

**EMPLOYEE RESOURCING STRATEGIES:
IMPLICATIONS FOR JOB PERFORMANCE AND PERCEIVED
CORPORATE IMAGE IN SELECTED NIGERIAN PRIVATE
UNIVERSITIES**

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April, 2017

Acceptance

This is to attest that this thesis is accepted in partial fulfilment of the requirements for the award of the degree of Doctor of Philosophy in Industrial Relations and Human Resources Management in the Department of Business Management, College of Business and Social Sciences, Covenant University, Ota.

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Declaration

I, FALOLA Hezekiah Olubusayo declare that this research work titled “Employee Resourcing Strategies: Implications for Job Performance and Perceived Corporate Image in Selected Nigerian Private Universities” was carried out by me under the supervision of Professor J. O. Adeyeye and Dr. A. A. Adeniji. The ideas and views of this research are products of original research undertaken by me, and the views of other researchers have been duly expressed and acknowledged.

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Certification

It is certified that this thesis titled “Employee Resourcing Strategies: Implications for Job Performance and Perceived Corporate Image in Selected Nigerian Private Universities” is based on original research carried out by FALOLA Hezekiah Olubusayo under our supervision and that it has not been submitted for the award of any degree in this or any other University.

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Dedication

This thesis is dedicated to none other than the Almighty God who has given me the gift of life, strength and inspiration to complete this study.

To Him alone be all the glory.

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Abstract

Employee resourcing strategies are fundamental to the survival and sustainable development of any organisation in the face of increasingly competitive business or academic environment. This study examined the resultant effects and level of relationship that exist between constructs of employee resourcing strategies, job performance and corporate image in some selected private Universities in Southwest Nigeria. To accomplish the goals of the study, a total of 500 copies of questionnaire were administered to the academic staff of the six (6) selected private Universities, out of which four hundred and forty-three (443) were retrieved and analyzed. Stratified and simple random sampling techniques were used to select the respondents for this study. Descriptive and inferential statistics such as Pearson Product Moment Correlation Coefficient, Linear Regression, Structural Equation Model (AMOS 22), Mean and Standard Deviation were used for the analyses. The results show significant relationships between the employee resourcing strategies, job performance and University' corporate image variables. The results also indicate that human resource planning strategies have significant effects on brand image at $F= 151.277$, $df= 442$, sig. at 0.000. Meanwhile, employee recruitment strategies have positive significant effects on research image at $F= 17.047$, $df= 442$, sig. at 0.000. On the other hand, the relationship between employee selection strategies and corporate reputation was positive at a correlation of 0.250, $df= 442$, sig. at 0.000 and sig. at 0.01 level (2-tailed). Similarly, the result shows that there is positive significant relationship between employee retention strategies and corporate identity at a correlation of 0.325, $df= 442$, sig. at 0.000 and significant at 0.01 level (2-tailed). It is therefore recommended that University management should develop employee resourcing strategies that are linked with Universities overall strategy to achieve their institutional goals.

Key words: Employee Resourcing, Retention, Corporate Image, Research Image, Strategy, Job Performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The survival and sustainable growth of any organisation largely depends on the effective and efficient management of her employees. The management of people at the workplace is traceable to communal societies where duties were predominantly divided and assigned among family groups. Tasks were allocated according to the individual skills, abilities, age, gender and strength. Division of labour and specialisation were highly encouraged (Alan, 2007; Manafi & Subramaniam, 2015). As civilisation and technology evolved, personnel management became concerned with the technological aspect of hiring, firing and firing; this emerged in the 1920's (Chukwunonso, 2013). However, personnel management failed to give adequate attention to the significance of systematic relationships of employment practices on overall organisational performance. Consequently, human resource management emerged and gained more prominence in 1981 with the introduction of a Master of Business Administration (MBA) programme at Harvard Business School to train personnel managers on the adoption of human resource management for effective employment practices (Guest, 2011; Lamba & Choudhary, 2013). Therefore, in 21st century organisations, human resource management centres on the employees in economic terms as assets that must be productively managed for outstanding job performance.

Modern business is uniquely complex as a result of composite business environment, globalisation, rapid technological advancement, among others. Sequel to the above, strategic human resource management was introduced in reaction to the considerable increase in competitive pressures (Ambrose & Philip, 2015; Clarke, 2013). Therefore, competitive business environment requires that organisations engage employee resourcing strategies such as manpower planning, attraction and selection of talents and skill retention for organisational effectiveness and competitiveness. The integration of strategic human resource management practices with the overall business strategy will promote organisational performance and thereby enhance the corporate image of such organisation. Meanwhile, strategic human resource management is concerned with the use of planning for both human resource requirement and the process of capabilities development

(Armstrong & Taylor, 2014). Strategic human resource management includes resourcing strategies, employee development strategies, reward strategies, employee relations, among others. Employee resourcing strategies, an aspect of strategic human resource management practices that ensures the availability of the right quantity and quality of staff required as well as the selection and retention of employees who ‘fit’ the strategic requirements of the organisation, are fundamental in the knowledge-based economy.

It is imperative to note that in the knowledge-based economy, skills and employee development are the strength and backbone of sustainable economic development and social well-being (OECD, 2012). However, University education plays a significant role in human resource skills/knowledge development and the economic prosperity of any nation (Dill & Van-Vught, 2010; Jain, 2015). Today, Universities are characterised by massive expansion, wider participation and high rate of students’ enrolment because of public demand for University education, thus, giving room for the emergence of new Universities. Evidently, public Universities cannot meet the demand of people yearning for University education. Hence, opportunities now exist for private providers to meet the growing demand of University education and this has led to the rapid expansion and proliferation of private Universities around the globe in general and Nigeria in particular (Adeyeye, 2009). Universities in Nigeria are rising rapidly, but ironically, the number of academic staff is not increasing proportionately (National Universities Commission (NUC), 2015).

Employee resourcing strategies however set out what the University intends to do about its human resource planning, recruitment, selection, retention and how they should be integrated with University strategies (Armstrong, 2010; 2014). Evidently, human resource is a backbone and life-wire of any organisation that can be productively and strategically engaged for excellent job performance that will culminate into positive corporate image. Universities are expected to intensify efforts at strategic modality and corporate initiatives to plan, recruit, select and retain valuable faculty and staff towards the actualisation of the University’s overall strategic goal (Gberevbie, 2006; Kanyemba, Iwu & Allen-Ile, 2015; Vander, Basson & Coetzee, 2009). Employee skills, knowledge and intellectualism are competitive enablers and distinctive capabilities of a University. Attraction, selection and retention of talented employees will culminate in sustainable job performance which will invariably enhance corporate image of Universities (Minchington, 2010; Prinsloo, 2008).

The pivotal goal of any University, be it private or public, is to “develop the whole man mentally, morally and physically, and thereby confer degrees on their products who are found worthy in character and learning” (Idogho, 2011). In addition, they are expected to provide leadership training, build strong economy and society, giving quality education through comprehensive courses that will translate theory into practice (Adeyeye, 2009; Aina, 2010; Gberevbie, 2006). However, this can only be achieved by attracting and retaining formidable and competent faculty and staff. Nonetheless, for Universities to achieve positive corporate image and competitive advantage, employee resourcing strategies become imperative (Ahunaya & Osakwe, 2012; Kibui, Gachunga, & Namusonge, 2014). It is essential to note that employee resourcing strategies are not restricted to attracting ‘eggheads’, but continuous process of selection, placement, induction and retention, among others (Venkateswaran, 2012). However, University management must, therefore, have the capability to identify individuals with distinctive competencies and experiences and as well as intensify efforts to retain them. This can be achieved via competitive reward system, career development, job security, and other motivating factors (Gberevbie, 2010).

Employee resourcing strategies are a significant and dynamic tool for Universities’ survival and worthwhile achievements (Ngui, Elegwa, Gichuhi & Waititu, 2014). The sustainability of any University largely depends on its ability to strategically employ and retain talented employees that will formulate and implement strategies to foster excellent academic performance thereby enhancing the organisational image (Armstrong, 2010; CIPD, 2012; Dhar, 2015). According to Ogunyomi and Ojikutu (2014), employee resourcing strategies become essential because University’s rapid growth and sustainable development often times require different types of talent for success in a competitive academic environment. Besides, as noted by Antonio and Luis (2015), “Universities are expected to respond to the changes in their competitive environment by identifying the types of “talent” needed at present and in the future to ensure consistent growth and sustainable development”. This study becomes necessary because it concerns the integration of employee resourcing strategies into the overall strategic goal which is non-negotiable for Universities’ growth and sustainable corporate image.

1.2 Statement of the Research Problem

One of the most valuable assets of any University is its human resource. Attracting and retaining skilled employees in a competitive academic environment is *sine qua non* for a University's survival and sustainable corporate image. Despite the importance placed on employee resourcing strategies, research in this area in Nigeria requires more definite attention. Studies such as Akhigbe (2013); Gberevbie (2008); Ogunyomi and Ojukutu (2014); Satop (2014) among others have indicated the significance of employee resourcing strategies and job performance, however, the relationship between employee resourcing strategies and corporate image in Nigerian Universities should be accorded the necessary attention.

The evolving competition in the Nigerian University system has called for the adoption of strategic approach for effective and efficient teaching, research, innovation and community impact, to compete favourably with their counterparts around the globe. Universities ranking is one of the core factors responsible for Universities' reputation and image. Sequel to the various platforms of University ranking in the world, no Nigerian University has ever ranked among the best 2000 Universities in the world in Times Higher Education-QS Ranking; Webometrics Ranking, Academic Ranking of World Universities; Newsweek Ranking among others (Tichaona, 2014). Obviously, several steps taken by government and other stakeholders in the education sector through various interventions and restructuring have not solved the problems. This apparently needs to be considered holistically. Besides, the survival of the Universities in the competitive academic environment requires availability of Senior Faculty with distinctive capabilities. Therefore, strategic plan for immediate and future manpower requirements of the Universities is an area that needs to be explored. The research problem addressed here therefore is the role human resource planning strategies can play in enhancing job performance and promoting University's brand image.

The growing competition in the Nigerian University environment is evident in the increasing number of new Universities approved by the National Universities Commission (NUC). Thus, the need for systematic and rigorous recruitment strategies to attract and retain skilled and experienced academic staff for quality teaching and research that will proffer solutions to the socio-economic problems of the Nigerian society cannot be over emphasised. As noted by NUC (2015), the number of Universities in Nigeria has increased, yet these Universities are struggling and hunting for Senior Faculty. Nigeria has a total of

forty-six (46) Federal Universities, forty (40) State Universities and sixty-one (61) Private Universities licensed to operate (NUC, 2015). However, Elegbe (2010) posits that Nigerian Universities require about 60,000 academic staff to compete favourably with Universities in the developed world. The shortage of qualified academic staff is greatly affecting tertiary institutions in Nigeria to the extent that most of the newly established Universities are struggling to get senior academic staff (Elegbe, 2010). Nevertheless, the few qualified staff are overloaded with teaching, committee works, administrative works and other extra-curricular activities in the University system. All these are likely to affect the research output, teaching and project supervision, community service, among others. Attracting staff with high level of talent, skills, competence and other distinctive capabilities have been a major universal challenge to the University education system. In Nigeria, for example, both public and private Universities are springing up frequently and both old and new Universities are confronted with how to attract competent staff for outstanding teaching, quality research output, innovation and entrepreneurial enhancement (Aina, 2010; Scullion & Collings, 2010). Thus, the research problem to be addressed here is to find out the resultant effects of recruitment and selection strategies on University's research image.

The retention of Senior Academic Staff has been a global concern which affects both developed and developing countries. In the United States, for instance, about 7.7% Academic Staff left their institutions for another within a session (Yousaf, Imran, Sarwar & Ranjha, 2010). In South Africa between 5-18% of their Academic Staff were likely to leave for other Universities (Pienaar & Bester, 2008); it was predicted that there would be serious crises in the 21st century in Australian Higher Educational Institutions with estimated academic staff shortage of 20,000 if nothing is done to address it (Tettey, 2009). As a result of the shortage of academic staff in the institutions of higher learning, coupled with increasing number of Universities in Nigeria, and greater worldwide opportunities for those with talents, there is serious competition in attracting and retaining talented Academic Staff with doctoral degrees for better performance. Academic staff are moving from one University to another. Startup, Gruneberg and Tapfield (1975) and Adeniji, Falola and Salau (2014) opined that Senior Faculty hardly stay long in a University before moving to another. Moreover, inability of any University to manage its human resource will expose such Institutions to the competitive world, thereby losing best hands to competitors. Thus, this study addressed retention strategies as it affects University's efficiency in building Universities' image.

Sequel to the above, employee resourcing strategies and corporate image in institutions of higher learning is an area that needs further exploration (Aryee, Walumbwa, Seidu & Otaye, 2016; CIPD, 2012). Therefore, one of the reasons that informed this research evaluate the influence of employee resourcing strategies on job performance and corporate image in the institutions of higher learning in Nigeria.

1.3 Objectives of the Study

The main objective of this study examined the effect of employee resourcing strategies on job performance and corporate image of Private Universities in Nigeria. However, the specific objectives are to:

- i. examine how human resource planning strategies can enhance job performance and promote University's brand image.
- ii. determine whether employee recruitment strategies can promote or enhance University's research image.
- iii. investigate how employee selection strategies can enhance or facilitate University's effectiveness in promoting its corporate reputations.
- iv. identify the extent to which employee retention strategies can enhance University's efficiency in building Universities' corporate identity.
- v. evaluate the influence of job performance as a mediator of employee resourcing strategies and corporate image.

1.4 Research Questions

This study offered solutions to the following research questions:

- i. To what extent can human resource planning strategies affect job performance and University's brand image?
- ii. In what ways would employee recruitment strategies affect University's research image via research output?
- iii. To what extent can employee selection strategies enhance University's effectiveness and corporate reputation?
- iv. In what ways can employee retention strategies affect University's efficiency in building Universities' corporate identity?
- v. How does job performance mediate the relationship between employee resourcing strategies and corporate image?

1.5 Research Hypotheses

The following hypotheses were tested to provide answers to the research questions. The hypotheses are therefore presented in a null form:

Hypothesis 1

H₀₁: Human resource planning strategies have no significant effect on performance in promoting University's brand image.

Hypothesis 2

H₀₂: Employee recruitment strategies have no significant effect on University's research image

Hypothesis 3

H₀₃: There is no significant relationship between employee selection strategies and University's effectiveness in promoting corporate reputation.

Hypothesis 4

H₀₄: There is no significant relationship between retention strategies and University's efficiency in building corporate identity

Hypothesis 5

H₀₅: Job performance does not mediate the relationship between employee resourcing strategies and corporate image

1.6 Significance of the Study

The emphasis of this research is on employee resourcing strategies and corporate image in Nigerian institutions of higher learning with emphasis on private universities in Southwest, Nigeria. It advances knowledge and understanding of how variables of employee resourcing strategies will affect job performance and corporate image in Nigerian Private Universities. The study also intends to assist institutions of higher learning, particularly in Nigeria, in formulating strategies for manpower planning to attract, select and retain faculty with distinctive capabilities. The key objective examined how employee resourcing strategies affect job performance and corporate image in Nigerian Universities. This study is significant in the sense that:

- i. it will enable the management of Universities and other higher educational institutions to improve on employee resourcing using a strategic approach that will enhance job performance in building Universities' corporate image.
- ii. it will help the management of the private Universities to review, formulate and implement employee resourcing policies that will enhance job performance and image of Nigerian Universities.
- iii. it will serve as a basis for human resource practitioners to have insight into the roles employee resourcing strategies play in building corporate image.
- iv. academics and researchers will be provided a platform upon which further investigation can be carried out on the subject matter.

1.7 Scope of the Study

The study focuses on employee resourcing strategies and corporate image that might arise as a result of improved job performance. The research was carried out in six (6) selected private Universities in Southwest, Nigeria. The motive for the choice of private Universities is because of the level of competition among them when it comes to attracting good local/international faculty, staff and students and as well building corporate image. Meanwhile, attracting good students becomes more competitive because very few persons can afford private University education for their children and wards.

The choice of Southwest for the study is because twenty-eight (28) private Universities representing 46% out of sixty-one private Universities in Nigeria are located within the region, while the remaining 33 private Universities representing 54% spread across other five (5) geo-political zones in Nigeria. Sequel to the number of private Universities in Southwest Nigeria, the level of competition is extremely high as each University is developing strategies that will give them competitive advantage over others. The study concentrated on finding out the effects of employee resourcing strategies on academic job performance and corporate image in Nigerian private Universities. It examined the best approach to plan, attract, select and retain highly talented faculty and staff for competitive advantage. Recommendations were made on how to improve employee resourcing strategies in order to promote greater performance and enhance the corporate image of Nigerian private Universities.

1.8 Operationalisation of Research Variables

The study is based on three major variables, namely, Employee Resourcing Strategies, Job Performance and Corporate Image, that is:

$$\begin{aligned}
 y &= f(x) \dots\dots\dots i \\
 z &= f(x) \dots\dots\dots ii \\
 f(x+y) &\dots\dots\dots iii \\
 =f(x)+f(z) &\dots\dots\dots iv
 \end{aligned}$$

Where x = Employee Resourcing Strategies

y = Mediating Variable; Job Performance

z= Corporate Image

Consequently, corporate image was designed as ‘Z’ constructs, job performance represented by (Y) while employee resourcing strategies represented by ‘X’ constructs, as displayed below. Corporate image can be operationalised into indicators and variables as:

$$Z = z_1, z_2, z_3, z_4, \dots, \dots, \dots n$$

Where:

z₁ = Brand Image

z₂ = Research Image

z₃ = Corporate Reputation

z₄ = Corporate Identity

The mediating variable is Y (Job Performance) where:

y₁ = Teaching and Supervision

y₂ = Research Output

y₃ = Community Service

y₄ = Service to University

Furthermore, employee resourcing strategies are measured with the following indicators:

$$X = x_1, x_2, x_3, x_4, x_5, \dots, \dots, \dots n.$$

Where:

x₁ = HR Planning Strategies

x₂ = Employee Recruitment Strategies

x₃ = Employee Selection Strategies

x₄ = Employee Retention Strategies

The various indicators of employee resourcing strategies, job performance and corporate image were adopted from the works of the following scholars: Armstrong and Taylor, (2014); Ngui, *et al* (2014); Ogunyomi, *et al* (2014) and Katua, *et al* (2014).

Model Specifications

Model Element 1: Explained the relationship between strategic HR planning strategies (job analysis, gap analysis, and manpower utilisation) and brand image (services and products).

Model Element 2: Explained how employee recruitment strategies impact on job performance and research image. Model Element 3: analysed the effects of employee selection strategies on job performance and corporate reputation. Model Element 4:

examined how retention strategies (reward system, promotion, recognition, awards, retirement benefits, fairness, conducive working condition of the Universities) enhances Universities' and corporate identity while Model 5 explore the influence of job performance (teaching and supervision, research output, community service and service to the University) as a mediator of employee resourcing strategies and corporate image. All these are depicted in figure 1.1 below:

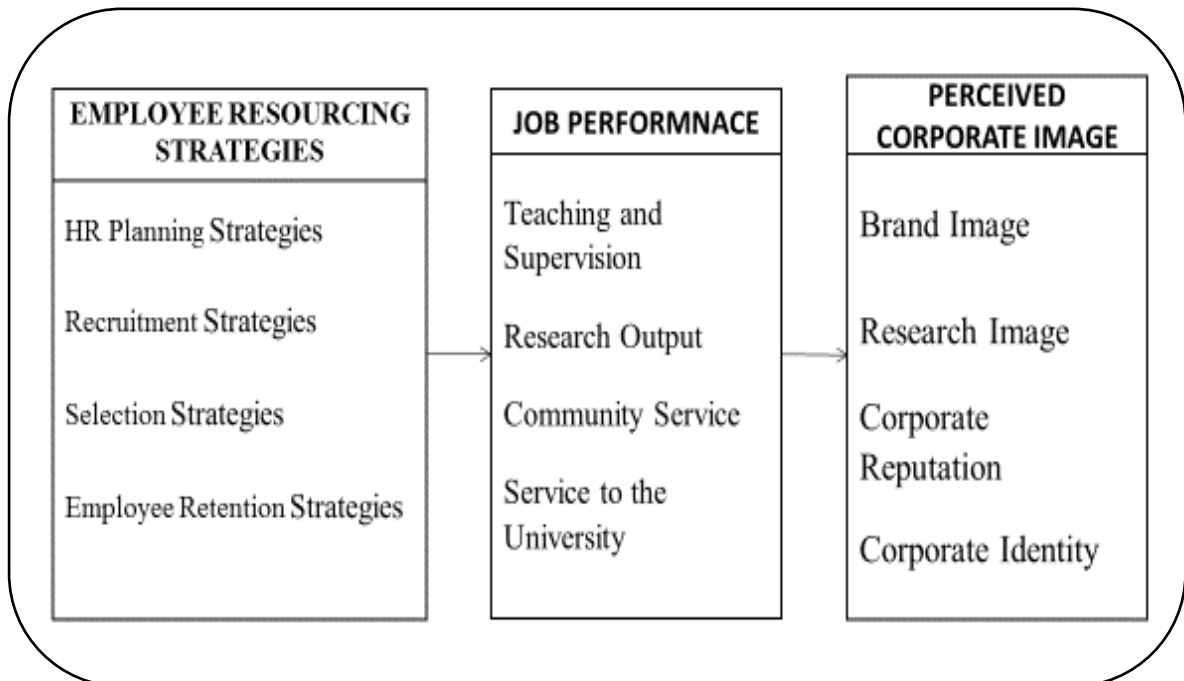


Figure 1.1: Schematic Model of the Study

Source: Adapted from Armstrong and Taylor (2014); Ogunyomi et al. (2014)

The model presented in figure 1.1 integrates all the features of employee resourcing strategies and corporate image outlined in the operationalisation of concept. The model represents the five hypotheses to be tested in this study. Hypothesis five (H₅) examines how job performance mediates the relationship between employee resourcing strategies and corporate image. Hypothesis four (H₄) explains the relationship between retention strategies and corporate identity of the selected private Universities. Hypothesis three (H₃) represents possible positive relationship between employee selection strategies and corporate reputation in Nigerian Universities. Hypothesis two (H₂) depicts the resultant effect of employee recruitment strategies on optimal job performance that will promote research image; while Hypothesis one (H₁) represents the effect of HR planning strategies on University's brand image.

1.10 Structure of the Work

The thesis was divided into six (6) chapters. The first chapter focused on the background of the study, statement of the research problem, objectives of the study, research questions hypotheses, significant of the study, scope of the study, operationalisation of the research topic and definition of basic terms among others. Chapter two addressed review of relevant and recent literature with the theoretical framework of the constructs. The third chapter focused on sequential steps for data gathering, research design, population, sample size, sampling techniques, sampling frame, research instrument, and the techniques to adopt in analysing the data. Besides, chapter four focused on data presentations and analyses, chapter five was dedicated for the discussions of the findings while chapter six focused on conclusions and recommendations of the research findings.

1.11 Definition of Terms

The following operational terms were used in the study.

Competitiveness: This is a situation in which organisations are trying to be successful and gain sustainable advantage over others. Besides, it is the capability and performance of an organisation, industry or nation to have an edge over one another.

Competent: This refers to the necessary capabilities to get things done successfully.

Competency: Well-defined behaviours that offer a structured guide enabling the identification, evaluation and development of the individual employees' conduct. "Competency represents the language of performance. It can articulate both the expected outcomes from an employee's efforts and ways in which these activities are carried out".

Corporate Image: It is a composite psychological impression that continually changes with the firm's circumstances, media coverage, performance, pronouncements. It is the perception and impression that the general public has about an institution. It is also an internal collective state of mind that underlies corporate communications efforts to present itself to others.

Corporate Reputation: Reputation is an asset that describes the quality of products and services, ability to innovate, value as long-term investment, ability to attract, develop, retain talent. It is the general perception of what the organisation stands for and what aspects and expectations are associated by individuals when benefiting from the organisation's products and services.

Employee Development Strategy: "The process of changing an organisation, its employees, its stakeholders, and groups of people within it, using planned and unplanned learning, to achieve and maintain a competitive advantage for the organisation"

Human Resource: This is the "personnel of a business or organisation, regarded as a significant asset in terms of skills and abilities. It also means a person who works for another in return for financial or other compensation.

Human Resource Management: It is "a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of highly committed and capable workforce, using an integrated array of culture, structural and personnel techniques.

Human Resource Retention: It is a strategic tool through which highly skilled employees are encouraged to stay in the organisation for a reasonable period.

Performance: This is an accomplishment of a given assignment measured against predetermined known standards of accurateness, completeness, cost, and speed. Performance is also defined as the effort or ability of an employee towards the attainment of both quality and quantity output.

Recruitment: This is a process of finding and engaging skilled employees from within or outside the organisation for a job opening, in a timely and cost effective manner. It is also a process of generating a pool of applicants by reaching out to the right audience suitable to fill vacancies identified. In addition, recruitment can be described as a set of activities that seek to attract right applicants with needed competencies, skills and capabilities to apply for jobs in order to fill shortages identified during human resource planning exercise.

Research: It is a “scientific investigation into and study of materials and sources in order to establish facts and reach new conclusions”.

Retention: This is the process of ensuring that the organisation entices, develops, motivates and preserves talented people it needs. Besides, retention of employees is a process through which sufficient numbers of competent employees are encouraged to stay in an organisation to ensure that organisational effectiveness is not jeopardised.

Selection: This is the process of interviewing and evaluating candidates for a specific job and selecting an individual for employment based on certain criteria. It is a process of gathering information about the candidates for a position identified and thereby using the information to choose the most qualified candidates that are likely to make appreciable contribution to the goals and objectives of the organisation. The essence of the selection process is to choose applicants who are likely to make meaningful and productive contributions to the organisation.

Strategy: It refers to a determination of the basic long-term goals of an organisation. This includes the adoption of courses of action and the allocation of resources necessary for carrying out the stated goals. In other words, strategy is a process or activity geared towards leading, repositioning, deploying resource for securing competitive advantage and achieving success in the prevailing competitive business environment.

University: It is an institution of higher learning providing facilities for teaching and research and authorised to grant academic degrees.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The complexity and increased competition in the 21st century organisations have led to the need for strategic approach to the management of people in the world of work. Employee resourcing strategies are fundamental to the survival and sustainable development of any organisation in the face of increasingly competitive business and academic environments. The institutions of higher learning are saddled with the responsibility of developing and raising the new generation of leaders who are adequately equipped both mentally and morally. This can only be achieved with the availability of competent and skilled academic staff that are committed to teaching, research and innovation. The level of performance of the institutions determines the impression that the general public hold about them. However, this chapter reviews the subject of employee resourcing strategies as a critical aspect of strategic human resource management and how it can influence job performance and corporate image. The chapter begins by providing a conceptual framework in the areas of employee resourcing strategies, job performance and corporate image. The chapter discusses various components of employee resourcing strategies (i.e. human resource planning, recruitment, selection and retention strategies); job performance in the University environment (i.e. teaching and supervision, research output, community service and service to the University) and corporate image (i.e. brand image, research image, corporate reputation and corporate identity). The chapter ends with a discussion of theoretical frameworks, empirical framework and gaps in the literature.

2.2 Conceptual Framework

2.2.1 The Concept of Strategy

The term strategy was coined from the Greek word “strategia” which refer to generalship in the act of War, and it has its root in the military literature which includes the formulation of goals and a set of action plans for accomplishment (Armstrong, 2010). Besides, strategy is also the art or science of employing the means of production toward accomplishing long-term goals that have a significant impact on organisation’s effectiveness. Over the years, scholars have developed many different concepts of strategy. According to Waiganjo, Mukulu and Kahiri (2012), strategy is a process or activity geared towards leading, repositioning, deploying resource for the purpose of securing competitive advantage and

achieving success in the prevailing competitive business environment. As noted by Armstrong (2010), strategy is about deciding where to go and the means of getting there. Similarly, strategy is a declaration of intention and is more concerned with the long-term goal and how the goals should be accomplished (Armstrong & Taylor, 2014). Strategy is also a systematic guides and purposeful action that creates value and delivers the intended result (Chan & Mak, 2007).

