessing the degree and the character of the relationship between the independent variable and the dependent variable. The regression coefficient shows the relative importance of each of independent variables in predicting the dependent variable.Regression analysis was employed to test the hypothesis in this study investigating the independent variable (recruitment and selection, training, performance appraisal, and employment relations) and dependent variable (academic staffs' job satisfaction). It shows the model summary, anova summary and the coefficient.

Table 10: Model Summary[b]

Error of Model	R	R Square	Adjusted R Square	Std. the Estimate
1	.437[a]	.191	.167	7.081

A. Predictors: (constant), employment relations, training, recruitment and selection, performance appraisal

B. Dependent variable: job satisfaction

Table 10 shows three multiple correlation indices. They are multiple correlation (R) = 0.437, multiple correlation squared (R^2) = 0.191 and adjusted squared multiple correlation (R^2_{adj}) =0 .167. The correlation between the independent variables and the dependent variable is shown by (R) which is 0.437. Also on the table R^2_{adj} shows 0.191 that is 19.1% of the variance observed in academic staff job satisfaction is accounted for by the four independent variables and it is statistically significant.

Table 11: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1641.368	4	410.342	8.184	.000[a]
	Residual	6969.625	139	50.141		
	Total	8610.993	143			

Predictors: (constant), employment relations, training, recruitment and selection, Performance appraisal

Dependent variable: Job satisfaction.

Table 11 shows that $F = 8.184$, P <0.05 and that the F- ratio is statistically significant at 0.000. This result clearly indicated that the combination of the independent variables (Recruitment and selection, training, Performance appraisal, and employment relations) allow reliable prediction of the dependent variable (Job satisfaction).

Tables 10 and 11 present the effect of recruitment and selection, training, Performance appraisal, and employment relations on academic staff Job Satisfaction. The tables indicated that all the independent variables significantly ($F_{(1641.368)} = 8.184$, p <0.05) have effect on academic staff job satisfaction. And that a positive relationship (R = 0.437) existed between the independent variables and the dependent variable. Since the adjusted R^2 was 0.191, it can be said that recruitment and selection, training, Performance appraisal, and employment relations have 19.1% variance on academic staff job satisfaction.

Table 12: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.350	4.881		4.784	.000
	Recruitment and Selection	1.837	.620	.230	2.964	.004
	Training	-1.817	.422	-.397	-4.303	.000
	Performance Appraisal	.690	.268	.236	2.573	.011
	Employment relations	1.070	.314	.262	3.406	.001

a. Dependent Variable: JOB SATISFACTION

Table 12 shows clearly that the independent variables recruitment and selection, performance appraisal, and employment relations are significantly and positively related to academic staff job satisfaction while training

is significantly and negatively related to academic staff job satisfaction.

4.7 Testing of Hypotheses

The four formulated hypothesis of the study are tested below

4.7.1 Hypothesis One

H₀ 1: There is no significant and positive relationship between recruitment and selection and academic staff job satisfaction in Kano State owned Universities Based on tale 12, recruitment and selection ($\beta = 0.230$, t (146) = 2.964, p <0.05) has effect on academic staff job satisfaction. This is because p-value for recruitment and selection is 0.004 which is less than alpha value 0.05. Therefore, the independent variable (recruitment and selection) is significant and positively related academic staff job satisfaction.

4.7.2 Hypothesis Two

H₀ 2: There is no significant and positive relationship between training and academic staff job satisfaction in Kano State owned Universities. Table 12 shows that training ($\beta = -0.397$, t (146) = -4.303, p <0.05) has effect on academic staffs' job satisfaction. This is because p-value for training is 0.000 which is less than alpha value 0.05. It shows that the independent variable (training) is

also significant but negatively related to academic staffs' job satisfaction.

4.7.3 Hypothesis Three

H₀ 3: There is no significant and positive relationship between performance appraisal and academic staff job satisfaction in Kano State owned Universities. Table 12 shows that Performance appraisal ($\beta = 0.236$, t (146) = 2.573, p <0.05) has effect on academic staffs' job satisfaction. This is because p-value for Performance appraisal is 0.011 which is less than alpha value 0.05. It shows that the independent variable (Performance appraisal) is significant and positively related to academic staffs' job satisfaction.

4.7.4   Hypothesis Four

H₀ 4: There is no significant and positive relationship between employment relations and academic staff job satisfaction in Kano State owned Universities. Based on table 12, Employment relations ($\beta = 0.262$, t (146) = 3.406, p <0.05) has effect on academic staff job satisfaction. This is because p-value for employment relations is which is less than alpha value 0.05. It shows that the independent variable (Employment relations) is also significant and is positively related to academic staffs' job satisfaction.