Strategy emphasises on the predetermined basic long term objectives of an organisation and the adoption of the courses of action coupled with the allocation of necessary resources that will help in the implementation of the stated objectives (Abdullah, 2014). Similarly, strategy is a fundamental plan, scope and direction of an organisation over a long period of time, matching resources to its changing environment to meet stakeholders expected result (Johnson, Whittington, Scholes, Angwin & Regne, 2015). It is therefore a systematic approach for improving organisational effectiveness and a dynamic integration of organisational work patterns with the work environment for the purpose of achieving optimum performance.

Meanwhile, according to Armstrong (2010), strategy is based on competitive advantage, distinctive capability and strategic fit. The concept of competitive advantage was coined by Porter (1985) with the aim of organisations creating value for its customers. In this sense, organisations are seen to strategically select an area in which they have strength with the possibility of making a distinctive landmark achievement toward improving the chosen area for building an excellent corporate image. Organisations must, therefore, consider innovation, quality and cost leadership as a strategic means to gain competitive advantage and promote organisational image. However, distinctive capability is a core competence and uniqueness of an organisation that cannot be easily replicated or imitated by competitors. Human resource, technology, innovation, financial resource, brand, corporate image, quality and others; serve as key capability that place an organisation above others in a competitive environment. On the other hand, strategic fit stresses the need for distinctive capability and organisation resources to match with the opportunities available in the business or academic environment for effective job performance, and building a sustainable corporate image.

It is pertinent to note that the formulation of strategy is an inevitable process to develop a sense of direction; as a logical step-by-step affair that provides an absolute guide to the organisation's long-term strategic goals. Moreover, strategic formulation provides logical framework for strategic decision making process, monitoring and implementation of strategies that will position the organisation for a competitive advantage (Armstrong, 2009; Johnson, Whittington, Scholes, Angwin & Regner, 2015). Therefore, the systematic approach to formulating strategy consists of the following steps:

- i. A clear definition of the mission.
- ii. Setting up strategic objectives.
- iii. Evaluating internal and external environments to ascertain strengths, weaknesses, opportunities and threats.
- iv. Analysing current strategies to establish their importance in the light of internal and external appraisal.
- v. Defining the distinctive capabilities of the organisation to concentrate on that are likely to promote competitive advantage.
- vi. Examining the vital strategic problems evolving from the previous analysis.
- vii. Evaluating functional strategies that will help in achieving organisational goals and sustainable development.
- viii. Formulating unified strategic plans for executing strategies.
- ix. Implementing the strategies.
- x. Proper monitoring and implementation of present strategies and development of new strategies if need be.

2.2.2 The Concept of Strategic Human Resource Management

The indispensable asset of an excellent job performance and corporate image of any organisation is its human resource. Organisations, therefore, seek to understand how human resource can be effectively and productively managed for enhanced performance that would promote sustainable corporate image and competitive advantage (Andersson, Asplund, Bystrom, & Ekman, 2014; Batt & Banerjee, 2012). Meanwhile, human resource at the early roots was involved in the administrative aspects of hiring, filling, firing, and payroll administration (Chen, Lawler & Bae, 2005). Besides, emphasis was on the development of union relationships, employee satisfaction, and policy compliance. The era of strategic human resource management, on the other hand, is a distinct approach

employed by management for enhanced job performance and achieving good corporate image (Jackson & Seo, 2010; Guest, 2011).

Ugheoke, Isa and Mohdnoor (2015) described strategic human resource management to include the organisation's work systems and its models of employment. "strategic human resource management is based on strategy-focused, decision-focused, content-focused and implementation-focused approach that ensures human resources are employed in a manner conducive to the attainment of organisational goals" (Armstrong & Taylor, 2014:73). Meanwhile, Chuang, and Liao (2010) in their own views described strategic human resource management as a pattern of prearranged human resource actions and responsibilities intended towards the actualisation of organisational goals.

Strategic human resource management stresses the integration and alignment of human resource management practices with the organisational strategic goals. It also emphasis the involvement of human resource functions which includes, strategic approach to employee recruitment, selection, retention, compensation, performance appraisal as well as the value that is added to organisational effectiveness (Batt & Banerjee, 2012; Harvey, Williams & Probert, 2013). In other words, "it is the integration of various functions with the business plan. It is important not only to identify human resource competencies in alignment with the business needs and develop selection and development practices to secure those competencies, but also to evolve and implement a performance evaluation plan that links the performance of employees to the strategic goals of the organisation" (Keupp, Palmie & Gassmann, 2012).

Strategic human resource management gives attention to the pattern of planned employees' placements and other activities that will enhance employees' performance towards the actualisation of organisational strategic goals and objectives (Chuang & Liao, 2010). It is also an integration of all human resource functions in alliance with organisational all-encompassing goals and responsiveness to the competitive global business environment (Brewster, Brookes, Croucher & Wood, 2014). Similarly, strategic human resource management practices are concerned with the long-term goals to ensure a strategic fit between overall organisational strategic goals and human resource practice strategies (Maina & Kwasira, 2015). It is important at this juncture to mention that strategic human resource management cannot be overemphasised because it encompasses all activities that

are implemented by an organisation in alignment with the strategic needs of business (Ermolina, Chechina & Sultanov, 2016). However, strategic human resource management focuses on an elucidation of the strategic roles that human resource can play in enhancing organisational effectiveness.

The integration of human resource strategy into business strategy and strategic maximisation of human resource provides the basis for enabling the human resource function to support the implementation and strategic plans of the organisation to achieve a competitive advantage (Abel, 2008; Jackson & Seo, 2010). Similarly, strategic human resource management involves the use of all-embracing methods that integrate human resource strategies with the business strategies vertically and horizontally with one another (Armstrong, 2010). Therefore, human resource strategies delineate intents and plans of the overall organisational concerns which include but are not limited to, talent management, resourcing, learning and development, reward and employee relations. Besides, strategic human resource management focuses on the use of planning; a coherent design and management of personnel; workforce strategy; and matching human resource management policies to some explicit business strategies in achieving excellent job performance (Armstrong, 2010).

Similarly, strategic human resource management practices are fundamental for the enrichment of knowledge, skills, ability and motivation of employees which will invariably impact on job performance. (Karikari, Boateng & Ocansey, 2015; Neal, West & Paterson, 2005). The emphasis of strategic human resource management is on the implementation of strategic change through strategic human resource management practices to ensure that the organisation is positioned to compete effectively in the future. It facilitates the attraction and retention of competent staff that meets the requirements of the organisational competitive strategy.

2.2.3 The Emergence of Strategic Human Resource Management (SHRM)

Many scholars and practitioners of human resource management over the years have explicitly advocated for a strategic concept of human resource management. As a result of this, the field of strategic human resources management (SHRM) has witnessed a remarkable dominance over the decades by academic researchers and human resource practitioners. The parallel growth in both the research literature and interest among human

resource practitioners is a remarkable departure from the more common experience, where human resource managers are not interested in scholarly ideas and development. It is worthy to note that strategic human resource management intellectual seed was planted at the beginning of the twentieth century by some progressive scholars in the field of labour economics, and industrial relations and human resource management (Kauffman, 2012).

Meanwhile, Kase and Batistic, (2012) posited that strategic human resource management emerged several decades and the earliest widely cited contributions to the field were published in the 1980s. Notable amongst them was Walker (1980) who offered a logical explanation of how human resource planning could serve as a tool for ensuring that human resource management policies and practices could be aligned with an organisation's overall strategy. Meanwhile, Devanna, Fombrun, and Tichy (1981); Beer, Spector, Lawrence, Mills, and Walton (1984) among other scholars offered remarkable contributions to the emergence of strategic human resource management. The goal of strategic human resource management in the 80s was to integrate human resource management practices into the strategic management of the organisation. Therefore, to ensure proper integration of human resource management practices in alignment with the organisation overall strategic plans, Harvard Business School designed a curriculum for new human resource management course for MBA the purpose of which was to integrate insights from their wide-range managerial skills and competencies.

The integration of human resource management practices such as manpower planning, talent management, recruitment, selection, rewards management, training, retention, performance appraisal and others into the overall organisation strategic goals will boost a favourable employee behavioural outcome which is referred to as internal or horizontal fit (Becker, Huselid & Beatty, 2009; Fajana, 2009). Meanwhile, the strategic prerequisite is to give human resource management its suitable place in overall enterprise management, so that other management decisions take account of human resource implications. It is expected that human resource should be effectively managed in such a way that matches outcomes to the objectives that drive corporate and business strategy (Fajana, Owoyemi, Elegbede & Gbajumo-Sheriff 2011; Schuler, Jackson & Tarique, 2011).

It must also be noted that human resource management practices are a subset of broader organisation strategic goals, therefore, specific human resource plans precede the corporate

and business level plans (Schuler, *et al.* 2001). The main tasks of human resource are to manage employee assignments and opportunities; manage employee competencies; manage employee behaviour and employee motivation. Human resource management depends largely on the direction of corporate strategy and is a 'downstream' activity labels 'strategic alignment' (Li, Zhang, Yang & Li, 2015). Therefore, the potential influence between corporate strategy and human resource management strategy cannot be overemphasised because organisations must as a matter of necessity develop strategies that will appropriately calibrate human resource policies, structure, leadership behaviours, culture, values and management processes to achieve a competitive advantage fit.

2.2.4 Strategic Human Resource Management Practices

Strategic human resource practice referred to as a pattern of planned human resource deployments and activities intended to empower organisations to achieve their strategic objectives (Wright, Gardner, Moynihan & Allen, 2005). However, the critical goal of strategic human resource practice is to see to the effective performance that will culminate into outstanding actualisation of the organisational goals and objectives that will enhance corporate image. Armstrong (2010) opines that strategic human resource practice emphasises the formulation of human resource plans and strategies in alignment with the overall organisational strategies and objectives thereby responding to the ever changing and competitive business or academic environment.

The strategic human resource management practices include but are not limited to human resource planning, talent management, human resource development, employee retention, performance appraisal, compensation management, employee relations (Garavan & Carbery, 2012). However, the specific human resource strategies set out the intention of the organisation in specific human resource management practices as depicted in Table 2.I below:

Table 2.1: Strategic Human Resource Management Practices

S/N	Specific HR Strategies	Explanation
1	Employee Resourcing	Strategic efforts are being harnessed towards attracting and retaining high-quality people.
2	Continuous Improvement	Providing a platform for focused, dedicated and continuous incremental innovation that will be sustained over a period.
3	Knowledge Management	Knowledge is power, therefore the ability to create and, acquire knowledge as well as capturing, sharing and using knowledge to enhance learning and performance remains inevitable tool that the organisations can strategically utilise for the enhancement of employees' skills and competencies
4	Talent Management	This has to do with the intention of the organisation on how to attract, develop, deploy and retain talents i.e. winning the war for talent in a competitive environment and knowledge economy.
5	Learning and Developing	Enhancing employee intellectual capacity cannot be overemphasised. Therefore, "providing an environment in which employees are encouraged to learn and develop is not debatable"
6	Reward Management	This has to do with describing what the "organisation intend to do in the future to develop and implement competitive reward system and processes that will enhance business goals and meeting the needs of stakeholders". Meanwhile, a competitive reward system is a driven force behind employees' level of commitment, loyalty, and motivation toward achieving the organisational strategic goals
7	Employee Relations	Employee relations are strategic tool for an enhanced job performance. They define how the organisation manages its relationships with the relevant stakeholders in the organisation. They point to what needs to be done and what needs to be changed as regards the relationships between employees and their trade unions.

Source: Armstrong (2010)

2.2.5 A Linear Strategic HRM Model

A linear strategic human resource management depicts an attitude of mind that expresses direct way of doing things. Figure 2.1 shows the form of linear strategic human resource strategies model as prescribed by Armstrong (2010).

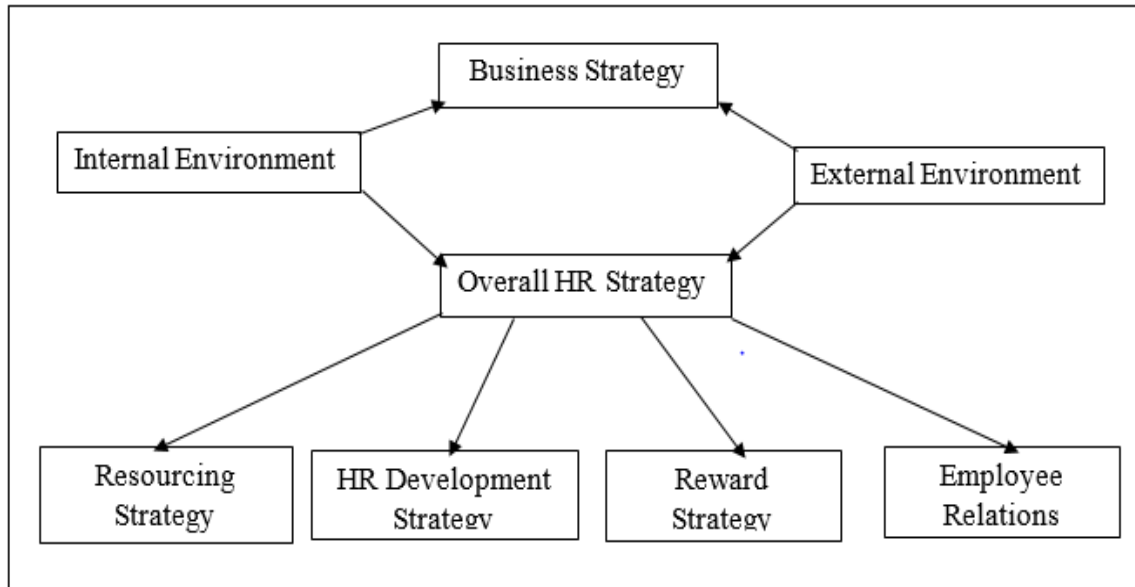


Figure 2.1: Linear Strategic HRM Model

Source: Armstrong (2010)

2.2.6 Employee Resourcing Strategies

Employee resourcing is fundamental to the survival and sustainable development of any organisation in the face of increasingly competitive business or academic environment (Katua *et al.*, 2014; Ogunyomi & Ojikutu, 2014). Employee resourcing strategy takes into consideration the organisation's decision concerning where to find, select and retain employees with distinctive capabilities and a coherent approach to the management of people in the world of work (Ngui, Elegwa & Gichunga, 2014). Employee resourcing strategies play a significant role in providing people and skills required to meet the needs that will support the business strategy of any organisation (Armstrong & Taylor, 2014). They involve a series of techniques and approaches used by employers of labour in resourcing organisations in a way that the strategic goals of the organisation will be actualised (Karikari, Boateng & Ocansey, 2015). Resourcing strategies require that organisations use several approaches of choosing the right talent that reflects the philosophy and core values of their organisations (Armstrong, 2014) and as well produce an appropriate number of suitable candidates within *reasonable* cost constraints (Ngui *et al.*, 2014).

Employee resourcing strategies take into consideration the flexibility of working practices which requires multi-skilled workers and sophisticated assessment as well as strategic development programme. The purpose of this is to reallocate employees or task to give room for existing staff to take more work or attract new employees for the external context. The need for employee resourcing strategies toward ensuring organisational survival and sustainability in this global competitive economic environment cannot be overemphasised. Hughes and Rog, (2011) and Morton (2005) posited that employee resourcing strategies are essential not only to attract and retain needed talented employees but also to economically engage them for optimal performance. However, investment on long-term strategies to attract, select and retain management skills coupled with a well-planned strategy can assist organisations to overcome challenges and enhance business success (Chuai, Preece & Iles, 2013). It becomes inevitable for human resource practitioners or those entrusted with the responsibility for resourcing to recognise employees' distinctive capabilities as source of competitive advantage and thereby recruit and retain people with tacit skills, knowledge and experience. It is equally important to engage employees with special skills and experiences who seem to be the best fit in the organisation and are willing to identify with their organisation through their assiduous dedication and commitment to the goal of the organisation.

Employee resourcing, is a human resource management term used to explain in details the general activities regarding recruitment, retention and productive engagement of employees in an organisation. Strategic resourcing, on the other hand, ensures that the organisation attracts, obtains and retains competent employees needed and productively engage them toward the actualisation of the strategic goals of the organisation (Armstrong, *et al.*, 2014). It is imperative to note here that employee resourcing strategies play a key role in the strategic human resource management process, which is very crucial for the integration of human resources to the overall strategic goals of the organisation that helps in ensuring the optimal utilisation of employees (Karikari, Boateng, & Ocansey, 2015). Expectedly, the pivotal goal of employee resourcing strategies is to ensure that organisations gain competitive advantage by productively engaging employees with distinctive capabilities. What gives an organisation an edge over others is a wider and deeper range of skills of an organisation's workforce. Employee resourcing strategies emphasise more on attracting people with good attitudes, behaviours and right disposition to work and are most likely to conform to management believes.

The idea behind the strategic human resource management approach to resourcing is because people are one of the most indispensable assets who are employed to manipulate other resources and implement the strategic agenda of the organisation (Armstrong, *et al.*, 2014). Employee resourcing strategies therefore are not just about recruitment and selection, it concerns with acquiring and retaining employees with distinctive skills require by the organisation to have a competitive advantage over their rivals. As noted by Armstrong, *et al.* (2014) and Karikari, Boateng, and Ocansey (2015), employee resourcing therefore involves.

- human resource planning,
- recruitment,
- selection,
- placement and
- retention strategies

2.2.7: Human Resource Planning (HRP)

Human resource planning is a process through which organisations anticipate future manpower requirements, thereby evaluating the employee requisite, for future need and attempts to provide sufficient employee required to perform toward the realisation of organisational goals and objectives (Satope, 2014; Song, Zhao, Arend & Im, 2015). However, strategic human resource planning starts with a business review and optimal utilisation of organisation's existing human resource and their potential to meet an organisation's current and future needs. As noted by Maina and Kwasira (2015) human resource planning involves organisation's determination to have the right persons with prerequisite skills and capabilities to carry out any tasks that may be assigned in helping the organisation achieve its objectives in record time. In a related development, Gilbert, DeWinne and Sels (2015) affirm that human resource planning is a process which anticipated future manpower requirement and ensures sufficient pool of candidates with right skills and experience needed are made available.

2.2.8: Process of Human Resource Planning

The various steps involve in carrying out Human Resource Planning is as follows:

- i. Analysis of Organisational Plans and Objectives
- ii. Demand Forecast

- iii. Supply Forecast
- iv. Estimating Manpower Gaps
- v. Matching Demand and Supply

i. **Analysis of Organisational Plans and Objectives**

The objective of any organisation is fundamental to its growth and survival. However, Human Resource planning is subsumed under the overall plan of any organisation. This planning revolves around human resource, technology advancement, service, marketing, finance, anticipated development and diversification. At this stage, the anticipated organisation's structure and job design should be made clear.

ii. **Forecasting Demand for Human Resources**

Human Resource planning ordinarily starts with the estimation of the quality and quantity of employees required per time at different levels of the organisation. However, main steps involved in this process include:

- a. Identify present and potential employee needs of the organisation.
- b. Attract and recruit the required quantity and quality of persons.
- c. Select suitable candidate from the available people.
- d. Properly place selected candidates into various positions for which they are qualified.
- e. Provide orientation to the selected candidate about the organisation and what they expect from the candidates.
- f. Promote or transfer current staff to next position based on the need of the organisation.
- g. Retrench some employees if their services are no longer required.

iii. **Forecasting Supply of Human Resources**

Another critical aspect of human resources planning is the deployment of people into different units/departments, taken into cognisance, the work-load and requirements of the units/departments needs in the future. The deployment of human resource to different departments requires carefulness when considering appointments, promotions and transfers. However, available manpower should be productively engaged through a coordinated plans and synergy.

iv. **Estimating Manpower Gaps**

Comparing demand and supply forecasts of human resource will go a long way in identifying requirements gaps. A proper comparison will reveal either an organisation is over-staffed or under-staffed. When it is estimated that the organisation is understaffed, it suggests the number of candidates to be recruited while if it is over-staffed, it implies that redundant employees are to be redeployed or get their appointment terminated. Evidently, gaps may occur in terms of experience, knowledge and skills. The organisation can train employees with qualification deficiency while those with higher skills may be given more challenging jobs.

v. **Matching Demand and Supply**

Matching demand and supply is another crucial aspect of human resource planning. This involves assessment of demand for and supply of employees and as well matching the estimated shortages and surpluses in terms of quality and quantity. The moment human resource gaps are identified; adequate plans are prepared to proffer solution to the identified gaps. Oftentimes, strategies for meeting surplus manpower are redeployment, retrenchment, voluntary retirement among others. The strategy for deficit usually are in the informs of recruitment and selection, transfer, promotion among others.

2.2.9: Human Resource Planning Strategies

Therefore, human resource planning strategies focus on forecasting future labour market needs. They involve an understanding of the current human resource, an enquiry into future needs, and the analysis of the type and number of talent require to meet the organisational goals and objectives (Yadav & Dabhade, 2014). Meanwhile, strategic human resource planning ensures that the right numbers of employees are working at the right place at the right time and this requires forecasting of human resource requirements using appropriate analytical tools and techniques (Harlay, 2015). Ishrat and Habib (2012) posited that this will help organisations to:

- i. Recognise and manage possible problems, risks as well as to minimise crisis.
- ii. Reduce the employee turnover rate, absenteeism and structural changes
- iii. Develop employees' skills.
- iv. Optimise the use all available resources.

Strategic human resource planning is expected to align with the organisation's strategic plan and business needs and as well put into consideration the widest range of potential of all talented employees irrespective of their position within the organisation. It is imperative for organisations to develop suitable plans to attract the best pool of candidates. Efforts must be taken to nurture and retain current competent employees (Prinsloo, 2008). It is imperative to state that organisations must determine their corporate requirements for growth and sustainability. To achieve this, management must intensify effort to find out challenges that the organisation is facing now, determine performance lag, find out the hindrances to attaining positive outcome through talent audits and this will help management to pinpoint where new skills are needed to improve performance (Ogunyomi & Bruning, 2015).

As observed by Armstrong, *et al* (2014) proper implementation of strategic human resource comprises of four strategic steps. These are as follows:

- i. Thorough review of individual and team talent in the organisation with the sole aim of identifying high performers.
- ii. Inventory of the internal talent pool against the organisation's valued competencies.
- iii. Mapping of skills, and capabilities against the strategic goals and success factors of high performing employees in the organisation. Besides, effort must be intensified to identify and investigate the gap between high performers and the larger team.
- iv. Formulation of a strategy to close the "talent" gap either through skill attraction and engagement, training and development or retention strategies.

Meanwhile, Armstrong *et al*, (2014) also stated that implementing a strategic human resource planning process prepares management and stakeholders to:

- i. be proactive and reactive to the demand for crucial employees needed by the organisation for enhance performance that will culminate in corporate image.
- ii. identify employees' exceptional skills and qualities that can be developed
- iii. provide better stability between cross-functional teams with recognised explicit skills, ability and competencies.
- iv. improve strategic resourcing process by assessing candidates against valued competencies distinct to the company.

According to Maina and Kwasira (2015), strategic human resource planning is done in three steps:

- i. the demand of workforces in the future is projected by getting an insight to determine the numbers of employee needed to fulfill organisation's objectives.
- ii. the supply of employees in the future is anticipated.
- iii. the organisations compare the future demand and supply and take necessary actions to accommodate both.

Therefore, Brewster, Brookes, Croucher, and Wood, (2014) and Brewster and Mayrhofer (2013) advocated building effective strategic human resource planning and a strong recruitment strategies in terms of attracting and injecting new employees that are exceptionally endowed and capable of impacting the organisation positively to promote organisational corporate image. Besides, human resource planning is in sequence and the flow is depicted in the figure 2.2 below:

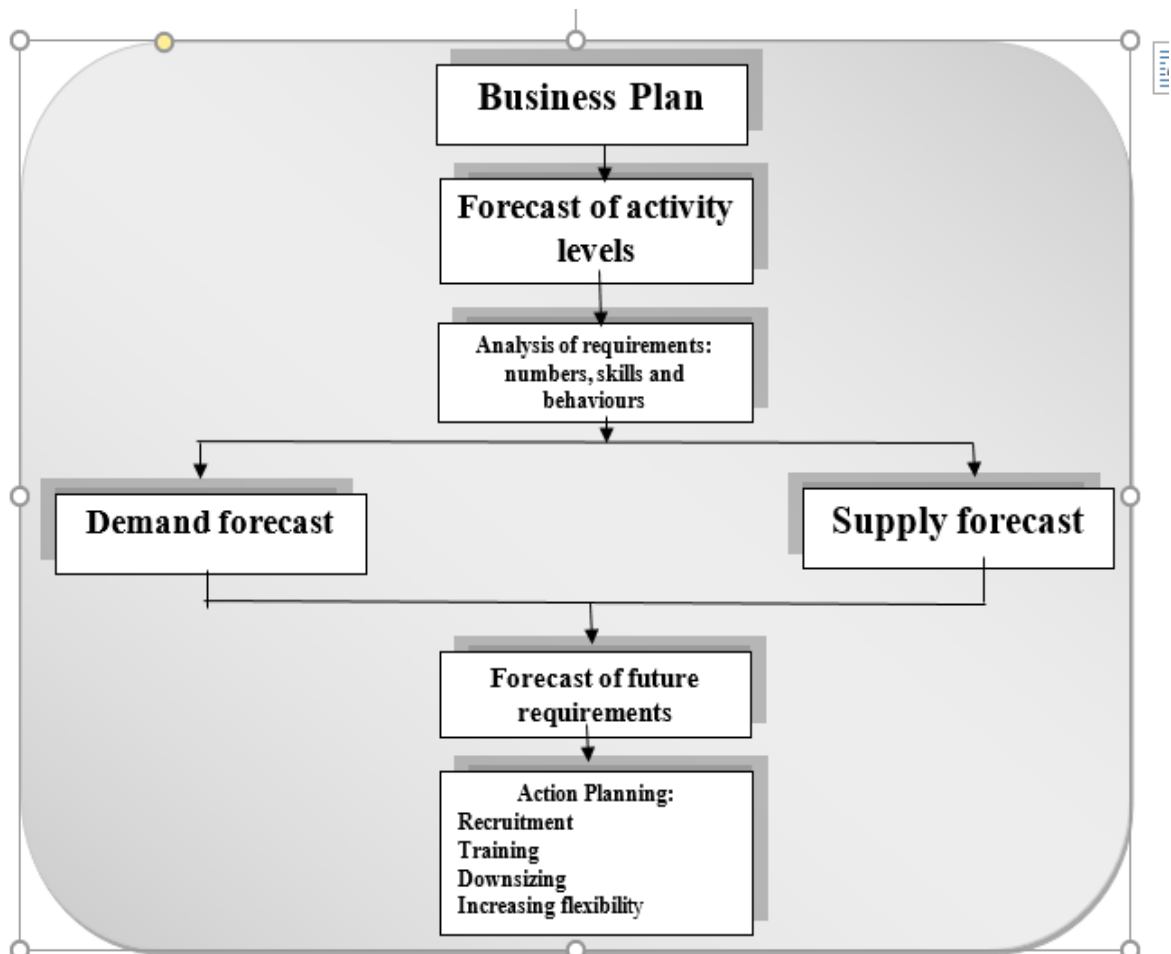


Figure 2.2: HR Planning Flow Chart
Source: Adopted from Armstrong (2009)

2.2.10 Recruitment Strategies

Recruitment is one of the most visible roles that the human resource department undertakes the purpose of which is to generate a pool of talented candidates to fill identified positions (Adeniji & Osibanjo, 2012; Gberevbie, 2010; Karemu, Gikera & Josee, 2014). Attraction and recruitment of competent candidates with distinctive capabilities is fundamental to the organisational survival and sustainability in the competitive business or academic environment (Tong, 2015). However, the various recruitment strategies developed is to ensure that organisations attract candidates with distinctive competences to fill vacant positions either with the use of internal or external sources. Besides, recruitment strategies provide a platform upon which human resource managers go about filling identified vacancies, whether from within the organisation or from the outside. Furthermore, recruitment strategy is a process by which an organisation locates and attracts individuals with special and exceptional skills to fill job vacancies identified during human resource planning. It is expected that talent for present and future need of the organisations is estimated and suitable arrangements are made to strategically select and appoint capacities and competencies that will drive the organisation's goals and objectives. As noted by Johnson and Scholes (2009), "recruitment strategies are understood as the process of searching for and obtaining applicants for the jobs, from among whom the right people can be selected".