Table 13: Regression Result and Finding

Hypothesis	Variable	Beta	t-value	p-value	Finding
H₀1	Recruitment				
	and Selection	.230	2.964	.004	Rejected
H₀2	Training	-.397	-4.303	.000	Accepted
Ho3	Performance Appraisal	236	2.573	.011	Rejected
Ho4	Employment Relations	262	3.406	.001	Rejected

According to Kumar, Taib and Raniyah (2013), if the t-value in a regression exceeds 1.645 then it shows that there is a significant relationship and therefore the hypothesis should be accepted or rejected as the case may be.

4.8 Discussion of Findings

The discussion focuses on the findings of the study with reference to the hypotheses of the study.

The findings from hypothesis one shows that there is a significant and positive relationship between recruitment and selection and academic staff job satisfaction in Kano State owned Universities is supported by the result from multiple regression analysis. This is indicated by p- value 0.004 and a t-value of 2.964 which is above 1.645, both signifying that there is a significant positive relationship between recruitment and selection and job satisfaction and found that recruitment and selection is significantly and positively related to academic staff job satisfaction.

Findings from hypothesis two shows that there is a significant but negative relationship between training and academic staff job satisfaction in Kano State owned Universities shows a p- value of 0.000 from the multiple regression analysis, a t- value of -4.303 which signifies that there is a significant but negative relationship between training and academic staff job satisfaction.

Hypothesis three findings show a p- value 0.011 and a t-value of 2.573. This signifies that there is a significant positive relationship between Performance appraisal and academic staff job satisfaction in the Kano State owned Universities.

Findings from hypothesis four shows that there is significant and positive relationship between employment relations and academic staff job satisfaction in Kano State owned Universities shows a p- value of 0.001 and a t- value of 3.406. This signifies that there is a significant positive relationship between employment relations and academic staff job satisfaction in the Kano State owned Universities.

In general, the findings of the study indicated that recruitment and selection performance appraisal, and employment relations are significantly and positively related to academic staff job satisfaction in the Kano State owned universities while training is significantly but negatively related to academic staff job satisfaction in the Kano state owned Universities.

From the perspectives of theoretical contributions, this study provides useful information to the management of Northwest University Kano and Kano State University of Science and Technology Wudil and also to the academia in the country and beyond on human resource practices and academic staff job satisfaction. On the other hand, employers are able to know how to avoid unnecessary problems and satisfy their academic staff. Other than that, the increased in academic staff job satisfaction can motivate the academic staff in the State owned Universities to perform their tasks more effectively and efficiently. Thus, the Management of these Universities should emphasize on these practices to maximize their academic staff job satisfaction. It can help to reduce the problem of turnover and negative attitude of the academic staff towards the institutions. Equally important is the findings that recruitment and selection, performance appraisal, and employment relations are significantly and positively related to academic staff job satisfaction while training is significantly but negatively related to academic staff job satisfaction . By implication, it shows that recruitment and selection, performance appraisal, and employment relations are vital in creating academic staff job satisfaction thereby curbing academic staff turnover in the Kano State owned Universities. Since training is negatively related to job satisfaction in the Kano Sate owned Universities, the management of the Universities should employ better means of training and development that can lead to the satisfaction of its academic staff rather than dissatisfaction.

5. Conclusions

From the perspectives of theoretical contributions, this study provides useful information to the management of Kano State owned Universities and also to the academia in the country and beyond on human resource practices and academic staff job satisfaction. On the other hand, employers are able to know how to avoid unnecessary

problems and satisfy their academic staff. Other than that, the increased in academic staff job satisfaction can motivate the academic staff in the State owned Universities to perform their tasks more effectively and efficiently. Thus, the Management of these Universities should emphasize on these practices to maximize their academic staff job satisfaction. It can help to reduce the problem of turnover and negative attitude of the academic staff towards the institutions. Equally important is the findings that recruitment and selection, performance appraisal, and employment relations are significantly and positively related to academic staff job satisfaction while training is significantly but negatively related to academic staff job satisfaction . By implication, it shows that recruitment and selection, performance appraisal, and employment relations are vital in creating academic staff job satisfaction thereby curbing academic staff turnover in the Kano State owned Universities. Since training is negatively related to job satisfaction in the Kano Sate owned Universities, the management of the Universities should employ better means of training and development that can lead to the satisfaction of its academic staff rather than dissatisfaction.

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