Similarly, recruitment strategy is the process of attracting highly skilled and talented individuals for employment. This begins with sorting of new recruits and ends when the applications are processed and submitted (Abdul, 2015). At this level, the available employees needed for immediate and future needs of the organisations are given wide publicity, and suitable candidates submit applications to generate a pool of eligible candidates for possible selections. In recruitment, the information of prospective candidates is collected and collated via different sources which includes but not limited to newspaper advertisements, employment exchanges, internal promotion among others (Akinusi, 2008; Ekwoaba, Ikeje & Ndubisi, 2015).

However, there are different ways through which right candidates can be attracted and recruited. These include attraction of brilliant University graduates, engagement of employment agents, conference attendance where linkages, collaborations and relationships can be established for possible attraction of colleagues from other places (Faborode, 2016; Okebukola, 2010). It is equally helpful to keep an eye on web

employment seekers as well as professional websites and journals. In a formal system, recruitment efforts involve the use of mass media either print or electronic media and other employment agencies to find suitable candidates that can be employed to fill identified vacancies. It also involves recruitment taps on social networks and recommendations from former or current employees. Therefore, curriculum vitae and various forms of tests which include but not limited to psychometric tests and telephone interviews and structured interviews, unstructured interview, impromptu interview, stress interview are usually used to select appropriate candidates (Kepha, Mukulu & Waititu, 2014). Meanwhile, candidates are likely to consider the organisation's remuneration packages such as salaries, bonuses, fringe benefits and other non-monetary benefits before taking decision to work in any organisation. Compensation packages have been described as the strategic ways of attracting and drawing skilled and experienced employees into organisations (Vikram & Sayeeduzzafar, 2014).

2.2.11 The Aims of Recruitment Strategies

As observed by Adeniji and Osibanjo (2012), the purpose of recruitment is to ensure the availability of the quality and quantity of the employees required to satisfy the personnel needs of organisations. Therefore, the specific purposes of recruitment exercise are to:

- i. analyse the existing and future requirements of the organisation vis-à-vis the human resource planning and job analysis activities.
- ii. obtain and increase the pool of suitable job applicants with minimum cost.
- iii. reduce the number of unqualified candidates.
- iv. prevent or reduce applicants that are likely to leave the organisation shortly after they might have been recruited.
- v. ensure that organisations meet the legal obligations as regards the structure and composition of the workforce.
- vi. identify and prepare potential job applicants who will be suitable candidates.
- vii. enhance organisational efficiency always.
- viii. determine the efficacy recruitment techniques.

2.2.12 Recruitment Process

Recruitment is a process through which candidates with distinctive capabilities who are likely to be successful after a rigorous screening process are identified and attracted for

possible engagement by the organisation (Adeniji & Osibanjo, 2012). Meanwhile this process contains five interconnected stages which are as follows:

- i. Recruitment Planning
 - ii. Strategic Development
 - iii. Searching
 - iv. Screening
 - v. Evaluation and Control
- **Recruitment Planning:** This encompasses the conversion of projected or possible job vacancies and fact regarding the nature of the jobs into set of specific objectives, that stipulate the numbers and categories of candidates to be contacted (Adeniji & Osibanjo, 2012). It is inevitable for organisations to come up with strategic plans on how to attract more competent applicants that would be hired after a rigorous selection processes. It is inevitable to note that each time a recruitment exercise is contemplated, the estimation of the number of qualified applicants required to fill identified vacancies should be determined. Meanwhile the recruitment planning requires detailed documentation of the qualifications and experiences expected which most of the time are available through individual job description and job specification.
 - **Strategic Development:** Organisations must as a matter of necessity decide whether to search and hire employees with distinctive capabilities or to invest in training and education programmes to upgrade already existing employees.
 - **Searching:** As soon as recruitment plans are finalised, the search process begins. It must be noted that actual recruitment will only take place after the line managers have confirmed and verified that vacancies exist or will exist.
 - **Screening:** Screening of applicants can be regarded as a process whereby all the applications received are subjected to rigorous scrutiny for proper short-listing. All applications received in response to any job advertisements both internally or externally should be screened and scrutinised to give room for only eligible applicants to be contacted for interview. The aim of screening is to get rid of all under-and over-qualified candidates at the early stage. This screening should be done with care so that potentially competent and talented employees are not rejected without justification (Becker, Huselid & Beatty, 2009).

- **Evaluation and control:** This becomes inevitable because of the considerable costs that are likely to be incurred during recruitment exercise. The costs to be incurred include but are not limited to the following:
 - ✓ Salaries/allowances for those who will conduct the recruitment exercise
 - ✓ Time that will be spent on preparing job analysis, job description, job specifications, advertisements and others.
 - ✓ The cost of advertisements in the national newspapers and other platforms.

2.2.13 Staff Recruitment Sources in Organisations

1. Internal Recruitment

Internal recruitment resources allow the organisation to fill an estimated vacancy from the pool of existing applicants, most often, identified vacant positions are posted on the organisation's website, newsletters, notice board for any interested employee. It is imperative to state here that interested employees would also go through similar process in the manner of external candidates. All the documents required for the position are expected to be submitted and thereafter qualified candidates would be shortlisted and interview would be scheduled with the relevant department (Abdul, 2015). It is important to note that internal sources of recruitment vary from one organisation to the other as observed or acknowledged by Adeniji and Osibanjo (2012). Notable among them are:

- **Promotions and Transfers:** This involves movement of employees either from one level to the other or to another department. This is usually done based on gap analysis. Human resource information system and other employees' records help to discover those who are qualified for promotion or transfer. When one is promoted, it builds employees' morale, encourages competent employees who are ambitious and when vacancies occur, it would be relatively cheaper than going into the labour market. Those chosen internally are acquainted with the organisation consequently save the time of induction and orientation. Similarly, transfers might become necessary when there is need to provide employees with a broad-based and versatile view of the organisation.

- **Employee Referrals:** This involves a process through which current employees recommend family members and friends who are suitable for identified vacancies in their organisation and as well encourage them to apply. This process affords many qualified persons to be reached within a short period to fill identified vacancies at a very low cost. This method will help organisations to attract good, experienced and competent staff based on the confidence and character of the referrals.
- **Former Employees:** This is another technique that organisations can explore to inject experienced candidates into their workforce. It is a process through which former employees who are retired are willing to work as contract staff and those who resigned are ready to come back to the organisation. In doing this, organisations ensure that only those who have good performance records and are still economically active, are the ones considered for any identified position either on contract or permanent basis. It is also important to note that this method helps organisations to save time and resources for recruitment, induction and orientation programmes.
- **Retirements:** Occasionally, management may experience some difficulty in finding suitable candidates for replacement of someone who had retired after meritorious service in the organisation. Under these circumstances, management may decide to engage such a person on a contract provided the person is still active and productive.
- **Internal advertisement:** This involves an internal notification of identified vacancies with job specifications clearly stated out for the benefit of the existing employees or their acquaintances.

2. External Recruitment

It is important to note that if there is nobody to fill identified vacancies internally, it becomes necessary for the organisation to seek qualified candidates from the labour market. An organisation can decide to use any of the listed channels to fill vacant positions:

- i. Professional or Trade Associations
- ii. Advertisements
- iii. Employment Exchanges
- iv. Campus Recruitments
- v. Walk-ins, Write-ins and Talk-ins
- vi. Consultants
- vii. Head Hunters
- viii. Radio, Television and Internet

2.2.14 Selection Strategies

The selection process precedes recruitment process. It is a process by which an organisation identifies the most qualified candidate from the pool of applicants who best meet predetermined selection criteria to fill a position (Abome, 2013; Adeniji *et al*, 2012). Meanwhile, to know the most qualified candidates, it is imperative to know the task that will be given to the candidates employed and know their distinctive capabilities. It helps the employer to measure and know the characteristics of the prospects in the selection of those that are most suitable to fit into the system. Ryan and Ployhart (2014) posits that selection is a platform of separating candidates in order to distinguish those that are likely to succeed in the selection process. It is also a process that intensely evaluates candidates in order to foresee their future performance on the job. The selection process involves sequential steps which must be strictly followed to avoid selection error. The steps are as follows:

- a. Preliminary interview
- b. Selection test
- c. Interview
- d. Reference check
- e. Selection Decision
- f. Physical or medical examination
- g. Job offer
- h. Contract of employment
- i. Concluding selection process
- j. Evaluation of selection programme

Preliminary interview has to do with a situation whereby the applications submitted by job seekers are subjected to thorough scrutiny to eliminate unwanted and unqualified candidates. This process enables the human resource specialists or practitioners to remove or discard unqualified applicants based on the information provided on their curriculum vitae and application forms submitted for the selection test (Ryan *et al*, 2014).

Selection test is to ensure that job applicants who are successful in the screening and the preliminary interview stage will be called upon for the written tests to determine their competencies (Gberevbie, 2006). It is important to note that different types of tests are administered, depending on the job to determine the candidate's ability, aptitude and personality.

Generally, the following types of tests are usually taken:

- i. Ability tests:** - These help in determining how well a candidate can function and perform in any given responsibility related to the job. Organisations also ensure that applicants are tested on what they claim to know through achievement test to determine to what extent they know it.
- ii. Aptitude test:** - This measure individuals' capacity to learn on a job if adequate trainings are provided. Meanwhile, it also helps in determining applicants' potential to learn. Aptitude test is appropriate when a candidate has had little or no prerequisite skills advised job opening. A typical example of this kind of test is the general management aptitude tests (GMAT) which oftentimes use to test the applicants' ability or fitness to do a few specialised activities. Meanwhile, the applicants' intellectual capabilities can be discovered in the process. Forms of aptitude test include but are not limited to mental or intelligence tests, mechanical aptitude tests, psychomotor or skills tests, intelligence test, interest test, personality test, projective test, general knowledge test, perception test and medical test.

The reliability, validity, objectivity and standardisation of the test are essential. For example, a candidate who have a particular score after taken a test should be able to have same or close scores any day same test is being repeated, this is because a person's intelligence is generally a stable characteristic. Therefore, if intelligence test is administered, a candidate who scores a total in a month, when such test is repeated at any other time such candidate should score the same or something very close to the initial total.

However, any test which produces wide variations in results is not appropriate and reliable for selection process. In a related development, validity helps in predicting whether a candidate will be successful if eventually employed. A validated test can be useful in distinguishing between prospective employees that are likely to perform well and those who will not. It must be noted that the validated test only increases the possibility of success, it does not guarantee 100% accurate in predicting job success. The validation of a test can be done taken different approaches which include but not limited to concurrent validity, predictive validity and synthetic validity.

Objectivity ensures adequate interpretation. It is objective if more than one person can interpret the outcome of the same test and arrive at the same conclusion(s). If otherwise, the test assessors' subjective opinion may render the test unreliable. A test can be said to be standardised when conducted under a standard condition to a large group of people who are representatives of persons for whom it intended. Having done this, the interview should follow to select candidates among the shortlisted applicants.

Interview is formal, in-depth conversation and excellent selection device conducted to appraise an applicant's suitability. Oftentimes, it involves face-to-face interaction between the candidates and interviewers. It refers to as oral examination to determine the strengths of the applicants. Interview is used to obtain additional information from the applicants, afford the applicants the opportunity to know more about the organisation's policies job, products; helps in building the firm's image among the applicants.

According to Abome (2013), "interviews are of different types. They include the following among others: informal interview, formal interview, non-directive interview, depth interview, stress interview, group interview, panel interview, sequential interview, structures interview, unstructured interview, mixed interview, impromptu interviews, telephone interview".

As part of selection procedure, employers often request the prospective candidates to provide names, addresses, and telephone numbers of referees for the purpose of verifying additional and confidential information about the candidate. It must be noted that confidential and background information about the applicants is inevitable to be sure of their personality, attitudes and disposition. Evidently, references are not checked until an

applicant is most likely to be considered for the job. Employers most of the time prefer previous employers, public figures, clergy men, professors and others to act as references. It is believed that the referees are already aware of the applicant's performance and dispositions. The notable challenge with this reference is the likelihood of the referees who are likely to be the former employers, clergy, friends, colleagues to over-rate the applicant's performance for sending the person out of their organisation most especially when such a person is no more contributing to the organisation or is in dear need of a job. It is generally believed that the information gotten from the referees are less reliable, thus, hardly influence selection decisions, because of the following reasons identified by Adeniji *et al* (2012):

- i.** The candidate will only approach those who will give good report about them.
- ii.** Former employers may write favourable report about the candidate to get rid of the person simply because he/she is no longer adding value to the organisation
- iii.** Oftentimes, people are not ready to divulge the truth about a candidate. All these will help in making good selection decision

Making selection decision is more often than none requires caution as it remains the most critical aspect of selection process. This process involves making final decision from the pool of individuals who passed the tests, interviews, and reference checks. Meanwhile, management views are usually considered in the final selection before the physical or medical text

Physical/Mental Examination or fitness of candidates is done before the job offer is made. A job offer largely depends on the confirmation of the candidates' physical and mental fitness. The outcomes of the fitness test are properly recorded and kept in the individual file. The objective behind physical tests includes but is not limited to the following:

- i.** finding out if the candidate carries any infectious disease.
- ii.** determining the applicant physically fit to do the work.
- iii.** preventing candidates who are challenged with their health from job that could be unfavorable to their health issues.
- iv.** helping to prevent avoidable compensation claims.

The next stage in the selection process is job offer to the candidates who are successful in the fitness test. This is usually done via an appointment letter containing effective date of appointment, the remuneration packages, and other terms and condition of service.

Meanwhile, it is unprofessional to reject applicants without informing them of their non-selection.

At this stage, once the job offer and acceptance is made, necessary documents must be performed by the employer and the applicants. The documents include attestation form which must be duly signed by the candidates. Meanwhile, contract of employment is also very important at this stage. The following information are required in a contract of employment, this varies from one organisation to another and one level of job to another.

The following are the checklist that are common in the headings:

- i. Job title
- ii. Job description
- iii. Date of employment.
- iv. Remuneration and other allowances
- v. Hours of work
- vi. Leave arrangements
- vii. Length of notice due to and from employee.
- viii. Grievances/conflict management procedure
- ix. Disciplinary measures
- x. Work rules
- xi. Procedure for termination of employment.
- xii. Provision for union membership etc.

Contrary to popular view, the selection process should not end without informing the unsuccessful candidates the reason(s) they were not selected. Most of the time, the reason could be because of candidate's profile and organisation's requirement mismatch. The whole essence of the selection process is to employ candidates with special skills and distinctive capabilities. It is very critical to organisational effectiveness because the caliber of employees hired will determine the overall performance of the organisation. Therefore, if selection process is properly done, it would help the organisation to achieve its stated goals and objectives. Meanwhile, the evaluation of the effectiveness of a selection programme is periodic audit by the human resource department.

2.2.15 Four Approaches to Strategic Selection

Adeniji *et al.* (2012) and Alan (2007) observed that employee selection strategies can be grouped into the following:

- i. **Ethnocentric Selection:** This is an approach where every decision as regard staff selection are usually made at the headquarters. However, the strategic business units or subsidiaries have limited autonomy while employees from the headquarters occupy key jobs. It is also important to note that residents from the parent country dominate the organisations.
- ii. **Polycentric Selection:** In this approach, subsidiaries are treated as a separate national entity with considerable local autonomy to control investment decisions and financial targets. Meanwhile, local citizens manage subsidiaries while employees from the headquarters or parent country still hold key jobs.
- iii. **Regiocentric Selection:** This approach emphasises that employees are managed on a regional basis. Regional managers are given autonomy to use their discretion in making rightful decisions in the interest of their organisations. Movement of staff however, is restricted to specific geographical regions.
- iv. **Geocentric Staffing:** Here, business strategy is incorporated carefully on a global basis. Employee training, development, compensation and promotion are based on capability regardless of the nationality. Though, the composition of broad and top management team is thoroughly international.

2.2.16 Employee Retention Strategies

In contemporary dynamic, uncertain and highly competitive global business and academic environments, organisations are facing serious challenges on how to retain good and talented employees (Schuler *et al.*, 2011; Tarique & Schuler, 2010). Therefore, organisations need to put into consideration the competitive strategy to retain highly competitive employees. It has been discovered that one of the best strategies to retain highly skilled employees is to ensure that they are productively engaged, appropriately recognised and rewarded accordingly (Bechet, 2008). Retention of the employees with distinctive competencies should be given priorities in all organisations to attain outstanding success (Hauff, Alewell & Hansen, 2014).

Employee intellectual capacity building and talent are ever more critical to organisational strategic success (Gilbart, DeWinne & Sels, 2015). Besides, for many organisations, the ability to retain highly competent employees is therefore essential for the future survival, rapid growth and sustainable development. Consequently, employees' retention strategies are now viewed "as a tool to strengthen organisational capability through individual development, performance enhancement, career development and succession planning" (Iles *et al*, 2007). Therefore, employee retention strategies aim at ensuring that highly skilled employees are encourage and compel to remain the organisation for a good number of years. The reason is because employee turnover is harmful to an organisation's productivity while the costs of recruitment are extremely high. To this end, Naris and Ukpere (2010) contend that the best way to have retention is by building a responsive working environment and friendly policies where the employees enjoy each other's company and identify with the organisation. It must be noted that an organisation where there is harmonious relationship between the actors, employees tend to enjoy their work and stay longer. (Pedro & Robert, 2012).

Meanwhile, Vaiman, Scullion and Collings (2012) believed that extrinsic and intrinsic incentives are major underlining factors that will facilitate employee retention. Extrinsic incentives are form of financial rewards given to employees to take care of physiological needs. On the other hand, intrinsic incentives are non-financial rewards given to employees to satisfy or fulfill their psychological needs. Furthermore, Mendez and Stander (2011:12) further emphasise that "an organisation needs to invest in employee retention for enhanced job performance and sustainable corporate image". They noted that a good and competitive compensation package is important in retaining employees with distinctive capabilities through attractive and competitive benefits packages that will motivate them to stay in the organisation (Lockwood, 2006).

There are several factors that contribute to talent retention which include but are not limited to compensation, work environment, career development and intrinsic rewards (Whelan, Collings & Donnellan, 2010). Organisations' strategies in the pursuit of talent retention differ depending on the peculiarity of such organisation (Zhou & Volkwin, 2004; Hughes & Rog, 2011). Some organisations have their own specific strategy some of which are highlighted below:

- i. Stimulation of employees' passion;
- ii. Building of employees' trust and respect;
- iii. Conduct performance assessments;
- iv. Retention of employees by performance targets; and
- v. Building of employees' satisfaction and motivation,
- vi. Building of competitive compensation packages and retirement benefits.

Gberevbie (2010) posits that employee retention is fundamental for the actualisation of organisational goals. This means that the strategy put in place by the management of any organisation to retain proficient employees in its workforce determines the degree to which the overall strategic goals of the organisation will be attained. Gberevbie (2010) and Karemu, Gikera and Josee (2014) noted the following as the general strategies for employee retention in organisation:

- i. Incentives and reward systems
- ii. Job security
- iii. Regular training
- iv. Career progression
- v. Regular monthly salary
- vi. Regular promotion
- vii. Overtime pay
- viii. Study leave with pay
- ix. Car and housing loans
- x. Special duty allowance
- xi. Provision of free health care services
- xii. Staff award and commendation
- xiii. End of year bonus
- xiv. Observation of public holidays
- xv. Gratuity and pension
- xvi. Scholarship scheme for children of employees
- xvii. Safety and welfare services
- xviii. Conducive working environment

Meanwhile, in the University environment or other institution of higher learning, the retention strategies adopted by management varies from one school to the other depending on the peculiarity of each institution. As noted by Tichaona (2014), these retention strategies are:

- i. Competitive salary and allowances
- ii. Conference support
- iii. Research grants
- iv. Career progression
- v. Regular promotion
- vi. Modern teaching facilities
- vii. Research aids
- viii. Publication support
- ix. Staff welfare
- x. Job security
- xi. Recognition of outstanding performance and so on.

2.2.17 The Importance of Employee Retention

An organisation is expected to develop a culture or approach that will always put the employees' first in order to ensure retention of highly skilled employees. Besides, employee retention strategies is fundamental to increase customer satisfaction, increase sales and promote good employment relationships among workers. It is also imperative to note that engaging employees with distinctive capabilities helps in the achievement of the organisation's vision and aspiration. Therefore, retention of these professionals with special skills and technical know-how can enhance organisational performance (Tichaona, 2014).

Kavoo-Linge and Kiruri (2013) opined that employee retention is indispensable to sustainable organisational development and business success. Employees are behind the successful drive of an organisation's success. Therefore, employees' dedication to work will determine the level of the organisation's success and how they will represent the company's interest outside the world of work. Therefore, managers should be very considerate and put in place strategic plans to make the working conditions conducive enough for their employees. It is expected that managers should focus on how to keep employees in the organisation and also make them feel secured. Besides, it is a known fact

that one of the most common challenges that organisations face today is the attraction and retention of the right employees with special capability and skills. Cheese (2010) suggested four ways to overcome retention challenges. His points have been enumerated as follows:

- i. Making plans and analysing the talent gaps in the organisation.
- ii. Taking a considerable step to get right set of people that can fill the vacant post.
- iii. Taking appropriate steps to develop talent depends on the goals and objectives of the organisation.
- iv. Making appropriate plans to integrate organisational culture and effective management, this can be done based on three competing strategies:
 - a. Analysing current and future leaders needed to be retained for high commitment and performance.
 - b. Identifying effective and high performance needed to be engaged and developed.
 - c. Evaluating marginal and poor performance needed to be managed (Smith 2008).

2.2.18 Corporate Image in Institution of Higher Learning

The image of any organisation including educational sector influences customer's perceptions or reactions to specific corporate actions, products or services. Corporate image is considered to be a crucial effect in the overall evaluation of any organisation which creates responsibilities and as well proves difficult to imitate or replicate (Kandampully & Hu, 2007; Sarstedt, Wilczynski & Melewar, 2012). It is the perception and impressions that the general public has about an institution (Fill, 2006). In his own view, Bromley (2003) described corporate image "as internal collective state of mind that underlies its corporate communications efforts to present itself to others". It reflects an organisation's unique identity and its corporate brand (Argenti & Druckenmiller, 2004). Meanwhile, Weiwei (2007) posited that corporate image is the views, notions, beliefs and impressions that the public has toward an institution of higher learning. This has to do with the institution's name, physical working environment, institution's variety of products or services offer, institutional practice, philosophy, and the impression of quality communicated by persons interacting with the institution's clients' (Sarstedt, *et al*, 2012). Meanwhile, the management of various institutions of higher learning have responsibilities to manage employees, customers and ethical standards, and at the same time protect the interest of

their investors. The sustainability of the institutions corporate image therefore, depends largely on the strong and supportive relationships with their clients (students, parents), investors/partners, community, government, among others (Chun, 2005). Besides, corporate image can be earned based on the interaction of product reputation, customer relations, employees' role, ethical reputation, among others (Chun, 2005). According to Adeniji, Osibanjo and Abiodun (2012), organisations strive to develop and manage their image for many reasons which are as follows:

- i. development of the corporate competitive advantage that will culminate into higher profitability.
- ii. development of favourable and harmonious relationship with the host community.
- iii. the ability to influence investors, financial institutions and other stakeholders.
- iv. promotion of corporate goodwill for the organisation.
- v. influencing client loyalty.

Therefore, it is important for institutions of higher learning to recognise the perception, expectations and desires of all the various interest groups in order to project good image for the world to see. This will invariably not only encourage shareholders to invest in an institution, it will also help in attracting competent staff and retention of customers among others (Robert, Dowling & Graham, 2007).

2.2.19 Corporate Image in Universities

In this contemporary society, competition in the institution of higher learning is growing terrifically. Consequently, competition for good home-based and international students, teaching and research faculty, and new sources of funding have become very fundamental for the institutions' survival and rapid development (Bloemer & Ruyter, 2008). Expectedly, Universities and other institutions of higher learning should be independent institutions saddled with the responsibility of creating and disseminating autonomous knowledge (Jarvis, 2001). However, in the midst of competitiveness in the education sector, Universities and other higher education institutions have moved toward a business-like, competitive model of operation and embraced as service that could be marketed beyond national borders (Bunzel, 2007). In this context, Universities with strong distinctive image

are likely to survive the increasing competition in the education sector. Therefore, building corporate image in the higher education sector becomes imperative (Bloemer *et al.* 2008). Meanwhile, scholars have explained corporate image as the net result of the interface of all capabilities, impressions, philosophies and feelings that the public have about an organisation (Worcester, 1997).

Universities are competing with one another for enrolment of best students to their institution as well as recruiting and retaining highly competent faculty members (Smaiziene & Jucevicius, 2013). While some Universities are old, new Universities are being licensed to operate to meet the yearning of many youth seeking University education. Meanwhile some Universities have a well-developed infrastructures and faculty members with distinctive competences, while others are putting on strategies to develop their infrastructure and intensifying effort to attract and retain the desired faculty members that can be productively engaged for teaching, research and innovations which invariably promote the image of the Universities (Moogan 2010). Obviously, the rivalry is very intense among the Universities simply because they all go to the same source to attract good students from national and international platforms for enrollment (Weiwei, 2007). It is imperative to note that corporate image in Universities is to make it easier for students, parents and guardians to identify and remember quality of service of a particular University. Therefore, building corporate image has become more pertinent in promoting an institution's reputation, students' patronage (home-based and international students) as well as generating additional revenue for the institution. Besides, many Universities have come up with strategic plans in various ways to attract prospective faculty through vigorous marketing initiatives and public relations strategies in promoting their institutions and the various programmes offer by the institution.

Meanwhile, Universities consider principles of corporate image to assure their position vis-à-vis their competitors (Herr, 2001). Moore (2012) admits that the ability of the patrons to differentiate an institution depends on recognition of the core attributes and the category in which they operate in addition to what makes them different from others. However, for Universities and other institutions of higher learning, the quality of teaching, research, reputation, collaborations, linkages, innovation and community impact among other factors represent their corporate image (Rosenthal, 2003). The way the University image is projected will provide an opportunity for the prospective clients to identify and distinguish

between schools. Building an excellent corporate image in Universities has become a strategic tool for attracting students' patronage because it provides students with a sense of pride and belonging to an institution with history of excellence (Gathungu & Karoki, 2010; Moore, 2012). As far as higher institutions are concerned, the decision of students and faculty members on which institution to apply depends on the reputation and image of such University. However, the University brand, academic properties, serene academic environment, ranking position, academic programmes, public and social relations, sports facilities, well equipped library, conducive learning environment and other infrastructural facilities are determinant factors in creating good impressions which will invariably influence the decision-making process of the public (Paden & Stell, 2006).

2.2.20 University's Brand Image

Universities in their quest to attract good students and faculty members spend so much in trying to burnish their corporate image and enhance their position in various academic rankings such as Times Higher Education-QS Ranking, Academic Ranking of World Universities, Webometrics Ranking, Professional Ranking of World Universities, Newsweek Ranking among others. Besides, services offered by a University determines the impression, whether positive or negative that the public will have about the institution's corporate image (Anderson, 2004; Bernstein, 2004). Meanwhile Brown and Perry (2004) argued that services offered by Universities have a positive direct effect on student/parent loyalty, recommendation and satisfaction. The ability of a University to create good impression in the minds of prospective candidates, parents, faculty and other potential clients, and managing the good impression could increase the level of patronage and willingness of faculty members to join the University.

2.2.21 University's Corporate Reputation

In today's sensitive academic milieu, a University's ultimate chance of survival is to develop a positive image and a favourable reputation. According to Moogen (2010:7) "Reputation refers to value judgments among the public about an organisation's qualities, formed over a period of time, regarding its consistency, trustworthiness and reliability". Marken (2002) defined reputation as an "asset that describes quality of products and services, ability to innovate, value as long-term investment, ability to attract, develop, retain talent; use of corporate assets, and quality of management". In a related development, MacMillan,

Money, Downing, and Hillenbrand (2005) opined that corporate reputation is the general perception of what the organisation stands for and what aspects and expectations are associated by individuals when benefiting from the University's products and services. Obviously, the internal factors that positively affect a University's reputation good communicate channels, unique culture, innovation, good research outputs, community service, treatment of faculty and staff with dignity, and the ability to handle social and environmental issues (Bromly, 2003; Cetu & Brodie, 2007; Birkman, 2007). Moreover, external forces that influence organisational corporate reputation are parents, government or its regulation agency (NUC), media, among others (Lines, 2004).

It is important to note that University reputation can be built and managed on some day-to-day actions such as phone calls, e-mail, decisions and others. (Marken, 2002). However, with the growing competition in the educational sector, the positive image, reputation of the Universities and accumulated judgments over time of different stakeholders who interact with the Universities is inevitable for University's success (Schuler, 2004; Xu, Gorg & Liu, 2008). Therefore, a University can have multiple reputations: one for each attribute, such as faculty's professionalism, good facilities, quality teaching and rigorous research, strategic locations, and innovative products/services.

2.2.22 University's Corporate Identity

Universities depend on various nodes in their quest to project good and positive image to its different stakeholders. According to Fill (2006), corporate identity is the external projection of what the University is to its various stakeholders. It portrays the way a University presents itself to its public through the style of communication, culture values, behaviour, symbols via logos, signage, websites, product quality, staff behaviour and, media comment, among others (Hsieh & Kaili, 2008). Besides, stakeholders' perception and impression of all the features and qualities associated with a University and what they offer as products such as disciplined undergraduates and employable graduates is referred to as its image. This image is influenced by varieties of programmes, service component; attractions of national and international students; the University's physical facilities and infrastructures, strategic location of the University, and others but just mention a few.

Obviously, building a successful University identity or image and values that create a sense of individuality that differentiate a University from others is critical for organisational

philosophy. (Harris, 2001; Melewar & Akel, 2005). Expectedly, University identity should be built on the components of its vision and core values that spur the product brands. Therefore, for the purpose of building sustainable reputation, Universities must harmonise their visions and culture for consistency as bases for personality and reputation building and positioning.

2.2.23 University's Research Image

In the knowledge-based contemporary society, research is fundamental for new discoveries, innovations, creation and proper dissemination and application of knowledge in a range of disciplines (Altbach & Balan, 2007). Universities are expected to be research powerhouses and assets that the stakeholders in the society can invest in to ensure the future of a nation in the increasingly susceptible and unpredictable environment (Creswell, 2008; Hanan & John, 2013). Besides, the distinctive discovery and innovation of a University serves as a good corporate image for institutions of higher learning to attract more grants, research support among others. from local, national and international levels. Research, which is primarily the *raison d'être* for the creation of Universities, leading to the generation of new knowledge, engendering innovation, enhancing the quality of teaching and increasing an institution's reputation and economic value, has unfortunately suffered major decline in Nigeria beginning from the late 1980s (Faborode, 2016). Before then, the National Universities Commission (NUC) noted that the quantity and quality of research outputs in Nigerian tertiary institutions was the best in sub-Saharan Africa (Okebukola, 2010; Imhonopi and Urim, 2013). At the outset of the "holocaust" years, 1980 to 2000, the pertinent factors for outstanding research, such as experienced academics, training, motivation, availability of equipment, funding and facilities, had more or less faded away (Faborode, 2016). What took over was a "vicious national dilemma of a badly managed and plundered non-commodity economy and a self-afflicted and degraded education system that ultimately lost its once vivacity and global reputation" (Faborode, 2016:12). By the mid-90s, the quantity and quality of research had declined to an alarming low (Okebukola, 2008). This is not unexpected as Nigeria was spending an average of 5% instead of 26% recommended by the UNESCO on education.

Okebukola (2008) and Imhonopi and Urim, (2013) enumerated other factors contributing to the decline in quantity and quality of research including, lack of modern research skills, unavailability of modern facilities to conduct state of the art research, teaching overload,

administration responsibilities, poor research mentorship and motivation, incessant industrial actions and difficulty in accessing research funds. Indeed, for the quantity and quality of research outputs to make the desired impacts on national development, Universities in Nigeria must achieve research focus, research motivation, integration of information technology in teaching and research, as well as the commercialisation of research results (Faborode, 2016). Hence, there is need for this research focusing on research outputs and determinants of research productivity in present day Nigeria.

Universities with good research image and appropriate research laboratories and other modern research facilities that permit research at the highest possible level attracts scientists, scholars and students from around the globe to carry out cutting-edge research (Creswell, 2008). The ability of a University to bring together a team of outstanding researchers to think deeply and write thoughtfully in proffering solutions to industry and societal challenges will give the institution an edge over others when it comes to student patronage, talent retention and attraction of good faculty members but at the national and international levels (Polat, 2011; Okiki, 2013). In his own view, Altbach *et al.* (2007) opined that Universities with good research image can easily connect and collaborate with their counterparts around the globe with an opportunity for research grants and participation in global science and scholarship.

Research is one of the criteria for Universities' ranking and because of its importance, some Universities most especially in the developed economy have invested so much on building their research image and they are christened as research-oriented Universities. Most of these Universities specialise in educating a new generation of employees needed for evolving competition, technological advancement, intellectual leadership and development of new capacity necessary for modern science, scholarship and organisational competitiveness. Besides, Kazeem and Ige (2010) posited that Nigerian private Universities unlike their counterparts in China, Taiwan, South Korea, India among others, who have been particularly active in building and transforming a number of their major Universities into research-oriented Universities should aim to build their research capacity to improve on University ranking which will invariably position them to attract more patronage from within and outside Nigeria.

2.2.24 Job Performance

Job performance as noted by Abdul and Aamer (2011) is the “ability of an employee to achieve a certain level of productivity in the aspects of quantity or quality”. Performance also means organisational level of productivity and output as a result of employee development and clarity of roles via effective communication. It is important to note that, there are several dimensions of work performance. Pedro and Robert (2012) posited that dimensions of work performance include “knowledge about work, attitude, decision making, delegation, personal efficiency, planning, and leadership capability”.

It is pertinent to note that a few theories and thoughtfulness need to be applied to give explanation to the discussion on work performance. The theory of motivation usually plays a very crucial role directly or indirectly within work performance. This role includes to motivate and maintain drive to achieve the objectives of the organisation. Meanwhile, the features of performance can also be described as follows:

- i. what people actually do which can be observed.
- ii. measurable outputs and achievements that are dependent on the skill and effort of individuals on the job.
- iii. Individuals’ proficiency that contribute to the organisation’s success and sustainable development.
- iv. Performance is not stable over time as a result of learning among others.

2.2.25 Types of Performance

They are listed below:

1. Task performance

- i. job-specific task expertise;
- ii. non-job-specific task proficiency;
- iii. communication skill
- iv. supervision, in case of leadership position
- v. Management/administration competencies

2. Contextual performance

It consists of behaviour that supports organisations social and psychological environment but have no direct contributions to organisational performance. These include:

- i. volunteering for activities beyond a person's formal job requirements;
- ii. persistence of enthusiasm in completing important task
- iii. assistance to others;
- iv. Conforming absolutely to the organisational rules and prescribed procedures even when it is not convenient; and
- v. defending organisation objectives openly.

2.2.26 Job Performance in University System

The pivotal objective of any University is to develop and raise a new generation of leaders who are adequately equipped both mentally, morally and physically. In addition, the universities are expected to coordinate the development and adequate utilisation of manpower, provide quality leadership training, build strong economy and society, giving quality education through comprehensive courses. Primarily, Universities are saddled with the responsibility of:

- i. Teaching and project supervision of students
- ii. Research and publication
- iii. Community impact
- iv. Innovation
- v. Product development etc.

The performance of academic staff saddled with the responsibilities of the above listed institutional service was measured through:

- i. The number of research output per time
- ii. The student pass rate
- iii. The number of courses taken per semester
- iv. The number of supervisees
- v. The number of committees serving
- vi. The involvement in community service and others.

It is also important to note here that performance measures in the University system include the ability of an academic to impact knowledge through good teaching pedagogies and learning aids and ability to carry out independent research. Evidently, the level of performance of academic staff in Nigerian Universities is declining. These can be attributed to some factors like, industrial actions, dilapidated facilities, aging teaching and research

aids, shortage of competent senior academic staff, inadequate funding among others (Ajayi, Awosusi, Arogundade & Ekundayo, 2011; Okebukola, 2010).

In a related development, Manafi and Subramaniam (2015) posited that no matter the programmes of a particular University, if the working environment is not conducive enough for teaching, research and innovation, academic staff would find it so difficult to productively and efficiently carry out their responsibilities. OECD (2012) also pointed out that conducive work atmosphere is crucial for academic staff performance. An academic with distinctive capabilities, good disposition to teaching research and innovation, dedicated and interested in the teaching profession are likely to be frustrated if there is no conducive work environment to operate within. However, for the purpose of this study, teaching and supervision, research output and publications, community service as well as service to the University will be adopted to measure job performance.

2.2.27 Historical Background of the Sampled Universities

2.2.27.1 Private Universities in Nigeria

Today, Universities are characterised by massive expansion and high rate of students' enrolment on account of open interest for University education. Obviously, public funded Universities cannot meet up with the demand of individuals longing for University education, thus, it becomes necessary for private providers to take care of the growing demand of University education by establishing private Universities (Adeyeye, 2009). This led to the emergence of private Universities in Nigeria. The thought behind the private interest in University education in Nigeria can be portrayed as a procedure of breaking the monopoly of government in education administration and the deregulation of education where the Universities could be self-regulated and controlled.

The provision of 1979 constitution empowered private individuals, religious bodies among others to establish private Universities (Amponsah & Onuoha, 2013). Sequel to the provision of the constitution, some private Universities were established. Meanwhile, it also important to note that some of the first-generation private Universities were founded without proper and adequate planning, thus, approval for the establishment of private Universities was abolished with Decrees 19 of 1984 and 16 of 1985 respectively. In a bid to resuscitate the establishment of private Universities, National Universities Commission (NUC) was charged with the responsibilities of assessing the adequacy of the applications

for the establishment of new Universities before licence could be given to operate in the country.

The hope of private sector participation in University education resurrected in 1991. A commission was inaugurated to review private University education. Further to the recommendations of the Commission, the decree prohibiting establishment of private Universities was repealed, thus, empowering private individuals and organizations to run private Universities (Okojie, 2008). NUC established the Standing Committee on the Establishment of Private Universities (SCOPU) in May, 1993 to ensure academic qualities and standards. In 1999, private Universities in Nigeria received a geometrical improvement with the approval of, Igbinedion University, Okada, Babcock University, Ilisan Remo and Madonna University, Okija (Omuta, 2010; Owoeye, 2012). From 1999 to 2016, sixty-one private Universities have been approved and licensed to operate in Nigeria {(NUC, 2015) (See Appendix 3)}. Private Universities in Nigeria are known for uninterrupted academic calendar; production of quality graduates; production disciplined graduates; good research output; improved management for efficiency; increase in access for qualified people into Universities; employment opportunities among others (Amponsah & Onuoha, 2013). It is also imperative to note that the private Universities in Nigeria are yearly ranked based on their performances in academic quality and standards. In the year 2015 ranking of Universities the following private Universities were the best 6 private Universities in Southwest Nigeria:

- a) Covenant University
- b) Redeemer's University
- c) Afe Babalola University
- d) Lead City University
- e) Babcock University
- f) Bells University of Technology

2.2.27.2 Brief History of Selected Private Universities

The history of selected private Universities becomes necessary to know their structure, core values, visions among others that drive their outstanding performance amongst private Universities in Southwest Nigeria. The following are the sampled Universities in this study:

(a.) Covenant University, Ota, Ogun State

Covenant University is a faith based University owned by the Living Faith Church and was licensed by the Federal Government to operate as a private University in Nigeria in February 12, 2002. The vision of the University is to “be a leading World-Class Christian Mission University, committed to raising a new generation of leaders in all fields of Human endeavor” while the mission is to “create knowledge and restore the dignity of the black man via a human development and total man concept driven curriculum employing innovative, leading edge, teaching and learning methods, research and professional services that promote integrated, life-applicable, life-transforming education relevant to the context of science, technology and human capacity building”

The University has core-values that defines her commitment to academic excellence which are “spirituality, possibility mentality, capacity building, integrity, responsibility, diligence and sacrifice”. As noted by the Oyedepo (2003), “Covenant University is on the rescue mission to reform the educational scenery of Africa through the integration of the fundamental requirements stipulated by academic and professional quality assurance bodies, a global-outlook and impact driven learning emphasis, provides a powerful synergy for empowerment in enabling the inculcation of intellectual and creative abilities via a platform of a solid commitment to self-discovery”.

The University has four colleges i.e. College of Business and Social Sciences (CBSS); College of Leadership Development Studies (CLDS); College of Science and Technology (CST) and College of Engineering (COE). Presently, the University has twenty-three (23) departments and thirty-three programmes across all the colleges. The University has won several awards which include but not limited to the best private University in Nigeria in July 2011, January 2012, January 2013 and February, 2014 World Universities Webometric Rankings.

(b.) Redeemer’s University, Ede, Osun State

Redeemer’s University was established by the Redeemed Christian Church of God to make inputs into the education system in Nigeria. The drive for the establishment of the University was born out of the passion for the esteemed numbers of youth who are yearning for the University education in Nigeria because of the high percentage of eligible candidates who cannot secure admission due to limited public Universities in Nigeria. The University is currently situated at its permanent site in Ede, Osun State. The Federal Government of

Nigeria granted an operating license to the Redeemer's University on Friday, 7th January, 2005. The Vision of the University is “to be the foremost institution for producing graduates who combine academic excellence in the practice of their profession with God-fearing attributes”. Redeemer's University operates the collegiate system. Presently, they have four (4) colleges namely: College of Humanity, College of Management Sciences, College of Natural Sciences and Postgraduate College. (i) College of humanity offers the following programmes: English; History and International Relations; and Theatre Arts. College of Management Sciences offers fourteen degree programmes from seven different departments. Department of Behavioural Studies runs degree programme in Psychology, Sociology and Social Work. Department of Economic and Business Studies offers Economic, Business Administration and Marketing while Department of Financial Studies offers Bachelor of Science in Accounting, Actuarial Sciences, Banking and Finance and Insurance. Others are Department of Mass communication which offers Bachelor of Science in Mass communication; Department of Political Science offers Bachelor of Science in Political Science and Department of Transport and Tourism Studies offers B.Sc. Tourism and Transport and Logistics. The college also offers postgraduate degrees: M.Sc. and PhD in the Department of Behavioural Studies. College of Natural Sciences houses four departments, namely: Biological, Chemical, Mathematical and Physical Sciences which altogether offer nine (9) programmes leading to the award of Bachelor of Science degrees in Microbiology, Applied Biology and Genetics, Biochemistry, Industrial Chemistry, Pure Chemistry, Industrial Mathematics, Computer Science, Statistics and Physics with Electronics.

(c.) Afe Babalola University, Ekiti State

Afe Babalola University was founded by Aare Afe Babalola and located on its permanent site of 130 hectares of land in Ado-Ekiti. It is a Non-profit private University licensed by the Federal Government in 2009. The University was established with the sole aim of reforming education in Nigeria by providing and leading others in quality education, service delivery, industry partnership and discipline. As noted by Babalola, the “University is committed in producing graduates who appreciate the value of the dignity of labour and who are problem solvers, self-reliant, employers of labour, expert thinkers, innovative managers and resourceful technocrats in all fields of learning as well as highly productive and globally relevant graduates in every sphere of human endeavour”. Afe

Babalola University operates collegiate system and presently has five colleges. They are: College of Law with one programme LL. B Law. Meanwhile it is also important to note that they are still proposing the following programmes in the college LL.M Law, Criminology, Police Science. College of Sciences with the following programmes: Microbiology/ Biotechnology, Human Biology, Zoology, Plant Science/Botany, Agriculture science, Biochemistry, Chemistry, Industrial Chemistry, B.Sc. Physics with Electronics, Geophysics, Mathematics, Statistics, Biometrics, Computer Science, Information and Communication Technology, Computer Science and Information Technology, Sports Science, College of Medicine and Health Sciences houses the following programmes: Nursing, Medical Laboratory Science, Medicine and Surgery (MBBS), Anatomy and Physiology. College of Engineering houses the following programmes: Electrical and Electronic Engineering, Computer Engineering, Mechanical Engineering, Mechatronics Engineering; Civil Engineering, Petroleum Engineering, Chemical Engineering while College of Social and Management Sciences housed Economics, Accounting, Banking and Finance, Business Administration, Tourism and Events Management, Political Science, Social Justice, Media and Communication Studies, Psychology and Guidance & Counseling, Sociology & Social Work.

(d.) Lead City University, Ibadan, Oyo State

Lead City University formerly known as City University was founded by the Eduserve Consult and located in the city of Ibadan. In order to avoid and avert corporate identity problem, the Board of Trustees and Council of the University met on Monday, March 7, 2015 and modified the name of the University to Lead City University, Ibadan. The University was licensed to take off by National Universities Commission in December 2003 as a prelude to the ratification by the Federal Executive Council, which was effected on Wednesday, February 16, 2005. The vision of the University is to “be a centre of excellence, a unique, urban-based University, specialising in Social Sciences, Law, Applied Sciences, Information and Communication Technology” while the mission of the University is to “contribute to the development of tertiary education in Nigeria by providing qualitative access to knowledge and training, with innovative and challenging teaching techniques that guarantee a balanced education”.

The University has five (5) faculties with different programmes: (i) Faculty of Sciences which houses different programmes including Chemistry, Physics, Biology, Environmental

Management & Toxicology, Microbiology, Biochemistry, Computer & Information Science, Computer with Electronics, Computer with Economics. (ii) Faculty of Social and Management Sciences which also houses different departments: Mass Communication and Media Technology, Accounting, Business Administration, Politics and International Relations, Economics, B.Sc. Public Administration, Psychology, Entrepreneurship, Sociology, Banking and Finance, Industrial Relations & Personnel Management, Marketing and Office Information Management. (iii) Faculty of Education which houses the following programmes: Biology Education, Chemistry Education, Physics Education, Mathematics Education, Computer Science Education, Guidance and Counseling, Educational Management, Physical & Health Education, Business Education, English Education, Library and Information Science, Economics Education and Social Studies Education. (iv) Faculty of Arts houses English and Literary Studies as well as Performing Arts. Faculty of Law has only one programme i.e. Bachelor of Laws.

(e.) Bells University of Technology, Ota, Ogun State

Bells University of Technology is the first private University of technology established in Nigeria in 2004 and enrolled her first set of students in 2005/2006 academic session. The University was established by the Bells Educational Foundation and currently located in Ota, Ogun State, Nigeria. The University offers courses that support relevant and sustainable technology that is transferable and applicable especially in the area of biotechnology. In addition, the University focuses on ICT-driven and at the cutting edge of Science and Technology. The University has three colleges that houses difference departments and programmes: College of Natural and Applied Sciences houses: Microbiology, Industrial Chemistry, Biochemistry, Electronics, Applied Mathematics with Statistics, Computer Science. Information Technology, Food Technology, Food Technology (Food Science with Business), Biotechnology, Nutrition & Dietetics, Culinary Science and Hospitality Management. College of Management Sciences houses: Business Administration, Finance and Banking, Economics, Accounting, Management Technology while College of Environmental Sciences Houses Architecture, Building Technology, Quantity Surveying, Surveying and Geoinformatics, Urban and Regional Planning and Estate Management.

(f.) Babcock University, Ilisan-Remo, Ogun State

Babcock University is a faith based University founded by the Seventh Day Adventist church in Nigeria. An American missionary, David Babcock pioneered the Seventh-Day Church's work in Nigeria in 1914. In order to immortalize his name for his commitment and service to the church, the University was named after him. Babcock University is located in Ilisan-Remo Area of Ogun State, Nigeria. The University consolidated the Adventist College of West Africa (ACWA) set up in 1959 yet whose name changed in 1975 to Adventist Seminary of West Africa (ASWA). The University was one of the first set of private Universities authorized by the Federal Government to operate in Nigeria and its was formally chartered on April 20, 1999.

The University offers the following courses: Administration: Information Resource Management; Agriculture: Agriculture, Nutrition and Dietetics; Arts And Humanities: Christian Religious Knowledge/Studies, English And Literary Studies, English Language, English Studies, French, French And International Relations, History and International Studies, Music and Religious Studies; Education: Business Education, Education and Economics, Education And English Language, Educational Administration and Planning, Guidance and Counseling; Law/Legal Studies: Law; Med/Pharm/Health Sciences: Anatomy, Medical Laboratory Science, Medicine and Surgery, Nursing/Nursing Sciences, Physiology, Public Health and Technology; Sciences: Biochemistry, Biology, Chemistry, Computer Science, Computer Science and Information Technology, Mathematics, Microbiology, Physics Electronics; Social Sciences: Accounting, Banking And Finance, Business Administration, Economics, Marketing, Mass Communication, Political Science, Political Science/International Law And Diplomacy, Public Administration, Social Work.

2.3 Theoretical Framework

In an attempt to explain the relationship between strategic human resource management practices, job performance and corporate image, the study focused on three competing theories: universalistic, configurational and contingency theory of management.

2.3.1 Universalistic Theory of Management

The Universalistic Theory also referred to as Best Practice Model posits that adopting best human resource management practices is capable of enhancing organisational performance which will invariably lead to good corporate image (Luthans & Summer, 2005). The idea

of human resource management best practice was recognised originally in the early US models of human resource management. Meanwhile, the theory proposes that “the adoption of certain ‘best’ human resource management practices would enhance job performance, improve employee attitudes and behaviours, reduce the levels of absenteeism and turnover, promote higher levels of skills, enhanced quality and efficiency and of course promote corporate image” (Marchington & Wilkinson, 2008). Similarly, the theory also opines that organisations stand to benefit immensely if they can identify a set of best human resource management practices that would strategically drive employees’ commitment for enhanced job performance and corporate image. It also identified that organisations will increase performance by recognizing and applying best practices regardless organisation’s location (Pfeffer, 2001). However, every organisation regardless of their location and business type must have a very idiosyncratic management practice and distinctive human resources practices that would shape the core competences of employees to compete favourably with their counterparts.

The theory also posits that what works well in a particular organisation may not necessarily be applicable or fit into the strategic plans and working practices of other organisations. Meanwhile, Pedro (2012) observes that organisational optimal performance and work systems are highly distinctive and must be tailored thoughtfully to individual organisation’s peculiar situations. Besides, high performance work practices can be achieved if strategic human resource management practices are integrated and supported by the key business priorities. Nevertheless, the good practices that are effective in a successful business environment should not be totally disregarded. It can be used as a benchmark for classifying areas of innovation and development as practised by some leading organisations. Therefore, organisations have the responsibility to decide what they think is relevant to them and adopt same to fit their strategic goals and operational requirements.

2.3.2 Configurational Theory of Management

Following the current trend in the field of strategic human resource management (SHRM) and the quest of organisations to integrate structural relationship among HRM practices for enhanced job performance, the configurational theory which emphasises a link between the process of organisational performance and competitive advantage via the internal and external fit needs to be discussed. Brewster and Mayrhofer (2013) suggested that “the concept of strategic human resource management (SHRM) needs to be expanded to offer a

more complex explanation of how the internal functions and workings of an organisation can achieve its business goals". The theory also emphasises how the functions of human resource management could be integrated into the organisation's overall strategic goals. An organisation with distinctive human resource management practices usually record outstanding performance. The integration of organisational distinctive strategic human resource management practices with competitive strategy usually complements and reinforces desired results. Employee optimal performance is a function capability and motivation in a form of incentives and benefits. However, human resource management best practices and individual practices should be properly integrated into the overall organisational strategic goals to drive effectiveness (Storey, 2007).

It has been argued that in addition to internal organisational characteristics, environmental features also play an important role on organisational performance (Brewster & Mayrhofer, 2013). The external environmental features signify customer demands and competitive market environment which is central to organisational performance. The configurational theory emerged as a new platform for assessing various sources of organisational growth and sustainable development that will promote competitive advantage (Waiganjo, Mukulu & Kahiri, 2012). MacDuffie (2005:13) posits that "a 'bundle' creates the multiple reinforcing conditions that support employee motivation, given that employees have the prerequisite knowledge and skills to perform their work commendably". The objective of bundling is to accomplish consistency which exists when a jointly reinforcing set of human resource management practices have been developed in such a way that would jointly contribute to the organisational achievement by matching resources to organisational needs, thus, improving organisational performance and enhancing competitive advantage. Furthermore, MacDuffie (2005) argues that the notion of a link between business strategy and the performance of every individual in the organisation is central to 'fit' or vertical integration. Internal fit advocates bundle of practice rather than only a single practice.

In a nutshell, strategic human resource management, according to configuration theorists, posits that there is no linear relationship between the components of human resource and organisational performance. However, human resource function can be studied as a composite and interactive system. Meanwhile, the theory opines that the elements of human resource system must be critically considered to understand the dimensions of its fitness into the business strategy at various times. The model also reconsiders three basic aspects

of strategic human resource management practices: the nature of human resource; analytics level as well as the actors oblique in the organisational function.

2.3.3 Contingency Theory of Management and its Implications on the Study

It must be noted that the contingency theory of management will be considered as the investigative framework for this study. Contingency theory also known as best fit human resource management theory is another model that can be adopted to explain the employee resourcing strategies in organisations. This model postulates that relationship exists between variables in the world of work and the approaches adopted depend on the current situation of the organisation. Meanwhile, the assumption underlying contingency theory is that no single type of organisational structure is equally application to all organisations, thus, the level of organisational effectiveness largely depends on the fits or match between size of the organisation, environmental volatility, the information system, type of technology among others. Contingency scholars opine that human resource strategy would be more efficient if properly integrated with organisation specific strategies within the context of its environment (Wright & Snell, 2005). This theory also emphasises the importance of ensuring that human resource strategies are appropriate to the peculiarity of the organisation, including the culture, core values, operational processes, and external environment. It is expedient that human resource strategies should take into consideration the needs of both the organisation and its human resource. Meanwhile, best fit human - resource management theory must as a matter of necessity explore the link between strategic management and human resource management by considering the vertical integration between business strategy and its human resource management policies and practices (Dyer, 2005). Besides, Wright *et al* (2005) have indicated that contingency relationships can be grouped into three basic categories: strategic variables; organisational variables; and external environmental factors.

Boxall and Purcell (2008), noted that vertical integration between business strategies, employees' attitudes and organisational performance is at the forefront of core models of strategic human resource management. Besides, organisations are more efficient and effective when there is integration between the overall organisation business strategies and human resource management practices (Legge, 2005; Wright, Gardner & Allen, 2005). However, Dyer (2005) noted that “vertical integration or ‘fit’ where ‘leverage’ is gained

through procedures, policies and processes is widely acknowledged to be a crucial part of any strategic approach to the management of people”.

The contingency approach also affirms that strategic human resource management is one of the major factors that contributes to the enrichment of job performance; its integration with organisation’s overall strategic goal and other factors guarantees higher job performance that will eventually promote the organisations’ corporate image. Meanwhile, the organisation approach to competition largely depends on the availability of employees with distinctive talents. Attention was also given to a model by Wright *et al* (2005) which recommend that strategic human resource management practices should concurrently promote strategic fit and flexibility to cope with the future. In his view, Legge (2005) noted that “responding to the external demands may undermine the possibility of achieving strategic internal fit”. Meanwhile, businesses may not thrive in means of competitive business environments if attention is not given to the pressures from social rules, policies as well as employment relationships. Moreover, contingency model is based on two theoretical frameworks as described by Miles and Snow (1978). The first one looked at the behavioural theory that enhance a fit between business strategy and human resource management practices. The second framework focuses on the tangible resources and distinctive capabilities of the organisations thereby looking for a strategic fit between employees and strategic goals of the organisation (Boxall, *et al.* 2008).

The importance of the theory adopted for this study is premised on its integration of diverse process, quantitative and behavioural approaches to management in organisations be it private or public within a peculiar situation. The contingency approach to management emphasised that there is no single best approach to the management of people in the world of work, thus, it is based on the immediate contingent situations. The principles of management such as planning, coordinating, organising, leading, and controlling must be tailored toward the effective actualisation of organisational and individual goals.

The theory also posits that management of job requirements as well as task and people involved in complete management situation must be clearly identified and properly integrated to all facets of the organisation into a resolution that is considered to be the most appropriate for an explicit situation. However, the adoption of employee resourcing strategies such as human resources planning, recruitment, selection and retention depend

largely on peculiar situation of the different organisations and availability of employees with distinctive capabilities. The theories noted that excellent performance is guaranteed when individuals with distinctive capabilities are attracted, engaged and retained. The theories assume that the whole aim of the organisation in the highly competitive academic environment revolves around a strategic approach to the management of people and other resources. The implication is that, the survival and failure of any organisation in this contemporary competitive academic environment most especially among private Universities in Southwest Nigeria depend largely on the employee resourcing strategies adopted.

Therefore, the contingency theory as presented in this study was adopted to proffer solution to some fundamental issues on the subject matter. This includes, the extent to which the level of integration of employee resourcing strategies affects the overall strategic goals of the institutions of higher learning; the level of fitness of the employee resourcing strategies, job performance and perceived corporate image in the face of unique circumstances or situations of different Universities, since strategies that are effective in some universities may not be successful in other Universities; the scrutiny of multidimensional contingencies and their bearing on institutions strategic plans. Therefore, the varied range of external and internal factors should be taken into consideration and at the same time emphasise on the actions that best fit the given situation or circumstances.

2.4 Empirical Framework

2.4.1 Human Resource Planning and University Brand Image

Human resource planning anticipates for organisations' future business and environmental forces, thereby, evaluating the employees' requisite for future needs. The process also attempts to provide sufficient employees required to perform optimally toward the realisation of organisational goals and objectives.

Empirically, the views of scholars on human resource planning are similar depending on the context is been used. For instance, Akhigbe (2013) studied "human resource planning as a key factor in ensuring the effectiveness and efficiency of organisations". The study examines the significant relationship between human resource planning and organisational effectiveness and efficiency in manufacturing firms. The study adopted both quantitative and qualitative methods. Semi structured questionnaire was administered to the

management staff and interviews were conducted with senior management of 48 manufacturing firms located in the Port Harcourt Area of Rivers State, Nigeria. The findings showed that human resource planning is fundamental to the effectiveness and efficiency of the manufacturing firms. It was recommended that human resource planning should be given priority in every organisation, since it has a very positive significant impact on organisational effectiveness.

Satope (2014) in his study on human resource planning in Nigerian Universities discovered that human resource planning before accreditation was different from what existed during accreditation period. He found out that despite the fact that the National Universities Commission's enforcement of every University to have planning unit, most Universities had been denied of full accreditation due to inadequate staffing and inability to meet NUC staff-mixed and staff-student ratio requirements. The problem was attributed to several planning factors which include gap analysis, skill audit, job analysis, talent management, among others.

DeWinne and Sels (2015) noted that gap analysis, job analysis and effective utilisation of employees' skills would help organisations in planning for future manpower requirements and ensuring sufficient pool of candidates with the right skills and experience needed. This was further corroborated by Maina and Kwasira (2015) who noted that proper analysis of gap and job would help organisations to determine the number of persons and kinds of skills that would be required by the organisation presently and in the future. It was also discovered that strategic human resource planning involves three basic steps: (i) the demand of workforces in the future is projected by getting an insight to determine the numbers of employee needed to fulfill organisation's objectives; (ii) the supply of employees in the future is anticipated; (iii) the organisation should compare demand and supply in the future and as well take necessary actions to accommodate both.

Therefore, Brewster, Brookes, Croucher, and Wood, (2014) and Brewster and Mayrhofer (2013) advocated building effective strategic human resource planning via a thorough gap analysis, job analysis, good forecast, skills audits and by so doing, the organisations would have the quality and quantity of required staff that would be economically engaged which would invariably impact on such organisations' performance, thereby promoting organisational corporate image. Universities in their quest to attract good students and

faculty members spend so much in trying to burnish their corporate image and enhance their position in various academic rankings such as Times Higher Education-QS Ranking, Academic Ranking of World Universities, Webometrics Ranking, Professional Ranking of World Universities, Newsweek Ranking among others. Besides, services offered by a University determines the impression, whether positive or negative that the public will have about the institutions' image. Bernstein (2004) in his study titled "Company Image and Reality" discovered that corporate image was fundamental to the level of loyalty and patronage of a product or service.

Meanwhile, Brown and Perry (2004) argued that services offered by Universities had a positive direct effect on student-parent loyalty, recommendation and satisfaction. The ability of a University to create a good impression in the minds of prospective applicants, parents, faculty and students and the management of the good impression would increase the level of patronage and willingness of faculty members to join the University. Sondoh, Omar, Wahid, Ismail, and Harun (2007) in their study on "the effect of brand image on overall satisfaction and loyalty intention" found out that "appearance and functional brand image benefits had significant impacts on loyalty intention while symbolic, experiential and social brand image benefits have negative effects on loyalty intention".

In a related study, Rudhumbu, Chikari, Sivotwa and Lukusa, (2014) reported that "the use of employer branding as a tool for attracting and retaining talent: evidence from private higher education institutions in Botswana". The study examines how employer branding is used to attract and retain talent in private institutions of higher learning. The researchers reported sincerity, honesty, employee values and rewards as well as employee-friendly recruitment processes as some of the employers' brand strategies used by the sampled higher institutions to attract potential candidates and retain most of the employees. In a nutshell, their findings showed that institutions of higher learning deployed a number of employer branding strategies to attract and retain talent.

2.4.2. Employee Recruitment Strategies and Research Image

Most researchers conclude that recruitment strategies primarily are designed to generate a pool of talented candidates to fill identified positions which is fundamental to the organisational survival and sustainability in the competitive business or academic

environment (Adeniji *et al*, 2012; Gberevbie, 2010; Karemu, Gikera & Josee, 2014; Tong, 2015).

Gberevbie (2008) in his study titled “staff recruitment, retention strategies and performance of selected public and private organisations in Nigeria” reported the comparative analysis of employee recruitment and retention strategies and how it enhances performance of the selected public and private organisation. The organisations covered in his study are Federal, Delta and Lagos State Civil Services are in public sector categories while Nestle Nigeria Plc, Nigerian Breweries Nig. Plc and Zenith Bank Nig. Plc represented the private sector. In his findings, he reported that private organisations had good recruitment strategies compared to their public counterparts. Some of the recruitment strategies adopted by the sampled private organisations include: advertisement of the identified vacancies on national newspapers and company’s websites; unsolicited applications, outsourcing among others. The research findings also revealed some of the recruitment strategies adopted by the public organisations which include political influence; quota system; tribal sentiment; ‘who you know’ syndrome, federal character and newspaper advertisement. The findings of the study showed a significant relationship between employee recruitment, staff retention strategies and organisational performance. He argued that private organisations had better recruitment strategies than their public counterparts and therefore suggested that organisations should endeavour to adopt appropriate staff recruitment and retention strategies, as this would help in generating the needed workforce that would be engaged productively toward the actualisation of organisational goals.

Kanyemba, Iwu, and Allen-Ile (2015) in their study titled “impact of recruitment and selection on organisational productivity: An empirical evidence of a University in South Africa” reported that good recruitment strategies in institutions of higher learning guarantees the attraction and engagement of right calibre of personnel. In his findings, Abdul (2015) noted that business owners or managers used more of internal sources of recruitment such as promotion, transfer, referral and internal advertisement. He posited that external sources of recruitment would help owners/managers of business firms to recruit persons with the required competencies. It was recommended that external sources of recruitment be used more to help in attracting appropriate employees that are likely to perform beyond expectation. Similarly, Ekwoaba *et al*, (2015) found out that recruitment strategy was fundamental for organisational efficiency and quality service delivery. He

reported the inevitability of recruitment strategies for business owners and managers as a productive means of attracting competent persons. Gamage (2014) reported that recruitment strategies adopted by an organisation determine who is hired.

Amadasu (2003) in his study observed that the poor performance of public organisations can be attributed to poor recruitment strategies. The study reported that good recruitment strategies must avoid skill mismatch, favouritism and “godfather” syndrome. The implication of study findings is that, the individual and organisational performance will be affected when the proper recruitment strategies are not adopted to attract individuals with required educational qualification, skills and experiences. According to Armstrong (2010), for any organisation to achieve its goals, employee-resourcing strategies play a very fundamental role in attracting or bringing individuals with distinctive capabilities into an organisation for optimal performance. In the University environment, for example, the calibre of faculty staff recruited will determine the level of their performance in terms of quality teaching, research innovation and community impact. Attracting good and competent academic staff will help in promoting the research image of the University. Institutions of higher learning, particularly Universities, are expected to be research powerhouses that would proffer solutions to various issues in the increasingly susceptible and unpredictable society. Creswell (2008) reported that the distinctive discovery and innovation of a University serves as a good corporate image for institutions to attract more grants, research support and others. from local, national and international levels.

Scholars such as Hanan and John (2013) and Creswell (2008) noted that Universities with good research image with appropriate research laboratories, well equipped libraries as well as other infrastructures that allow and support research at the highest possible level attract scientists, scholars and students from around the globe to carry out cutting-edge research. Altbach *et al.* (2007) opined that Universities with good research image can easily connect and collaborate with their counterparts around the globe with an opportunity for research grants and participation in global science and scholarship. Some Universities most especially in developed economies have invested so much in building their research image and they are christened as research-oriented Universities (Kazeem & Ige, 2010). Most of these Universities specialise in educating a new generation of employees needed for evolving competition, technological advancement, intellectual leadership and development

of new capacity necessary for modern science, scholarship and organisational competitiveness. Consequently, Kazeem and Ige (2010) in their study suggested that Nigerian Universities unlike their counterparts in China, Taiwan, South Korea, India among others who have been particularly active in building and transforming a number of their major Universities into research-based Universities should aim to build their research capacity.

2.4.3 Employee Selection Strategies and Corporate Reputation

Employee selection is one of the employee resourcing strategies that deals with identifying the most qualified candidates from a pool of applicants shortlisted that are considered to meet the predetermined selection criteria. Selection strategies vary from one organisation to the other. What is more important is that the use of proper selection strategies would help the organisations to engage the right skills and talents which will invariably increase the level of organisational performance.

Many studies have established the fact that there are similarities between selection strategies across organisations (Ekwoaba *et al.* 2015; Kepha *et al.* 2014). As noted by Gbervbie (2006), some of the selection strategies adopted by organisations include: written tests, performance simulation, interviews, reference check, mental and physical fitness among others. Ombui *et al.* (2014), posit that selection strategies play a fundamental role in bringing together competent candidates that are ready to bring out their best toward the realisation of organisational goals. He added that such strategies include good interview guide and process, selection tests, interviews and background checks.

Ryan and Ployhart (2014) reported that selection tests includes ability tests; aptitude tests (mental and intelligence tests, psychomotor tests, interest tests, personality tests). Antonio *et al.* (2015) also mentioned that interviews are some of the selection strategies which could take different forms, namely formal and informal interviews, non-direct interviews, in-depth interviews, stress interviews, telephone interviews, group interviews, among others.

Other empirical studies revealed other selection strategies adopted by different organisations. Chidi (2014) reported that federal character, quota system was more pronounced in government establishments as selection strategies been adopted. Md (2010) emphasised that interview was the most potent selection strategies and it involves three

stages: development stage which has to do with purpose of the interview, careful analysis of candidates' resumes, development of job profiles, proper sensitisation and training of the interviewers, development of job-related questions for each identified vacancy, designing of candidate evaluation and record sheets and proper sitting arrangement for the interview. The second stage of interview according to him, is discussion stage which involves the establishment of rapport, precise discussion of the organisational culture and philosophy, clear presentation of questions to the candidates, polite responses to the candidates' questions if any, taking adequate note of the interview proceedings and as well control the flow of the interview. The last stage is the decision stage which include evaluation of the suitability of the candidates, conduct the background check, avoidance of bias judgment and making of decisions on the candidates to employ.

On the other hand, the University's survival and sustainable development depends largely on its reputation. Moogen (2010) reported that "reputation is the value judgments about an organisation's qualities regarding its consistency, trustworthiness and reliability over a period of time". Marken (2002) reported that reputation is an "asset that describes quality of products and services, ability to innovate, value as long-term investment, ability to attract, develop, retain talent; use of corporate assets, and quality of management". As noted by Birkman (2007); Bromly, (2003); Cetu and Brodie (2007); MacMillan, Money, Downing, and Hillenbrand (2005), some of the some of the factors that positively affect the reputation of an organisation are: good communicate channels, transparency, treatment of faculty and staff with dignity, ability to innovate and impact the host community positively, management's reputation and adaptation to possible changes as a result of social and environmental issues. Sequel to the above, it is important to note here that the ability of organisations to select candidates with distinctive capabilities, good dispositions and to productively engage them will enhance the corporate reputation of such organisations.

2.4.4 Employee Retention Strategies and Corporate Identity

Organisations with effective human resource planning, recruitment and selection strategies without efficient and effective retention strategies are not likely to survive in the complex and competitive business environment. Employee retention strategies have become an indispensable strategy that every organisation must give adequate attention to, for their survival and sustainable development. Many studies have indicated that if there are no clear

strategies to retain employees with skills, knowledge and capabilities for proficient and effective service delivery, organisations will find it difficult to achieve their goals (Karemu *et al* 2014; Presbitero *et al*, 2015). Evidently, retention of competent and talented employees in the 21st century organisations cannot be overemphasised. Some organisations have devised some strategies that can serve as drivers or compelling forces to retain their best staff. Nirmala and Sumangala (2015) reported some of the strategies adopted by some organisations to retain their best hands in the midst of global hunt for talented and skilled employees. The strategies include: flexibility, conducive work environment, attractive and competitive rewards and benefits, health and safety, retirement savings plan, regular promotion, recognition of outstanding performance, good career prospects among others.

Gberevbie (2008) in his study on recruitment, retention strategies and job performance reported that two major elements that could be considered as possible strategies that can be adopted by organisations either public or private to retain employees with distinctive capabilities. The strategies include motivation and reward systems. Organisations are likely to earn employees' loyalty and commitment if they are motivated. The strategies adopted by some organisations to motivate their employees are job enlargement, employee participation in decision making, job rotation, positive organisational image, incentive packages, employees prospect in the workplace, career path, leadership style, training and development programmes, open communication with effective feedback, sense of belonging to the goals of the organisation, favourable organisational culture and policies and harmonious relationships, among others. On the other hand, the intention of employees to stay in an organisation largely dependent on the level of existing reward systems. Organisations that want to really retain their best employees must ensure that reward must be meaningful, fair and just, competitive; and employers too must respect collective agreement as regards the reward benefits.

Oyetunde and Ayeni (2014) in their study on "factors influencing recruitment and retention of nurses in Lagos State" noted some of the strategies adopted by health institutions in Lagos State, Nigeria include, purposive training and staff development, study leave, conference support, provision of safety gadgets, effective communication, open door policies, loan facilities to meet employees' needs, regular promotion, good remuneration packages, among others. The findings corroborated the position of Armstrong *et al*. (2014)

who also acknowledged some of the strategies that could be adopted to retain valuable and indispensable employees. These include existence of learning opportunities and career progression, recognition and rewards for employees with outstanding performance, flexible working hours, safety and insurance and sponsorships as drivers that influence employees' decisions to stay in an organisation for a reasonable number of years, among other factors.

In a related study, Maliku (2014) and Nzuve (2009), opine that employees' level of motivation determined the level of their satisfaction. These motivating factors were namely: recognition of outstanding performance, commitment, engagement and involvement. Maliku (2014) mentioned that some of the achievements such as, promotion opportunities and career prospects, work life balance, attractive and competitive reward system, institutional image among others, enhance organisational performance and build the corporate identity of organisations.

On the other hand, corporate identity portrays the way organisations project themselves to the general public. This is usually done through communication, behaviour, symbols, logos, signage, websites, product quality, staff behaviour and, media comment, among others (Hsieh & Kaili, 2008). This was supported by Olins (2014) that corporate identity encourages stakeholders and general public to perceive organisations in a very positive way. The corporate identity which is the external projection of an organisation should not be taken with levity. Melewar and Akel (2005) reported that organisational corporate identity should be built on the components of organisational vision and core values that spur organisational image. Therefore, organisations that aspire to make landmark achievement take the issue of identity seriously by creating unique identity that defines their core values (Bidin, Muhaimi & Bolong, 2014).

2.4.5 Employee Resourcing Strategies and Job Performance

The survival and sustainable growth of any organisation largely depends on the effectiveness of employee resourcing strategies. The reason is not far-fetched from its systematic approach in ensuring the availability of right quantity and quality of persons fit to work in an organisation.

Researchers such as KavooLinge and Kiruri (2013), Ogonyomi and Ojikutu (2014) reported that employee resourcing strategies should ensure proper manpower planning that

would assist organisations to attract and retain the right employees to improve the level of organisational performance. Kemboi and Onyango (2015) in their study on “the effects of employee resourcing and development practices on organisational performance” reported that clear recruitment procedure, selection process, flexible work arrangement, induction and orientation, staff training and development, performance appraisal, career progression and clear work design were paramount for every organisation in search of optimal performance.

Similarly, Ngui, Elegwa, and Gachunga (2014) in their study titled “the effects of employee resourcing strategies on the performance of commercial banks” reported that “a good alignment between human resources management, firm strategy and organisational performance”. The study in an attempt to examine the resultant effects between the independent and dependent variables adopted a mixed method approach. A structured questionnaire was administered to 349 respondents in 46 commercial banks in Kenya while chief executive officers, human resource managers and operations managers were interviewed. The findings of the study showed that banks gave priority to high academic qualifications and professional certifications. In addition, the study also revealed that bank performance is influenced by resourcing practices. This suggests that there is a positive relationship between employee resourcing strategies and employee performance. The study recommended that commercial banks should, as a matter of necessity, formulate policy that would embrace the use of employee resourcing strategies to drive the actualisation of overall organisational goals. The major constructs used for the measurement of employee resourcing strategies were recruitment, selection, orientation/induction, placement and retention strategies.

In another study, Riccio (2010) in his findings on “Talent management in higher education; identifying and developing emerging leaders within the administration at private colleges and Universities” reported that leadership commitment, talent management, program characteristics, and programme evaluation were very important in ensuring effective performance of the workforce. Researcher used a case study method as research design for this study. He found out that a comprehensive procedural model must be introduced to serve as support to human resource departments and higher education professionals. He added that time and resources invested in talent management would translate into organisational success.

In this study performance, which is the mediating variable between employee resourcing strategies and corporate image defines what the organisation employs one to do. Katou (2011) reported that “organisational performance is the ability of employees to meet set deadlines/objectives, teamwork, low turnover rate, increased profitability, employee satisfaction, improved employee wellbeing, productivity, complete integration and synergy between individual career goals and alignment to the firms’ objectives, growth, sense of identity, social responsibility and flexibility”. Other scholars Waiganjo et. al (2012), Hussain and Rehman, (2013) had posited that performance is measured through profit, market share, organisational culture and the quality of values or services rendered among others.

In the academic environment, most especially in University system, performance measures differ. Ishak, Suhaida, Yuzainee (2009) and Abudulkereem and Oyeniran (2011) noted that performance of academic staff can be measured through teaching and supervision that is, “teaching load, teaching evaluation, supervision, consultation, quality of teaching”; research and innovation (i.e. research output, involvement in research clusters, collaboration, number of undergraduate and postgraduate supervisees); writing and publications (i.e. text books, newsletters, other writings); consultancy (advisory role, participation, monetary value, industrial attachment), service (commitment involvement, membership of professional bodies, external examiners to other Universities, community and voluntary service). This was also corroborated by the findings of Wang (2010) in his study on performance measurement in Universities: managerial perspective. He reported that academic staff performance can be categorised into three: input, output and outcome.

2.5 Gaps in Literature

The literature reviewed provides in-depth knowledge on employee resourcing strategies and job performance. While empirical research has indicated the significance of employee resourcing strategies and job performance, the extent to which this subject has been studied in institutions of higher learning, especially in Nigerian private Universities is not clearly established in the literature, compared to other sector such as manufacturing, banking, construction companies, insurance sectors and some higher institutions in the western world.

Moreover, after conducting a longitudinal study on staff recruitment and retention strategies, employer branding and employee attraction at the Federal, Delta and Lagos State Civil Service and Nestle Nig. Plc, Nigerian Breweries Nig. Plc, Zenith Bank Nig. Plc among others, Gberevbie (2008); Rudhumbu, Chikari, Svotwa and Lukusa, (2014) and Ngui, Elegwa, and Gachunga (2014) recommended further similar studies in other organisations to validate the relationships between resourcing strategies and employee/organisational performance. This is in line with studies conducted by: Omoankhanlen (2013) and Riccio (2010) who also made earlier call to researchers to examine the relationships and resultant effects of recruitment and selection strategies and employee performance with possibilities of incorporating a moderating or mediating variable(s). It is, however, important to emphasise that the study on the relationships or effects of employee resourcing strategies on University image, a mediating role of job performance in the institutions of higher learning in Nigeria, is not clearly established in the empirical studies reviewed.

It is also inevitable to note that many theories of management have been used by many researchers to explain some fundamental issues within the context of their studies. Out of these theories only three of them were reviewed and used in this study: universalistic theory of management, configurational theory of management and contingency theory of management. Though, the emphasis was laid on contingency theory. None of these theories have shown any evidence on how employee resourcing strategies influence job performance, and how it culminates into building and promoting Universities' corporate image particularly in Nigeria. Besides, studies have shown that researchers are yet to model the relationship between employee resourcing strategies, job performance and corporate image particularly in Nigerian institutions of higher learning.

Similarly, most empirical studies related to the subject under investigation used regression, correlation, mean and standard deviation for data analysis. This study adopted structural equation modelling (Amos 22) to complement the regression and correlation analysis, this was done to determine the level of fitness between the variables.

It was based on the aforementioned lacuna that this study examined the resultant effects and relationship between employee resourcing strategies and corporate image, with particular reference to the mediating role of job performance in Nigerian private Universities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The main aim of this chapter is to discuss the research methods employed in this study. The chapter discusses the procedures or various sequential steps for data gathering, research design, population, sample size, sampling techniques, sampling frame, research instruments, and the techniques adopted in analysing the data. The study combines both qualitative and quantitative techniques. The qualitative data give suitable understanding to the logic underlying relationships shown in the quantitative data. A survey method, complemented with structured in-depth interviews provided opportunity for triangulation and cross-validation of the findings.

3.2 Research Design

Collis and Hussey (2009) opined that research design is the scientific planning procedures for conducting research to get the most valid findings. In this study, a descriptive design was adopted for this study. What informed the choice of descriptive design was on the basis that the researcher adopted one time observation, including proximate and conclusive variables essential and needed to address the research problem of the study (Creswell, 2003). However, descriptive design focuses on the phenomenon of interest, which according to this study is to provide precise answers to questions concerning the measurement of variables.

This study also adopted the mixed methods approach to enhance greater validity of the study. Precisely, the survey and structured interview methods were employed. The choice of survey method was based on its time effectiveness as well as its general picture of respondents' opinions which enhanced hypotheses testing. Structured interviews were used to get additional and clarified information regarding management's views on employee resourcing strategies and corporate image. All these helped the researcher to investigate whether employee resourcing strategies have any effect on job performance of academic staff and corporate image of the study Universities.

3.3 Population of the Study

The population is made up of all the considered elements or observations relating to a phenomenon of interest to the researcher (Asikia, 2000). The population may be observed or physically counted. However, all the private Universities in Southwest, Nigeria

constitute the population of this study. There are 136 Universities in Nigeria out of which 46 are federal Universities; 40 state owned Universities and 61 private Universities. Out of 61 private Universities in Nigeria, 28 are located in Southwest Nigeria (NUC, 2015). Therefore, the study population from which sample was drawn consisted of all private Universities in Southwest Nigeria. Meanwhile, out of the private Universities in Southwest Nigeria, six (6) were selected as the sample through judgmental sampling technique. Consequently, the number of academic staff considered for this study in the sampled Universities is depicted in Table 3.1

Table 3.1: Number of Academic Staff of the Sampled Universities

S/N	UNIVERSITY	TOTAL POPULATION OF STAFF
		Academic Staff
1	Afe Babalola University	362
2	Babcock University	377
3	Bells University of Technology	200
3	Covenant University	476
4	Lead City University	296
6	Redeemer's University	201
	Total	1912

Source: Researcher's Field Survey Result (2016)

3.4 Sample Size Determination

According to Aguirre-Urreta and Ronkko (2015), sample size determination consists of selected elements from a population. Since it is not feasible to cover the entire population because of the size and number of the private Universities in Nigeria, Afe Babalola, Babcock University, Bells University of Technology, Covenant University, Lead City University, and Redeemer's University, representing about 25% of the population and which are the best private Universities as ranked by the National Universities Commission (2015) were considered as the sample size. However, the statistical information concerning the selected Universities academic staff as at March 2016 is presented in the Table 3.2 below:

Table 3.2: Statistical Information of the Sample Size

S/N	UNIVERSITIES	NUC RANKING		WEB RANKING IN NIG.	
		PUBLIC/ PRIVATE UNIVERSITIES (Position)	PRIVATE UNIVERSITIES (Position)	PUBLIC/ PRIVATE UNIVERSITIES (Position)	PRIVATE UNIVERSITIES Southwest, Nig. (Position)
1	Covenant University	5	1	2	1
2	Redeemer's University	18	2	14	4
3	Afe Babalola University	25	3	22	2
4	Lead City University	41	4	36	5
5	Bells University of Technology	47	6	103	6
6	Babcock University	49	7	42	3

Source: NUC (2016) <https://www.360nobs.com/2015/01/nuc-releases-the-list-of-top-nigerian-universities-is-your-uni-on-it><http://www.webometrics.info/en/Africa/Nigeria>

To determine a good sample size from the respondents of the study, the Daniel and Terrell (2006) formula was adopted:

$$n = \frac{Z^2 r^2}{d^2}$$

Z= level of confidence= 1.96(95%).

r= population of variability (variance) = (standard deviation)²

But r is constantly unknown and has to be estimated through: Pilot survey, similar studies and through the formula V=R/6.

d= discrepancy i.e. the level of error to be tolerated between the true value and the estimated value.

$$\text{Variance} = \frac{\text{Range}}{6} \text{ where Range} = \frac{\text{Highest} - \text{Lowest}}{6}$$

$$\frac{476-200}{6} = \frac{276}{6} = 46$$

$$\text{APP} = 46.$$

d, is calculated using the formula; $\sqrt[n]{n}$ = pilot survey.

$$\sqrt[46]{100} = \sqrt[46]{10} = 4.6$$

$$\frac{n}{d^2} = z^2 \cdot r^2 =$$

$$= \frac{(1.96)^2 \cdot (46)^2}{(4.6)^2} = \frac{3.8416 \times 2116}{21.16} = \frac{8129}{21.16}$$

Therefore, the sample size will be 484, approximately 500

The sample for this study consisted of 500 respondents: 500 of these respondents were randomly drawn from the six (6) selected private Universities. The sample size and questionnaire distribution to the selected Universities are presented in Table 3.3. Meanwhile, Proportional Affixation Criterion (PAC) was used for the distribution of the copies of the questionnaire, i.e. Universities sample in each stratum is proportional to the relative weight of the stratum in relation to the population.

Table 3.3: Sample Size and Questionnaire Administration

S/N	University	Population	Sample	No. of Returned Questionnaire
1.	Afe Babalola University	362	95	88
2	Babcock University	377	99	91
3	Bells University of Technology	200	52	46
4	Covenant University	476	124	101
5	Lead City University	296	77	70
6	Redeemer's University	201	53	47
	Total	1912	500	443

Source: Researcher's Field Survey Result (2016)

3.5 Sampling Techniques

For the purpose of this study, a combination of stratified, purposeful and random sampling techniques was adopted. The method is appropriate because it helps to obtain satisfactory representation of various sub-groups within a population. The selection of the participating Universities was based on their ranking status in both NUC and Webometric ranking of the Universities. The researcher focused on the best six private Universities in South-west, Nigeria based on NUC and webometric rankings. Besides, because the population is made up of different strata (e.g. the academic staff across levels), each of which was sampled to ensure that the selected Universities were well represented bearing in mind the total staff population of each University. Cooper and Schinder (2006), had affirmed that stratified random method is a statistical strategic tool that would help in increasing the effectiveness of samples; providing sufficient of data for examining the various strata and different research methods and procedures for different strata.

Meanwhile, simple random sampling technique which gives equal opportunity for selection and representation was employed to select samples within each University. However, the researcher ensured that the selection of the sample was carried out in a way that all categories of workers, gender notwithstanding, were given equal chance of been selected. This was done in anticipation that such a sampling of subjects would provide the necessary variety of information required of this study. Not only that, the academic staff was sampled using purposeful sampling methods. This agrees with the submission of Harsh (2011) that “samples can be purposeful in order to permit a realistic pursuit of information”. Nevertheless, in being purposive, the researcher was also guided by the positions of the respondents in the hierarchical structure of the University system as well as the knowledge and experience of respondents on employee resourcing strategies and corporate image. These qualities prompted respondents to provide the best and most relevant information. Going by the information on the academic staff in the selected Universities as shown in the Table 3.1 and Table 3.2 above, the number of administered questionnaire in each University, the returned rate and total analysed is depicted in Table 3.4.

Table 3.4: Summary of Questionnaire Administration, Returned and Analysed

S/N	University	Copies of Questionnaire administered	No. of Returned Questionnaire	Copies analysed	% of copies analysed
1.	Afe Babalola University	96	88	88	19.9
2	Babcock University	98	91	91	20.5
3	Bells University of Technology	52	46	46	10.4
4	Covenant University	124	101	101	22.8
5	Lead City University	77	70	70	15.8
6	Redeemer’s University	53	47	47	10.6
	Total	500	443	443	100

Source: Researcher’s Field Survey Result, (2016)

From Table 3.4 above, out of 500 copies of questionnaire administered, 96 copies were administered to Afe Babalola University out of which 88 were returned and same used for analysis which represent 19.9% of the sample. 98 copies of questionnaire were administered to Babcock University and 91(20.5%) were returned and used for the analysis. For Bells University of Technology, a total of 52 copies of questionnaire administered out of which 46 were returned and used for the analysis. In the remaining three Universities i.e. Covenant University, Lead City University and Redeemer’s University, 124, 77 and 53 copies of questionnaire were administered respectively and 101, 70 and 47 copies were retrieved and used for the analysis in that order.

3.6 Sample Frame

The sampling frame for this study consists of the list of all academic staff in the six (6) selected private Universities in Southwest Nigeria. In addition, sample was drawn from all categories of academic staff for their opinion about employee resourcing strategies in their Universities and to determine the extent to which it has enhanced their performance in building corporate image. The summary of the sampling frame is depicted in Table 3.5.

Table 3.5: Sample Frame

S/ N	University	Population	No. of Returned Questionnaire
1	Covenant University	476	101
2	Redeemer’s University	201	47
3	Afe Babalola University	362	88
4	Lead City University	296	70
5	Babcock University	377	91
6	Bells University of Technology	200	46
	Total	1912	443

Source: Researcher’s Field Survey Result, (2016)

3.7 : Source of Data

The study used both primary and secondary sources. Primary data for the study were obtained through a well-structured questionnaire. This questionnaire was designed to elicit information from the respondents. The instruments were administered to all categories of teaching staff of the selected Universities who were knowledgeable and most likely to be aware of employee resourcing strategies in their respective Universities. Meanwhile, the

secondary data were extracted from relevant journals, textbooks, seminar papers, e-library, unpublished M.Sc. /Ph.D. Thesis, among others.

3.8 Research Instrument and Data Collection Methods

The mixed method (quantitative and qualitative) was adopted for this study

3.8.1: Quantitative Data

The researcher made use of questionnaire for this study. The questionnaire was specifically designed to accomplish the objectives of the study. Meanwhile, the effectiveness of employee resourcing strategies was measured using an appropriate item instrument which was divided into two segments i.e. A and B. Section A comprised items used to gather demographic and socio-economic characteristics of respondents such as their age, sex, marital status, educational background, position, working experience; Section B was divided into subsections which consists of items regarding the constructs of the subject matter under consideration. Besides, five-point Likert scale (5-Strongly Agreed, 4- Agree, 3-Undecided, 2-Strongly Disagree, 1-Disagree) that best describes the extent to which the respondents agreed with each item in the questionnaire was used.

Pilot study was carried out among twenty (20) senior colleagues and statisticians to establish the adequacy and reliability of the instrument. A pilot study became necessary to determine the content and construct validity of the instrument. The instrument was fine-tuned based on the feedback from the pilot and 500 copies of the questionnaire were printed and distributed accordingly. It is also important to note here that two research assistants were engaged in the administration of the research instruments. The instruments were adapted from previous studies (Gberevbie, 2008; Gberevbie, 2010; Akhigbe, 2013; Oyetunde and Ayeni, 2014; Ogunyomi & Ojikutu, 2014; Satope.2014; Brewster, Brookes, Croucher & Wood, 2014; Karemu, Gikera & Josee, 2014; Kepha *et al.* 2014; Ryan & Ployhart, 2014; Karemu *et al* 2014; Presbitero *et al*, 2015; Ekwoaba *et al.* 2015; Tong, 2015; Gilbert, DeWinne & Sels. 2015; Abdul, 2015). Meanwhile, thematic analysis, which enables researchers to develop a deeper appreciation for the group or situation they are researching, was used for open-ended questions.

Data gathering is an indispensable characteristic of research study. Data collection is a process of identifying the nature and topic and gathering data from these subjects (Collis and Hussey, 2009). It must be noted that incorrect data collection is capable of affecting

the outcome of a study and ultimately will render the results invalid. However, data was collected through a well-structured questionnaire that gave the respondents a reasonable number of alternative choices from which they were privilege to choose most appropriate decisions that gives expression to their view about the subject matter. Asika (2000) posited that “a questionnaire consists of questions specifically designed to gather information or data for analysis, the result of which will be used to answer the research questions and the test of relevant hypotheses formulated”. Survey research method was used for this study via the administration of copies of questionnaire to gather relevant information from respondents. The respondents were encouraged to complete the questionnaire and these were personally collected by the researcher and research assistants. The purpose of this was to ensure a high return rate and encourage freedom of expression from the respondents.

3.8.2 Qualitative Data

Qualitative data were collected through In-depth Interview (IDI), the purpose of which is to explore the individual meanings attached to employee resourcing strategies and its effects on Universities’ corporate image. Eighteen (18) in-depth interviews were conducted. Thus, the heads of establishment unit, registry and one principal senior academic staff were purposively selected from each of the sampled private Universities. The in-depth interviews were tape-recorded and conducted in English language. Besides, a research assistant was engaged and adequately trained on the study instruments and data collection procedures to get the work done in record time. It is also important to note that the study adopted thematic analysis. The rationale behind this approach is because of its theoretical freedom which could be inductive or theory-driven. Meanwhile, the focus was on participants’ own experiences and level of information regarding the interview questions. Moreover, semantic approach which allows themes to be identified from the explicit or surface meanings of the data was adopted for the analysis (Clarke & Braun, 2013). This contrasts with analyses at the underlying level, where the researcher moves beyond what the respondents said to ascertain fundamental thoughts that guides what people say. To get full understanding and overview, the researcher read through all the interviews and went back to each interview transcript and read them carefully. However, a line-by-line coding was done ascribing each sentence in the interviews a code that described the main essence of it. All data are coded into more abstract codes (Clarke & Braun, 2013).

3.9 Reliability and Validity of the Research Instrument

To ensure the reliability and validity of this research instrument, data collected from the pilot survey was appraised to ascertain that instrument measured the precise variables it intended to measure.

3.9.1 Validity

Asika (2000) noted that validity is the ability of a research instrument designed to measure specific variables it sets out to measure. However, if it is not correctly designed, the purpose of the research will be defeated. Efforts were made to put into perspective the internal or external validity of the research. “Internal validity is the extent to which the effects noticed in the study were a true reflection of reality other than being the result of the effects of superfluous variables while external validity had to do with the extent to which the findings of the study could be generalized” Asika (2000). Meanwhile, researchers have identified four types of validity for measuring instruments, these are: content validity, construct validity, criterion validity and face validity. These were given necessary considerations to ensure that all questions that were asked in the questionnaire were fully exhausted. Besides, efforts were made to ensure that instruments contained the important items to be measured and as well determine the extent to which each item concurrently measures the issue under investigation. It is important to state that the research instruments and sample size were given strategic attention to ensure the generalisation of results within the Southwestern zone. All these were carefully looked into in this study to ensure authenticity of the result.

3.9.2 Reliability

The essence of reliability is to ensure stability, dependability, accuracy, precision and predictability of the measuring instrument and ensure the degree to which measurement of the test are repeated to ensure consistency. Efforts were intensified to ensure that instruments give similar, very close or the same results if the instruments are replicated. As noted by Asika, (2000), a researcher can test for reliability through: “Test-re-test reliability, multiple (alternate) form, split half technique and Cronbach’s alpha test”. However, the higher the relationship between the two measurements, the higher will be the reliability of the measuring instrument.

It is important to state that multiple or alternate forms of reliability attempt to test for reliability by adopting the use of same measuring instruments administered on different

dimensions of the same variables. Once there is high association among the forms, the reliability of the instrument is guaranteed. In split-half method, the researcher can randomly assign measurement items into two equal parts and each part will be treated as an alternative form of the same measurement. The Cronbach's alpha test continues by connecting each measurement item with every other measuring item and obtaining the average inter-correlation for all the paired associations.

However, this study adopted a test-re-test method while Cronbach alpha reliability coefficient was measured to determine the level of reliability.

Table 3.6: Result of the Reliability Analysis

Variables	Number of Items	Cronbach's Alpha (Decision Rule)	Cronbach's Alpha (Results)
HR Planning Strategies Brand Image	6	> 0.7	0.75
Recruitment Strategies Research Image	7	> 0.7	0.76
Selection Strategies Corporate Reputation	5	> 0.7	0.85
Retention Strategies Corporate Identity	19	> 0.7	0.87
Job Performance	6	> 0.7	0.74

The reliability analysis result in Table 3.6 shows that all the variables are consistent and reliable at Cronbach's alpha values >0.70. Thus, the internal consistency of the measure used in this study is considered acceptable.

3.10 Procedures for Data Presentation and Analysis

3.10.1 Quantitative Analysis

According to Daymon and Holloway (2002), data analysis is the "process of bringing order, structure and meaning to the mass of unstructured data". Data was collected, collated and analysed with the use of manual and electronic methods using a data preparation grid and

SPSS software 21 and Structural Equation Modelling (AMOS 22), which enabled the researcher to synthesise and summarise the quantitative data in a well-structured manner. Descriptive and inferential methods of analysis were employed for this work. The descriptive method was based on means and percentage analysis of the study while inferential method was used to measure the formulated hypotheses. For hypotheses 3 and 4 Pearson Product Moment Correlation Coefficients (PPMCC), which most of the time is used to measure the extent of relationships between variables, was used to measure the relationship while Partial Correlation was used for 5. Besides, for Hypotheses 1 and 2, the researcher used Regression which most of the time is used to measure the prediction of relationships and contributions of variables to a system of equation. Meanwhile, structural equation modelling was also adopted to consolidate the regression and correlation coefficients for the analysis.

3.10.2: Qualitative Analysis (IDI)

Every interview started with an introduction of the objective of the research and thereafter the consents of the respondents were solicited. The interview guide (See appendix 2) consisted of five questions. The first question was to identify the name of the University the respondents represented, and the second question was to find out the recruitment and selection strategies that the management of each University had put in place to attract academic staff with distinctive capabilities. The third question was to find out the various kinds of retention challenges faced by each school as well as strategies put in place to retain competent employees. Similarly, the fourth question attempted to find out measures put in place by each University to ensure optimal performance while the last question was to find out the status of the University's image. At the end of the interview, participants were asked if they had something else to discuss in order to ascertain if some important aspects were not left out unattended to. All the interviews were tape-recorded and individual respondents body language was also noted. The reason is because body language sometimes is crucial for understanding the meaning of an utterance. It is also important to report that the researcher took time to summarise what each respondent said and asked the participants if the researcher's interpretation was correct in order to avoid misunderstanding. The interviews were conducted in individual respondents' offices within their University premises.

The material analysed consisted of the transcriptions from the interviews and notes taken during the interview. It must be noted that the interviews were transcribed verbatim within the first two days after the interview took place. This was to ensure that what the respondents said and their body languages were remembered. This was done to avoid controversy that could affect the transcriptions. It has been argued that transformation of oral responses to written text represents a re-construction of statement made and not direct copy. In order to prevent this, verbatim transcription was done few days after the interviews. It is worthy of note that all personal information about respondents were made anonymous in the transcripts and the presentation.

3.11 Ethical Consideration

As noted by Arbnor and Bjerke (1997), all workers in an organisation or individuals within a society have a right to be protected from public scrutiny of their private life. Therefore, the researcher ensured that participating respondents were well informed about the background and purpose of this study and how their participating activity would be enacted. However, every participant was offered the possibility to stay anonymous and their responses treated with utmost confidentiality. Meanwhile, the participants' right, dignity, safety, wellbeing were assured and individuals were given the privilege to discontinue at whatever stage if they feel otherwise.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter provides the results of the empirical research findings. The main drive of the research was to investigate the effects and the level of relationship between Employee Resourcing Strategies, Job Performance and Perceived Corporate Image of some Selected Private Universities in Southwest, Nigeria. Six private Universities were considered for the study. Meanwhile, 500 copies of questionnaire were administered to the selected Universities out of which 443 copies of questionnaire which represents 88.60% were retrieved and adjudged suitable for the analysis. An analysis of the questionnaire by total responses showed that Afe Babalola University had 88(20%); Babcock University had 91(21%); Bells University of Technology had 46(10%); Covenant University has 101(23%); Lead City University had 70(16%) and Redeemer’s University has 47(10%).

4.2. Demographic Profile of Respondents

This section shows the demographic profile and sample distributions of the respondents in terms of gender, age, marital status, current rank, current administrative position, work experience and current University.

4.2.1 Gender Distributions of the Respondents

The gender distribution is given in Figure 4.1a and 4.1b.

Table 4.1a: Gender

		Gender * University Cross Tabulation						Total
		Universities						
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Gender	Male	73	84	37	82	59	40	375
	Female	15	7	9	19	11	7	68
Total		88	91	46	101	70	47	443

Source: Researcher’s Field Survey Result (2016)

Following from Table 4.1a, the result shows that 375(84.65 %) of the respondents were male while 68(15.35%) of the respondents were female. The purpose of including gender

of respondents was to determine whether there is gender balance in employee resourcing strategies in Nigerian private Universities.

Table 4.1b: Gender * Universities Cross Tabulation

			Gender * University Cross Tabulation						Total
			Universities						
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Gender	Male	Count	73	84	37	82	59	40	375
		% within Gender	19.5	22.4	9.9	21.9	15.7	10.7	100.0
		% within Uni.	83.0	92.3	80.4	81.2	84.3	85.1	84.7
		% of Total	16.5	19.0	8.4	18.5	13.3	9.0	84.7
	Female	Count	15	7	9	19	11	7	68
		% within Gender	22.1	10.3	13.2	27.9	16.2	10.3	100.0
		% within Uni.	17.0	7.7	19.6	18.8	15.7	14.9	15.3
		% of Total	3.4	1.6	2.0	4.3	2.5	1.6	15.3
Total	Count	88	91	46	101	70	47	443	
	% within Gender	19.9	20.5	10.4	22.8	15.8	10.6	100.0	
	% within Uni.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
	% of Total	19.9	20.5	10.4	22.8	15.8	10.6	100.0	

Source: Researcher's Field Survey Result (2016)

Table 4.1b above shows the gender cross tabulation of the six Universities under consideration. However, out of the 352 male respondents for this research, 73 came from Afe Babalola University (representing 20.7%), 84 from Babcock University (representing 23.9%), 37 were from Bells University of Technology (representing 10.2%), 82 came from Covenant University (representing 23.3%), 48 were from Lead City University (representing 13.6%), while 40 of them came from Redeemer's University (representing 11.4%).

Moreover, for female respondents' category, out of the total of 91 respondents, 15 (representing 16.5%) were from Afe Babalola University, 7 (representing 7.7%) were from Babcock University, 9 (representing 11.4%) came from Bells University of Technology, 19 (representing 24.1%) came from Covenant University, 11 (representing 16.2%) came from Lead City University while 7 (representing 10.3%) were from Redeemer's University.

4.2.2 Age Distributions of the Respondents

Table 4.2a: Age of Respondents

		Age * Universities Cross Tabulation						Total
		Universities						
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Age	18-30	6	7	7	14	5	3	42
	31-40	41	24	19	23	21	11	139
	41-50	22	29	11	25	29	32	148
	51-Above	19	31	9	39	15	1	114
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Further to Table 4.2a, the result shows that many respondents are within the age bracket 31–40, followed by 137 respondents of age bracket 41–50. Furthermore, 114 of the respondents are within the age bracket 51 and above while 42 respondents are within the age bracket of 18-30.

Table 4.2b: Age of Respondents * Universities Sampled Cross Tabulation

Age * Universities Cross Tabulation									
		Universities						Total	
		ABUAD	Babcock University	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.		
Age	18-30	Count	6	7	7	14	5	3	42
		% within Age	14.3	16.7	16.7	33.3	11.9	7.1	100.0
		% within Uni.	6.8	7.7	15.2	13.9	7.1	6.4	9.5
		% of Total	1.4	1.6	1.6	3.2	1.1	0.7	9.5
	31-40	Count	41	24	19	23	21	11	139
		% within Age	29.5	17.3	13.7	16.5	15.1	7.9	100.0
		% within Uni.	46.6	26.4	41.3	22.8	30.0	23.4	31.4
		% of Total	9.3	5.4	4.3	5.2	4.7	2.5	31.4
	41-50	Count	22	29	11	25	29	32	148
		% within Age	14.9	19.6	7.4	16.9	19.6	21.6	100.0
		% within Uni.	25.0	31.9	23.9	24.8	41.4	68.1	33.4
		% of Total	5.0	6.5	2.5	5.6	6.5	7.2	33.4
	51-Above	Count	19	31	9	39	15	1	114
		% within Age	16.7	27.2	7.9	34.2	13.2	0.9	100.0

		% within Uni.	21.6	34.1	19.6	38.6	21.4	2.1	25.7
		% of Total	4.3	7.0	2.0	8.8	3.4	0.2	25.7
Total		Count	88	91	46	101	70	47	443
		% within Age	19.9	20.5	10.4	22.8	15.8	10.6	100.0
		% within Uni.	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		% of Total	19.9	20.5	10.4	22.8	15.8	10.6	100.0

Source: Researcher's Field Survey Result (2016)

Further to Table 4.2b, the result shows that that out of the 42 respondents between age bracket 18-30, 6 came from Afe Babalola University (representing 14.3.7%), 7 from Babcock University (representing 16.7.9%), 7 were from Bells University of Technology (representing 16.7%), 14 came from Covenant University (representing 33.3%), 48 were from Lead City University (representing 11.9%), while 3 of them came from Redeemer's University (representing 7.1%). However, out of 139 respondents that are within the age bracket 31-40, 41 came from Afe Babalola University (representing 29.5%), 24 from Babcock University (representing 17.3%), 19 were from Bells University of Technology (representing 13.7%), 23 came from Covenant University (representing 16.5%), 21 were from Lead City University (representing 15.1%), while 11 of them came from Redeemer's University (representing 7.9%).

The table also reveals that, out of 148 respondents that are within the age bracket 41-50, 22 came from Afe Babalola University (representing 14.9%), 29 from Babcock University (representing 19.6%), 11 were from Bells University of Technology (representing 7.4%), 25 came from Covenant University (representing 16.9%), 29 were from Lead City University (representing 19.6%), while 32 of them came from Redeemer's University (representing 21.6%). Besides, it was also discovered that out of 114 respondents that are within the age bracket of 51 years and above, 19 came from Afe Babalola University

(representing 16.7%), 31 from Babcock University (representing 19.6%), 9 were from Bells University of Technology (representing 7.9%), 39 came from Covenant University (representing 34.2%), 15 were from Lead City University (representing 13.2%), while only 1 of them came from Redeemer's University (representing 0.9%).

4.2.3 Marital Status of the Respondents

Table 4.3a: Marital Status of the Respondents *Code of Universities Sampled Cross Tabulation

Marital Status * Universities Cross Tabulation								
		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Marital Status	Single	22	7	2	13	5	3	52
	Married	66	84	44	88	65	44	391
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4.3a shows that 391 (88.26%) of respondents are married while 52 (11.74%) are singles

Table 4.3b: Recoded Marital Status of Respondents * Code of the Sampled Universities Cross Tabulation

Marital Status * Universities Cross Tabulation									
			Universities						Total
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Marital Status	Single	Count	22	7	2	13	5	3	52
		% within Marital Status	42.3	13.5	3.8	25.0	9.6	5.8	100.0
		% within Uni.	25.0	7.7	4.3	12.9	7.1	6.4	11.7
		% of Total	5.0	1.6	0.5	2.9	1.1	0.7	11.7
	Married	Count	66	84	44	88	65	44	391
		% within Marital Status	16.9	21.5	11.3	22.5	16.6	11.3	100.0
		% within Uni.	75.0	92.3	95.7	87.1	92.9	93.6	88.3
		% of Total	14.9	19.0	9.9	19.9	14.7	9.9	88.3
Total	Count	88	91	46	101	70	47	443	
	% within Marital Status	19.9	20.5	10.4	22.8	15.8	10.6	100.0	
	% within Uni.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
	% of Total	19.9	20.5	10.4	22.8	15.8	10.6	100.0	

Source: Researcher's Field Survey Result (2016)

Result from Table 4.3b, shows that that out of the 52 respondents that are single, 22 came from Afe Babalola University (representing 42.3%), 7 from Babcock University (representing 13.5%), 2 were from Bells University of Technology (representing 3.8%), 13 came from Covenant University (representing 25.0%), 5 were from Lead City University (representing 9.6%), while 3 of them came from Redeemer's University (representing 5.8%). On the other hand, out of 391 respondents that are married, 66 came from Afe Babalola University (representing 16.9%), 84 from Babcock University (representing 21.5%), 44 were from Bells University of Technology (representing 11.3%), 88 came from

Covenant University (representing 22.5%), 65 were from Lead City University (representing 16.6%), while 44 of them came from Redeemer’s University (representing 11.3%).

4.2.4 Current Rank/Level of the Respondents in the Universities

The respondents for this study fall into six categories which are: Professor, Associate Professor/Reader, Senior Lecturer, Lecturer 1, Lecturer II and Assistant Lecturer. All of them were considered with regards to their perceptions concerning employee resourcing strategies and corporate image of their Universities.

Table 4. 4a: Rank in the University

Current Rank * Universities Cross Tabulation								
Count								
		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Current Rank	Prof.	9	9	6	11	5	6	46
	Associate Prof.	4	9	8	10	4	6	41
	Snr. Lecturer	21	28	6	30	20	14	119
	Lecturer I	31	21	18	20	29	13	132
	Lecturer2	16	17	6	14	7	5	65
	Assistant Lecturer	7	7	2	16	5	3	40
Total		88	91	46	101	70	47	443

Source: Researcher’s Field Survey Result (2016)

Table 4.4a shows that 89 or 19.64% of the respondents were on Professorial cadre, 119 or 26.87% are on Senior Lecturer cadre, 132 or 29.80% of the respondents were on Lecturer I cadre, 65 (14.68%) and 40 (9.03%) were on Lecturer II and Assistant Lecturer cadre respectively.

Table 4.4b: Current Rank of Respondents * Code of Sampled Universities Cross Tabulation

Current Rank * Universities Cross Tabulation									
			Universities					Total	
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.		Redeemer's Uni.
Current Rank	Prof	Count	9	9	6	11	5	6	46
		% within Current Rank	19.6	19.6	13.0	23.9	10.9	13.0	100.0
		% within Uni.	10.2	9.9	13.0	10.9	7.1	12.8	10.4
		% of Total	2.0	2.0	1.4	2.5	1.1	1.4	10.4
	Associate Prof.	Count	4	9	8	10	4	6	41
		% within Current Rank	9.8	22.0	19.5	24.4	9.8	14.6	100.0
		% within Uni.	4.5	9.9	17.4	9.9	5.7	12.8	9.3
		% of Total	0.9	2.0	1.8	2.3	0.9	1.4	9.3
	Snr. Lecturer	Count	21	28	6	30	20	14	119
		% within Current Rank	17.6	23.5	5.0	25.2	16.8	11.8	100.0
		% within Uni.	23.9	30.8	13.0	29.7	28.6	29.8	26.9
		% of Total	4.7	6.3	1.4	6.8	4.5	3.2	26.9
	Lecturer I	Count	31	21	18	20	29	13	132

		% within Current Rank	23.5	15.9	13.6	15.2	22.0	9.8	100.0
		% within Uni.	35.2	23.1	39.1	19.8	41.4	27.7	29.8
		% of Total	7.0	4.7	4.1	4.5	6.5	2.9	29.8
	Lecturer II	Count	16	17	6	14	7	5	65
		% within Current Rank	24.6	26.2	9.2	21.5	10.8	7.7	100.0
		% within Uni.	18.2	18.7	13.0	13.9	10.0	10.6	14.7
		% of Total	3.6	3.8	1.4	3.2	1.6	1.1	14.7
	Assistant. Lecturer	Count	7	7	2	16	5	3	40
		% within Current Rank	17.5	17.5	5.0	40.0	12.5	7.5	100.0
		% within Uni.	8.0	7.7	4.3	15.8	7.1	6.4	9.0
		% of Total	1.6	1.6	0.5	3.6	1.1	0.7	9.0
	Total	Count	88	91	46	101	70	47	443
% within Current Rank		19.9	20.5	10.4	22.8	15.8	10.6	100.0	
% within Uni.		100.0	100.0	100.0	100.0	100.0	100.0	100.0	
% of Total		19.9	20.5	10.4	22.8	15.8	10.6	100.0	

Source: Researcher's Field Survey Result (2016)

Table 4.4b shows that out of the 46 respondents who are professors, 9 came from Afe Babalola University (representing 19.6%), 9 from Babcock University (representing 19.6%), 6 were from Bells University of Technology (representing 13.0%), 11 came from Covenant University (representing 23.9%), 5 were from Lead City University (representing 10.9%), while 6 of them came from Redeemer's University (representing 13.0%). Similarly, 41 of the respondents are Associate Professors/Readers out of which 4 came from Afe Babalola University (representing 9.8%), 9 of the came from Babcock University (representing 22.0%), 8 were from Bells University of Technology (representing 19.5%), 10 came from Covenant University (representing 24.4%), 4 were from Lead City University (representing 9.8%), while 6 of them came from Redeemer's University (representing 17.6%). The table also shows that out of 119 Senior Lecturers, 21 of them came from Afe Babalola University (representing 17.6%), 28 came from Babcock University (representing 23.5%), 6 were from Bells University of Technology (representing 5.0%), 30 came from Covenant University (representing 25.2%), 20 were from Lead City University (representing 16.8%), while 14 of them came from Redeemer's University (representing 11.8%).

In a related development, out of 132 respondents who are in Lecture I cadre, 31 were from Afe Babalola University (representing 23.5%), 21 from Babcock University (representing 15.9%), 18 were from Bells University of Technology (representing 13.6%), 20 came from Covenant University (representing 15.2%), 29 were from Lead City University (representing 22.0%), while 13 of them came from Redeemer's University (representing 9.8%). It was also discovered that out of 65 respondents who are on Lecturer II cadre, 16 were from Afe Babalola University (representing 24.6%), 17 came from Babcock University (representing 26.2%), 6 were from Bells University of Technology (representing 9.2%), 14 came from Covenant University (representing 21.5%), 7 were from Lead City University (representing 10.8%) and 5 of them came from Redeemer's University (representing 7.7%). The table also indicates that of 40 Assistant Lecturers, 7 of them came from Afe Babalola University (representing 17.5%), 7 came from Babcock University (representing 17.5%), 2 were from Bells University of Technology (representing 5.0%), 16 came from Covenant University (representing 40.0%), 5 were from Lead City University (representing 12.5%), while 3 of them came from Redeemer's University (representing 7.5%).

4.2.5 Administrative Position of the Respondents in the Universities

Table 4. 5: Administrative Position * Universities Cross Tabulation

Administrative Position * Universities Cross Tabulation								
		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Faculty with Admin. Position	Dean	2	2	1	2	2	1	10
	Sub Dean	2	2	2	2	1	2	11
	HOD	11	12	5	13	7	8	56
	Director	2	2	2	3	2	2	13
Total		17	18	10	20	12	13	90

Source: Researcher's Field Survey Result (2016)

Table 4.5 shows that 10 or 11.11% of the respondents are Deans of various colleges in the selected private Universities, 11 or 12.22% of the respondents are Sub-Deans, 56 or 62.22% of the respondents are Heads of Departments while 13 or 14.11% are directors in the sampled Universities.

4.2.6 Work Experience of the Respondents in the Universities

Table 4. 6a: Work Experience* Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Work Experience	1-10	43	28	32	34	26	14	177
	11-20	27	34	14	46	30	27	178
	21- Above	18	29	0	21	14	6	88
	Total	88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4. 6b: Work Experience University Cross Tabulation

Work Experience * University Cross Tabulation									
			Universities					Total	
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.		Redeemer's Uni.
Work Experience	1-10	Count	43	28	32	34	26	14	177
		% within Work Experience	24.3	15.8	18.1	19.2	14.7	7.9	100.0
		% within Uni.	48.9	30.8	69.6	33.7	37.1	29.8	40.0
		% of Total	9.7	6.3	7.2	7.7	5.9	3.2	40.0
	11-20	Count	27	34	14	46	30	27	178
		% within Work Experience	15.2	19.1	7.9	25.8	16.9	15.2	100.0
		% within Uni.	30.7	37.4	30.4	45.5	42.9	57.4	40.2
		% of Total	6.1	7.7	3.2	10.4	6.8	6.1	40.2
	21-Above	Count	18	29	0	21	14	6	88
		% within Work Experience	20.5	33.0	0.0	23.9	15.9	6.8	100.0
		% within Uni.	20.5	31.9	0.0	20.8	20.0	12.8	19.9
		% of Total	4.1	6.5	0.0	4.7	3.2	1.4	19.9
Total	Count	88	91	46	101	70	47	443	
	% within Work Experience	19.9	20.5	10.4	22.8	15.8	10.6	100.0	
	% within Uni.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
	% of Total	19.9	20.5	10.4	22.8	15.8	10.6	100.0	

Source: Researcher's Field Survey Result (2016)

Table 4.6a and b show that out of the 177 respondents who have spent between 1-10 years in the University environment, 43 came from Afe Babalola University (representing 24.3%), 28 from Babcock University (representing 15.8%), 32 were from Bells University

of Technology (representing 18.1%), 34 came from Covenant University (representing 19.2%), 26 were from Lead City University (representing 14.7%), while 14 of them came from Redeemer's University (representing 7.9%). Meanwhile, out of 178 respondents who have between 11-20 years working experience, 27 of them came from Afe Babalola University (representing 15.2%), 34 of the came from Babcock University (representing 19.1%), 14 were from Bells University of Technology (representing 7.9%), 46 came from Covenant University (representing 25.8%), 30 were from Lead City University (representing 16.9%), while 27 of them came from Redeemer's University (representing 15.2%).

The table also shows that out of 88 respondents who have spent over 21 years in the University environment, 18 of them came from Afe Babalola University (representing 20.5%), 29 came from Babcock University (representing 33.0%), none from Bells University of Technology, 21 came from Covenant University (representing 23.9%), 14 were from Lead City University (representing 15.9%), while 6 of them came from Redeemer's University (representing 6.8%).

4.3 Descriptive Statistics

Table 4.7 depicts the descriptive statistics of the constructs revealing the mean, standard deviation, skewness and Kurtosis scores of the constructs. 5-point Likert scale ranging from strongly agree represented by 5 to strongly disagree represented by 1 for all the variables are computed to show the age of the respondents that either strongly agreed or tended to disagree with the items of the variables. The mean scores are obtained by compiling the mean scores of all the items in each variable.

Table 4.7: Descriptive Statistics for Human Resource Planning Strategies

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Gap analysis is regularly carried out to identify if there is need for more senior academic staff.	443	4.2709	.69500	.483	-1.112	.116	2.205	.231
There are plans on how to ensure that the staff mix by rank in my department meets the minimum requirement of 20:35:45 for Professors: Snr. Lecturers: Lecturer I and below, respectively	443	4.3386	.66116	.437	-.924	.116	1.449	.231
Adequate plan is put in place to ensure that the staff-students ratio in my department meets minimum NUC benchmark.	443	4.5440	.54210	.294	-.860	.116	1.196	.231
Valid N (listwise)	443							

Source: Researcher's Field Survey Result (2016)

The descriptive statistics for human resource planning variables are shown in Table 4.7 above. The mean score of the respondents' answers to their opinions that gap analysis is regularly carried out is 4.27 on a 5-point scale, while the standard deviation is 0.69. This means that in the selected Universities, the respondents support the fact that gap analysis is regularly carried out to identify if there is need for more senior academic staff. For answers, pertaining to plans as regards staff mix by rank, the respondents agree that there are plans on how to ensure that the staff mix by rank in various departments meet the minimum requirement of 20:35:45 for Professors: Senior Lecturers: Lecturer I and below respectively with a mean score of 4.34 and standard deviation of 0.66. However, they also agree that adequate plan is put in place to ensure that the staff-students ratio in any department meets minimum NUC benchmark at mean scores of 4.54 and standard deviation of 0.54. Sequel

to the above table, it was discovered that no variable has a mean score of less than 2.5 on a 5-point scale. This shows that respondents agree or strongly agree with all the constructs regarding human resource planning strategies.

Table 4.8: Descriptive Statistics for University’s Brand Image

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
The teaching facilities in my University have enhanced the teaching quality.	443	4.4989	.62154	.386	-1.188	.116	1.914	.231
The University’s environment is conducive for learning.	443	4.5982	.56776	.322	-1.509	.116	3.626	.231
My University provides good services that are widely perceived as unique	443	4.5000	.62594	.392	-1.372	.116	2.974	.232
Valid N (listwise)	443							

Source: Researcher’s Field Survey Result (2016)

In Table 4.8 above, the respondents support the constructs outlined there. They agree with the fact that teaching facilities in their Universities have enhanced the teaching quality (at mean score of 4.49) coupled with the fact that the Universities’ environment is conducive for learning (at mean score of 4.59) which has helped the Universities to provide good services that are widely perceived (at 4.5 mean value). Therefore, it can be rightly said that Universities’ brand image is very encouraging.

Table 4.9: Descriptive Statistics for Recruitment Strategies

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
My University recruits some Lecturers for research and publications only	443	2.0519	.99069	.981	.962	.116	.195	.231
Academic staff are sourced from academic networks such as, reserachgate, academia.edu and LinkedIn.	443	2.6546	1.17107	1.371	.409	.116	-1.066	.231
My University engages adjunct/visiting Lecturers for research publications.	443	2.9639	1.33133	1.772	.049	.116	-1.387	.231
The main source of recruitment is done via internal advert	443	2.9797	1.35107	1.825	.059	.116	-1.422	.231
Valid N (listwise)	443							

Source: Researcher's Field Survey Result (2016)

Further to Table 4.9, the respondents' opinion shows that sampled Universities do not recruit Lecturers for research publications only because all their responses are below 2.50 on a 5-point scale (mean score 2.05). Pertaining to whether academic staff are sourced from academic networks like reserachgate, academia.edu, LinkedIn and so on and so forth, the respondents believe that Universities use academic networks to source for qualified and competent faculty. Though the mean value is low, it is a little above 2.50 i.e. 2.65. Respondents are also of the view that sampled Universities engage adjunct/visiting lecturers for research publication at mean values of 2.96; they believe that the main source of recruitment is done via internal advert at a mean value of 2.97. It is pertinent to note that all the mean scores are a bit higher than the other mean value, yet not up to 3.00.

Table 4.10: Descriptive Statistics for University’s Research Image

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
My University is known for scholarly research outputs.	443	4.2325	.87583	.767	-1.506	.116	2.614	.231
Most of the Lecturers have published articles in top ranked journal outlets.	443	4.3160	.80406	.647	-1.552	.116	3.119	.231
My University has won several international awards and research grants	443	4.3386	2.03988	4.161	16.648	.116	324.837	.231
Valid N (listwise)	443							

Source: Researcher’s Field Survey Result (2016)

Table 4.10 reveals the opinion of the respondents that sampled Universities are known for scholarly research outputs with a mean value of 4.23 and that most of the Lecturers have published articles in top ranked journal outlets at a mean value of 4.32. They posit that the sampled Universities have won several international awards and research grants at mean score of 4.33. The above table shows that all sampled Universities have good research image.

Table 4.11: Employee Selection Strategies

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
When vacancies occur, existing employees are usually considered via appointment route.	443	4.4312	3.36022	11.291	11.106	.116	129.294	.231
My University gives priority to article publications indexed in ISI, Scopus and School-Based journal outlets for selection.	443	4.2573	.75006	.563	-1.139	.116	2.015	.231
Google Scholar citations are considered as one of the criteria for selection.	443	3.9797	1.05806	1.119	-1.203	.116	.908	.231
Valid N (listwise)	443							

Source: Researcher's Field Survey Result (2016)

Table 4.11 above shows the respondents' views on whether existing employees are usually considered via appointment route when vacancies occur. The respondents are of the opinion that when vacancies occur, existing employees are usually considered via appointment route (at a mean value of 3.36); that during selection process priority is given to candidates who have published in ISI, Scopus and School-Based Journal outlets. They are also of the

opinion that goggle scholar citations are also considered for selection process (both at mean values of 4.25 and 3.98 respectively).

Table 4.12: Corporate Reputation

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
My University is fully accredited by the National Universities Commission.	443	4.6975	.52852	.279	-1.997	.116	5.667	.231
My University engages academic staff from outside the country	443	4.3837	.77688	.604	-1.804	.116	4.371	.231
Valid N (listwise)	443							

Source: Researcher's Field Survey Result (2016)

Table 4.12 reveals that all the sampled Universities are fully accredited by the National Universities Commission. Respondents' responses also show that the Universities attract and engage academic staff from outside at the mean value of 4.70 and 4.38 respectively.

Table 4.13: Descriptive Statistics for Employee Retention Strategies

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Salary Package	443	3.8668	.66445	.441	-.775	.116	1.884	.231
Allowances	443	3.3093	.94729	.897	-1.086	.116	.539	.231
Career Progression	443	4.3995	4.30676	18.548	8.818	.116	78.956	.231
Training & Conference Support	443	3.7743	.88659	.786	-.658	.116	.441	.231
Research/ Publication Grants	443	3.4334	1.07500	1.156	-.513	.116	-.368	.231
Regular Promotion	443	3.9323	.87959	.774	-.769	.116	.551	.231
Retirement Benefits	443	3.6885	1.99491	3.980	6.874	.116	62.345	.231
Modern Teaching Facilities	443	4.2799	.73886	.546	-1.411	.116	3.968	.231
Modern Research Aids	443	3.9661	.83543	.698	-.825	.116	1.001	.231
Subsidised Staff Quarters	443	4.1084	5.97635	35.717	7.913	.116	63.822	.231
Job Security	443	3.6050	1.40769	1.982	6.508	.116	99.067	.231
University's Image	443	4.1603	.69194	.479	-.759	.116	1.391	.231
Conducive Environment	443	4.2212	.76152	.580	-1.106	.116	2.025	.231
Subsidised Medical Services	443	3.3995	1.17889	1.390	-.482	.116	-.578	.231
Subsidised School Fees for Staff's Children	443	3.2144	1.38563	1.920	-.384	.116	-1.154	.231
Loan Facilities	443	3.1828	1.10959	1.231	-.037	.116	-.737	.231
Work-life Balance	443	3.1738	1.07166	1.148	-.373	.116	-.278	.231
Valid N (listwise)	443							

Source: Researcher's Field Survey Result (2016)

The descriptive statistics on retention strategies of the sampled Universities is shown in Table 4.13 above. The table reveals that respondents agree and support all statements made going by the mean values for all the measuring variables. On 5-point scale, the mean values for reward system (salary package, retirement benefits and allowance) as retention strategies are 3.86, 3.30 and 3.69 respectively. The respondents also believe that staff development such as career progression, training and conference support, research and publication grants and regular promotion are part of the retention strategies of the sampled Universities at mean value of 4.40, 3.77, 3.42 and 3.93 respectively. The mean values of 4.28, 3.97, 4.11, 3.60, 4.16 and 4.22 show that modern teaching facilities, modern research aids, subsidised staff quarters, job security, Universities image and conducive environment in that order, are considered to be part of retention strategies of the sampled Universities. Similarly, the respondents' views also show that staff welfare such as subsidised medical services, subsidised school fees for staff's children, loan facilities and work-life balance are also retention strategies at mean score of 3.40, 3.21, 3.18 and 3.17 in that order.

Table 4.14: Cross Tabulation of Employee Retention Strategies

Table 4.14: Salary Package * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Salary	Poor	0	2	0	0	0	0	2
Package	Below Ave.	0	10	0	2	0	0	12
	Average	10	20	5	37	9	1	82
	Good	70	57	24	55	51	21	278
	Excellent	8	2	17	7	10	25	69
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4:14 shows the respondents' level of agreement with the salary packages as it relates to their perception on retention in the various sampled Universities. The result is depicted in the bar chart below. The result shows that the salary package of all the sampled Universities is relatively good as depicted in figure 4.1.

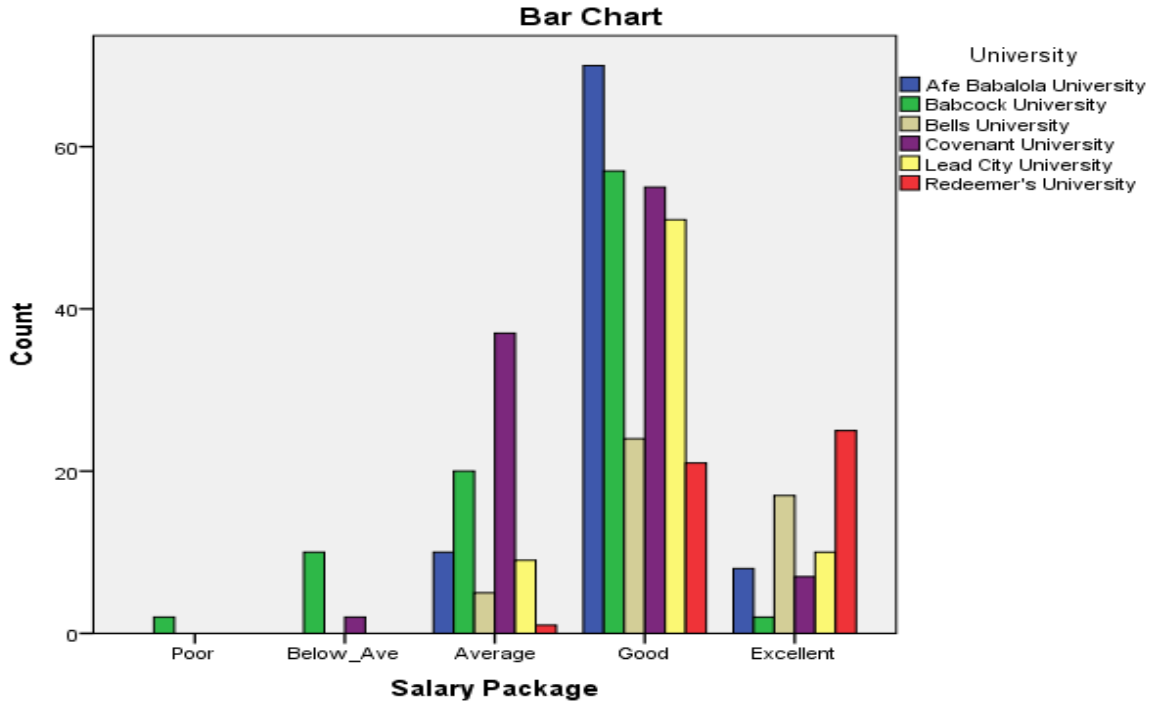


Figure 4.1: Salary Package of the Selected Universities

Table 4.15: Retirement Benefits * Universities Cross Tabulation

	Universities						Total
	ABUA D	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Retirement Benefits							
Poor	1	4	2	7	0	6	20
Below Ave.	1	14	1	16	0	0	32
Average	4	25	12	50	18	8	117
Good	69	35	29	27	42	25	227
Excellent	13	13	2	1	10	8	47
Total	88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4.15 above shows the degree at which respondents agree with the construct of retirement benefits as part of retention strategies in the selected private Universities. Figure 4.2 of the bar chart below shows the graphical representation of each school.

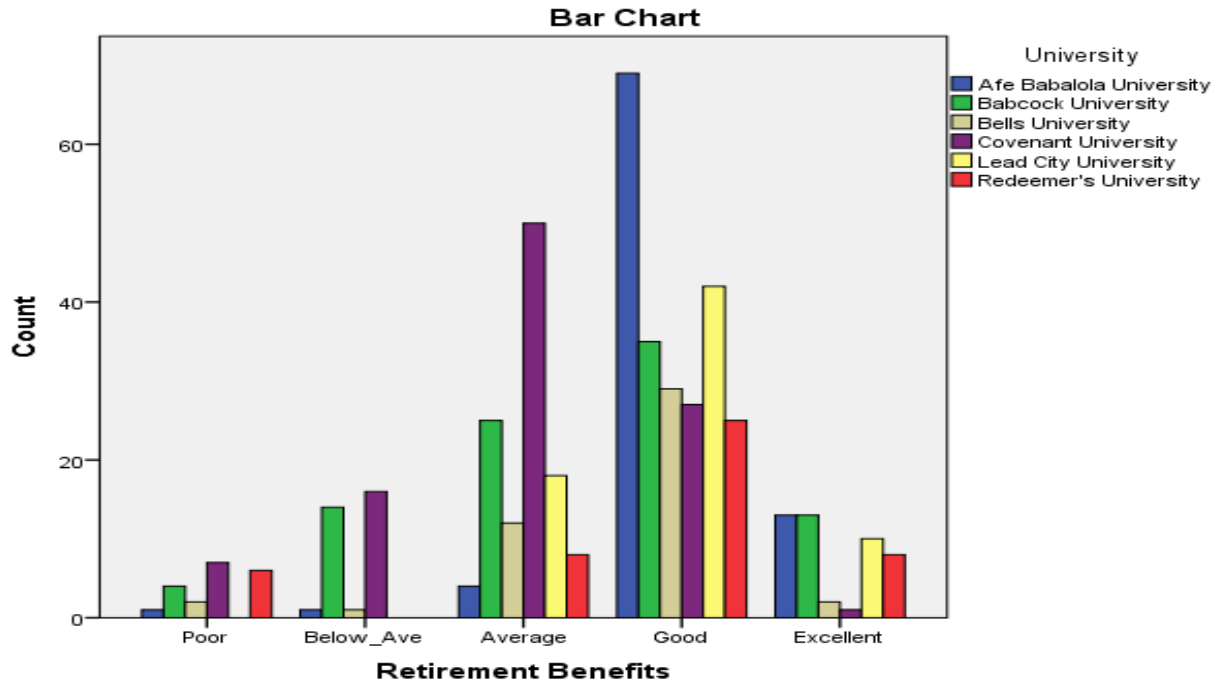


Figure 4.2: Retirement Benefits of the Selected Universities

Table 4.16: Allowances * Universities Cross Tabulation

		Universities					Total	
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.		Redeemer's Uni.
Allowances	Poor	2	5	7	14	5	2	35
	Below Ave	2	5	4	18	0	3	32
	Average	18	32	19	41	22	14	146
	Good	64	46	16	26	43	26	221
	Excellent	2	3	0	2	0	2	9
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Allowances as a component of employee retention strategies and the opinion of respondent of each University is depicted in Table 4.16 above, and graphically displayed in the bar chart below in figure 4.3

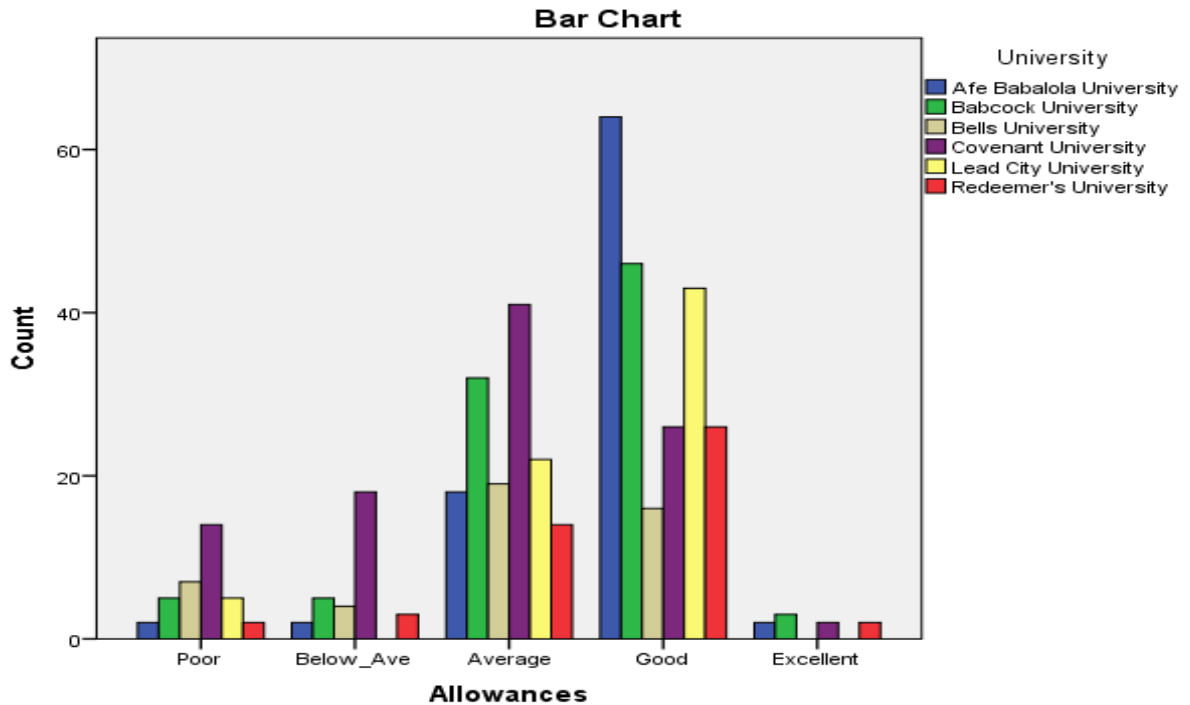


Figure 4.3: Allowances of the Selected Universities

Table 4.17: Career Progression * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Career Progression	Poor	0	3	6	0	0	0	9
	Below Ave	1	2	5	10	0	3	21
	Average	3	16	11	20	13	12	75
	Good	58	42	22	48	52	26	248
	Excellent	26	28	2	23	5	6	90
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The above table shows the respondents' views about the career progression variables of each University which is also presented in the bar chart below. The result reveals that all the Universities are mindful of career path for their staff as displayed in figure 4.4.

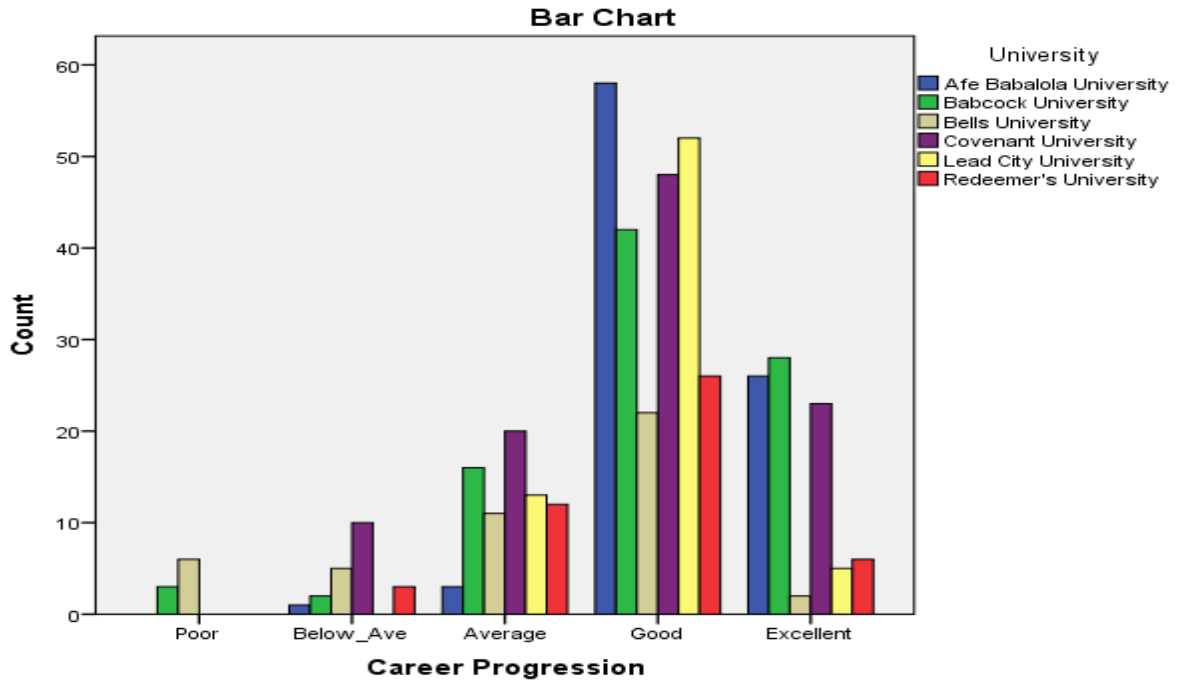


Figure 4.4: Career Progression of the Selected Universities

Table 4.18: Training & Conference Support * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Training & Conference Support	Poor	0	3	2	0	0	0	5
	Below Ave.	4	2	7	5	0	4	22
	Average	19	25	11	15	22	13	105
	Good	46	37	21	54	43	22	223
	Excellent	19	24	5	27	5	8	88
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The researcher asked the respondents if their Universities provide training and conference support and if the support is likely to retain them. The views of the respondents are presented in table 14.18 and the bar chart below. The result in figure 4.5 also shows that all the sampled Universities provide training and conference support to their staff.

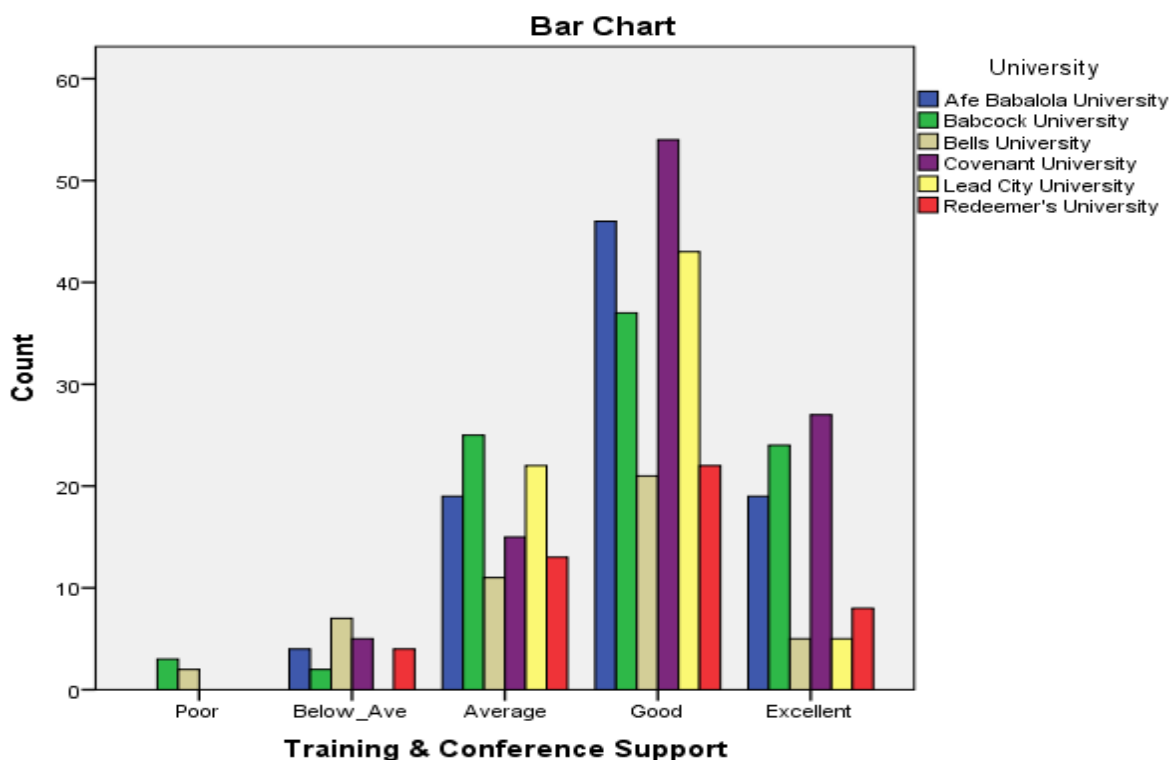


Figure 4.5: Training and Conference Support of the Selected Universities

Table 4.19: Research/ Publication Grants *Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Research/ Publication Grants	Poor	4	11	6	2	0	2	25
	Below Ave	8	14	13	1	24	4	64
	Average	8	20	18	19	36	12	113
	Good	54	29	7	57	10	19	176
	Excellent	14	17	2	22	0	10	65
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The level at which research and publication grants retain employee in the sampled Universities are presented in Table 4.19 and figure 4.6. The finding shows that Afe

Babalola University and Covenant University are doing well in providing research grants and publication support. Other Universities too can emulate them.

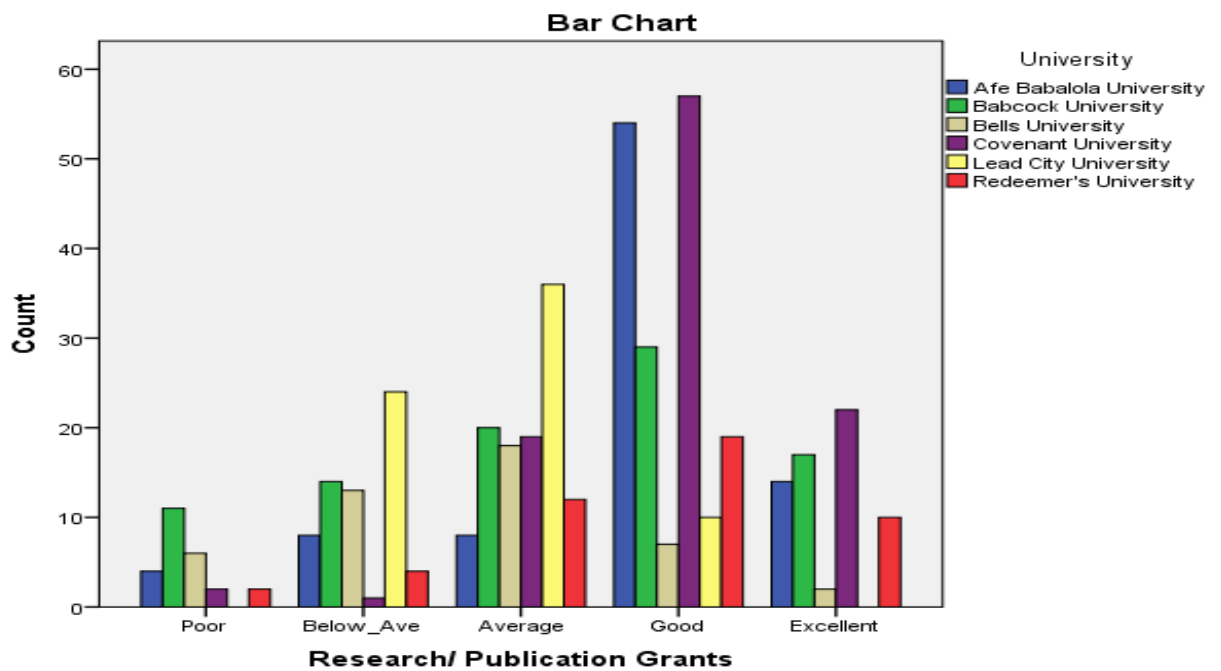


Figure 4.6: Research/Publication Grants of the Selected Universities

Table 4.20: Regular Promotion * Universities Cross Tabulation

		Universities					Total	
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.		Redeemer's Uni.
Regular Promotion	Poor	0	0	4	0	5	0	9
	Below Ave	0	5	6	4	13	3	31
	Average	3	2	23	12	42	9	91
	Good	46	53	12	60	5	22	198
	Excellent	39	31	1	25	5	13	114
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The Table 4.20 shows the respondents view about regular promotion as a strategy for employee retention in the selected Universities. The empirical result is shown in the table and figure 4.7 presented below. Bells University of Technology and Lead City are not doing

well when it comes to regular promotion. This should be looked into by the management as this will help to retain competent faculty members of the Universities.

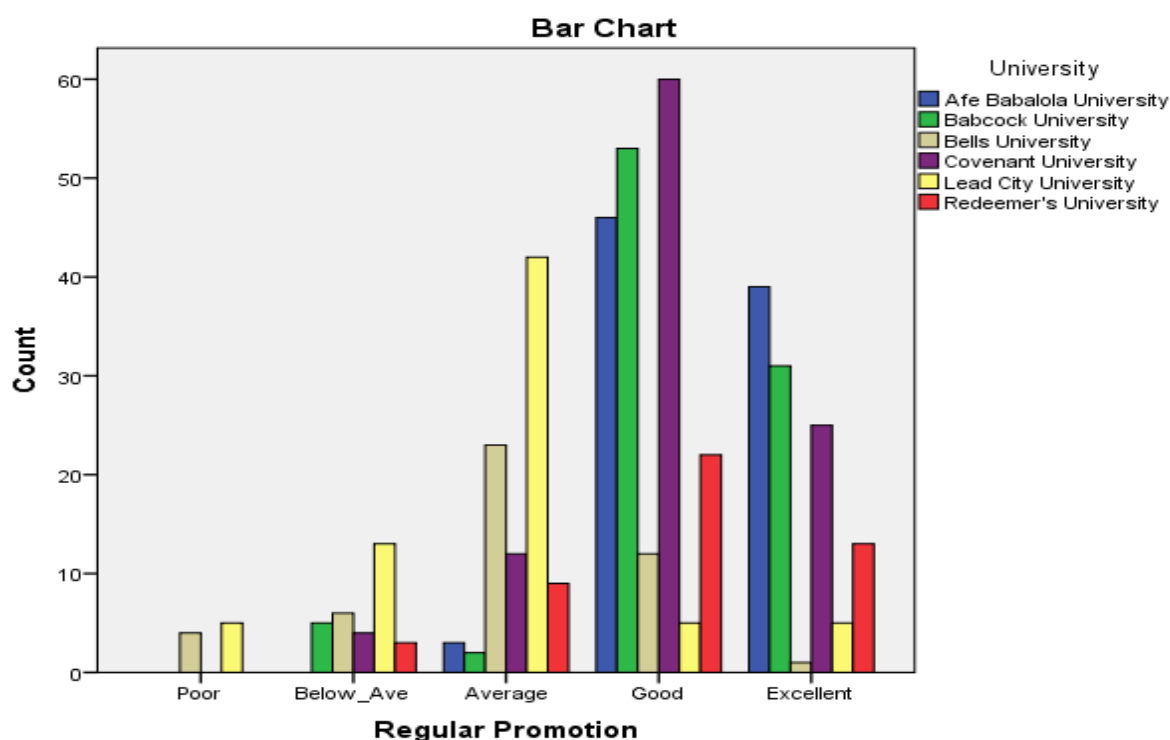


Figure 4.7: Promotion of the Selected Universities

Table 4.21: Modern Teaching Facilities * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Modern Teaching Facilities	Poor	0	2	2	0	0	0	4
	Below Ave	0	2	0	0	0	1	3
	Average	2	4	16	0	19	0	41
	Good	43	57	25	33	37	18	213
	Excellent	43	26	3	68	14	28	182
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4.21 shows respondents' opinion about modern teaching facilities as one of the elements of retention strategies in the University system. However, the cross tabulation of the respondents' views per each University is displayed in the table above and Figure 4.8

presented below: The findings show that all the selected Universities are doing well in this regard.

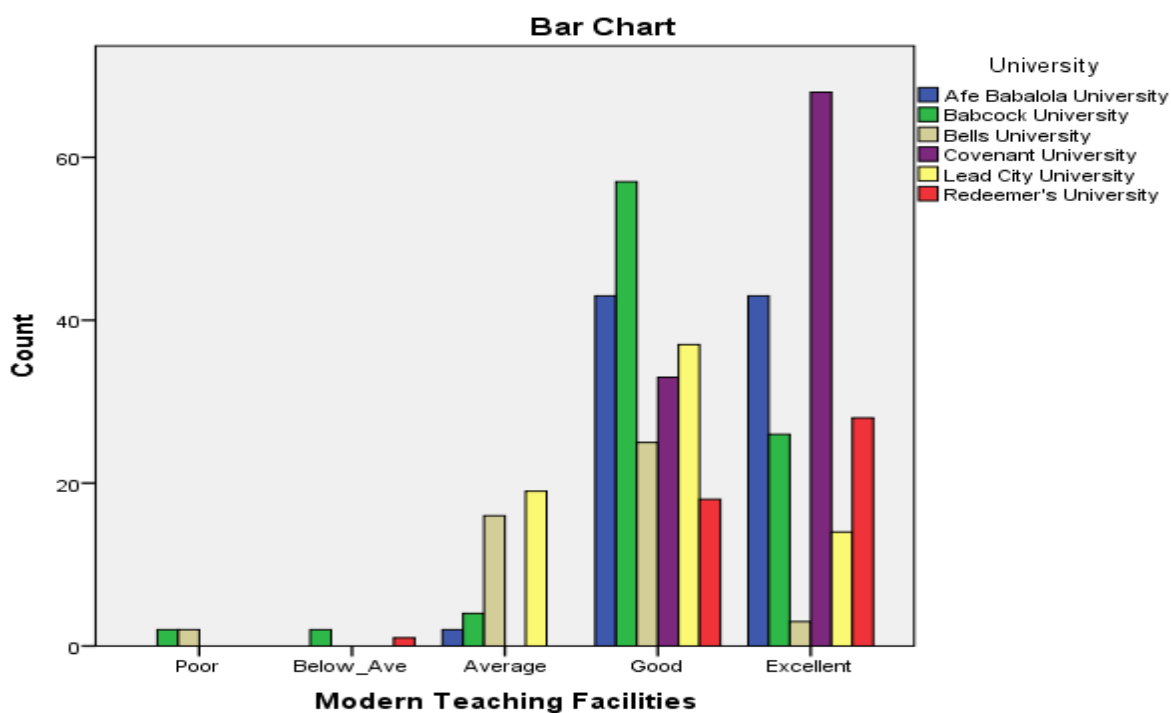


Figure 4.8: Teaching Facilities of the Selected Universities

Table 4.22: Modern Research Aids * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Modern Research Aids	Poor	0	2	5	0	0	1	8
	Below Ave.	2	6	2	3	5	0	18
	Ave.	11	19	14	6	20	4	74
	Good	49	37	23	57	36	25	227
	Excellent	26	27	2	35	9	17	116
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The respondents were asked if modern research aids are available in their Universities and to what extent do they think it can motivate them to stay in the school for a reasonable

number of years. The respondents' views are displayed in Table 4.22 and Figure 4.9 below.

The result shows that all the sampled Universities are doing well in this regard.

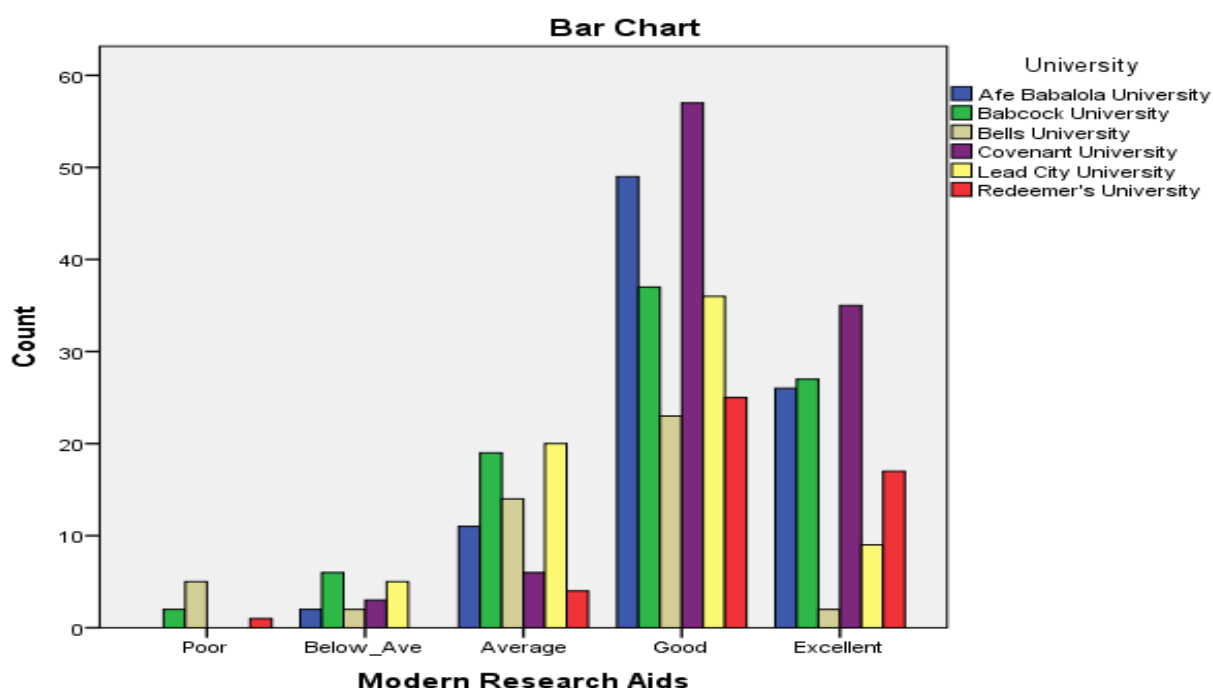


Figure 4.9: Research Aids of the Selected Universities

Table 4.23: Subsidised Staff Quarters * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Subsidised Staff Quarters	Poor	0	0	8	16	0	10	34
	Below Ave	0	7	10	29	0	3	49
	Average	1	21	18	30	26	13	109
	Good	45	44	10	14	39	14	166
	Excellent	42	19	0	12	5	7	85
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4.23 shows the Cross Tabulation of the selected Universities about Subsidised Staff Quarters as one of the variables of retention strategies in the University environment. The respondents' views are displayed on the table above and Figure 4.10 below. The result

shows that Covenant University and Bells University of Technology will need to improve on this compared to what is obtainable in the other four Universities

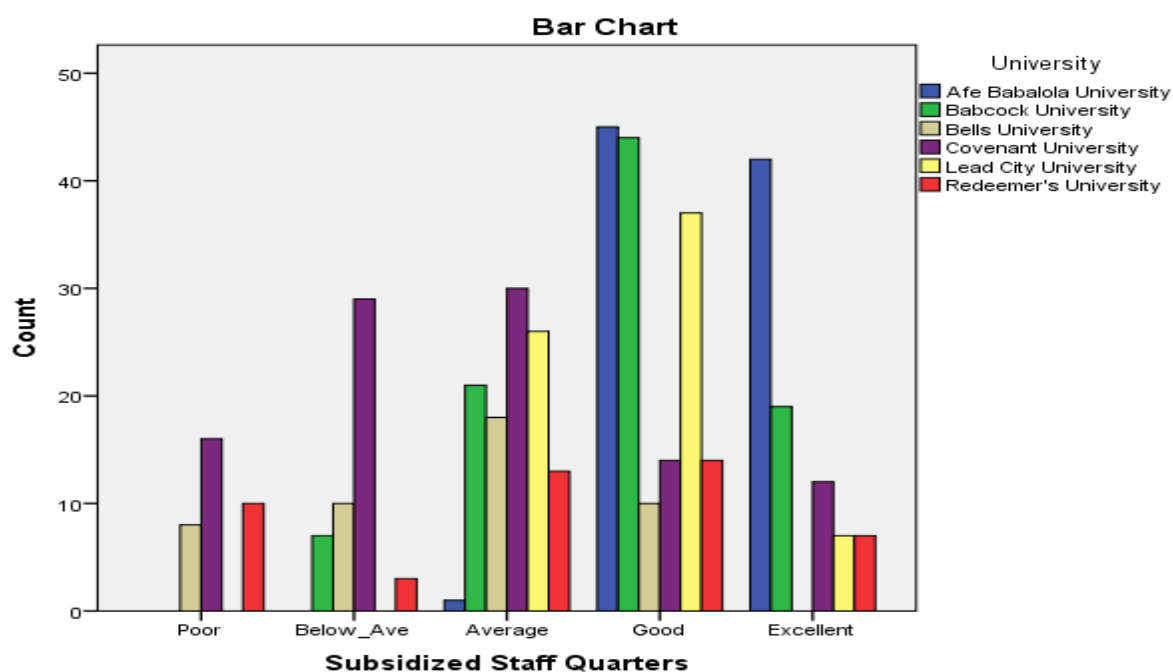


Figure 4.10: Subsidized Staff Quarters of the Selected Universities

Table 4.24: Job Security * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Job Security	Poor	2	2	13	14	5	4	40
	Below_Ave	12	2	14	14	0	3	45
	Average	30	11	9	21	13	15	101
	Good	37	45	10	41	47	20	200
	Excellent	7	31	0	9	5	5	57
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The result from Table 4.24 shows that among all the selected Universities, job security in Bells University of Technology is below average. The result is depicted in Figure 4.11 presented below.

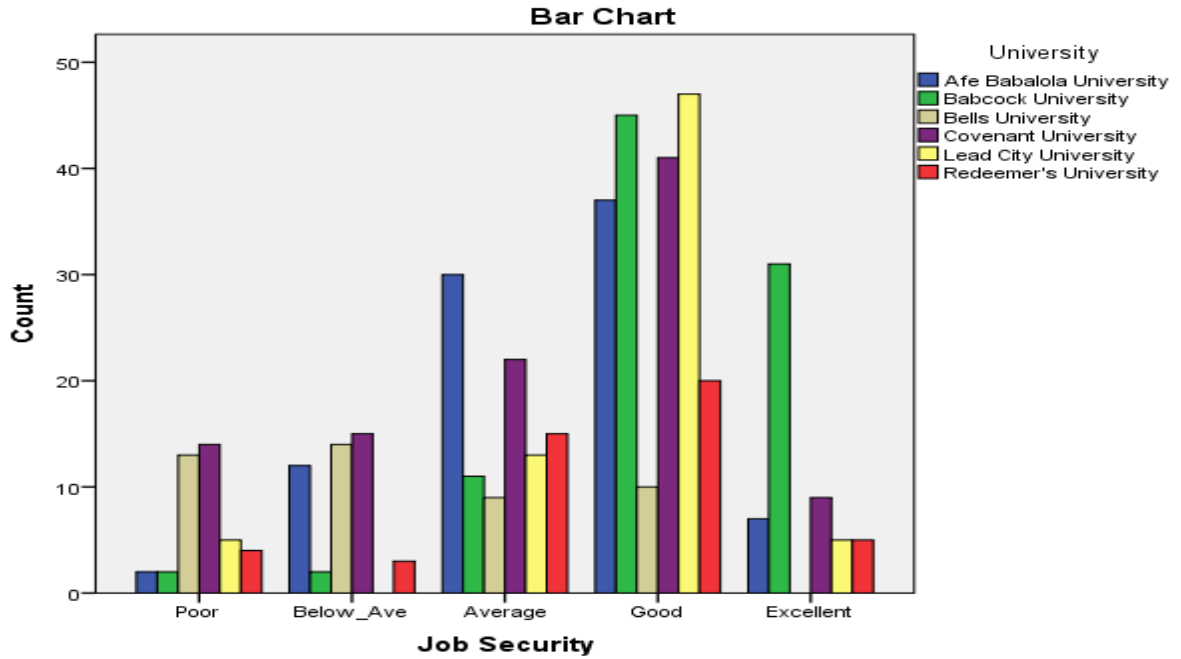


Figure 4.11: Job Security of the Selected Universities

Table 4.25: University's Image * Universities Cross Tabulation

	Universities						Total
	ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
University's Image							
Poor	0	0	2	1	0	0	3
Below Ave.	0	0	1	0	5	2	8
Average	0	2	10	19	8	8	47
Good	54	38	33	50	46	29	250
Excellent	34	51	0	31	11	8	135
Total	88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4.25 and Figure 4.12 below reveal that all the sampled Universities have good image.

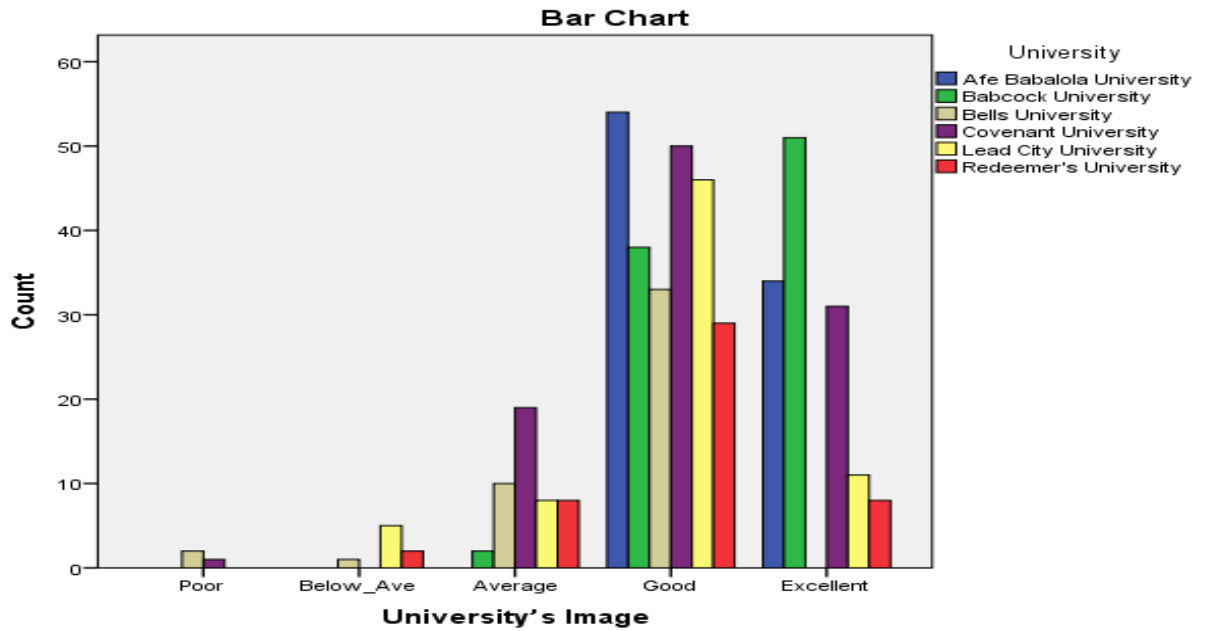


Figure 4.12: Universities' Image

Table 4.26: Conducive Environment * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Conducive Environment	Poor	0	0	0	3	0	0	3
	Below Ave	0	0	3	6	0	1	10
	Average	4	2	7	13	8	4	38
	Good	47	33	35	34	43	33	225
	Excellent	37	56	1	45	19	9	167
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The result from the empirical findings show that all the Universities under consideration in this study have good and conducive working environment. The degree at which respondents perceived their work environment is depicted in Figure 4.13.

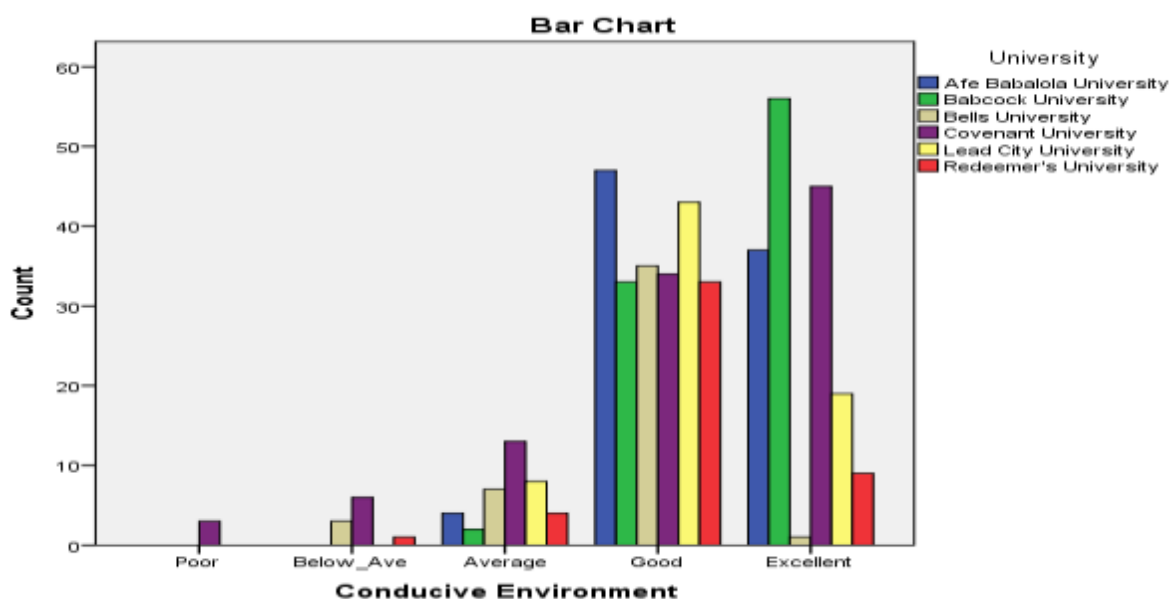


Figure 4.13: Work Environment of the Selected Universities

Table 4.27: Subsidised Medical Services * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Subsidised Medical Services	Poor	0	0	1	30	0	7	38
	Below Ave	2	3	4	39	0	6	54
	Average	37	10	11	20	14	17	109
	Good	38	21	27	10	51	15	162
	Excellent	11	57	3	2	5	2	80
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The result shows that of all Universities under consideration, only Babcock University and Lead City University have a good and robust subsidised medical services for their staff (see Table 4.27). The graphical presentation of each school is presented in Figure 4.14.

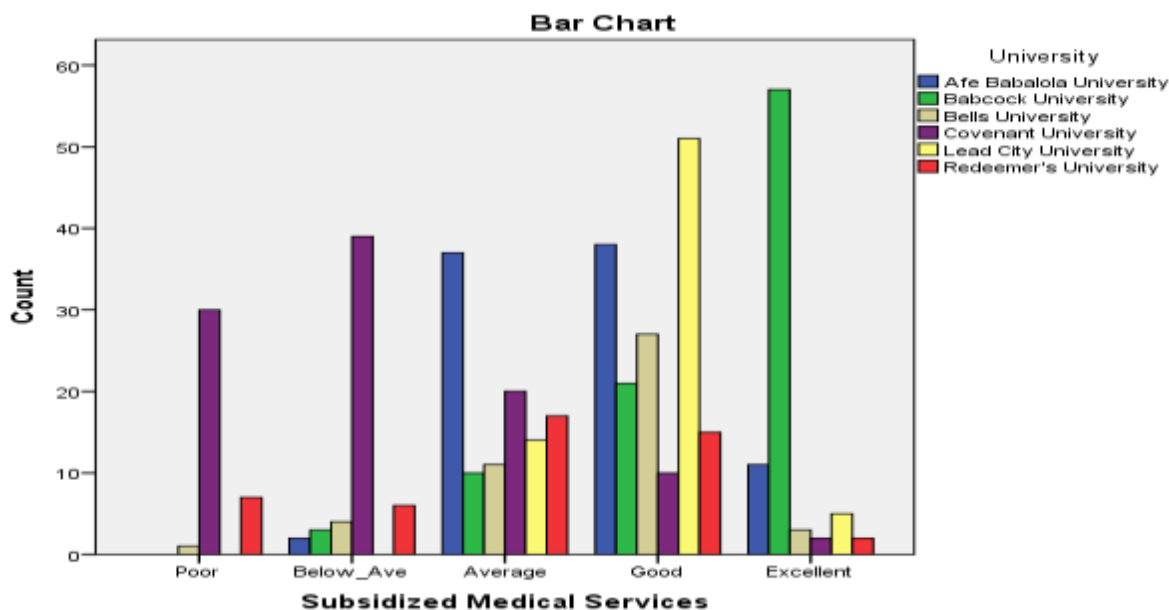


Figure 4.14: Subsidized Medical Services of the Selected Universities

Table 4.28: Subsidised School Fees for Staff's Children *Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Subsidised School Fees for Staff's Children	Poor	7	2	3	62	0	9	83
	Below Ave	20	0	8	20	0	4	52
	Average	18	0	14	14	11	16	73
	Good	43	22	18	4	50	14	151
	Excellent	0	67	3	1	9	4	84
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The finding from Table 4.28 reveals that only Afe Babalola University, Babcock University and Lead City University subsidised school fees for staff children. Other Universities too should emulate this to ensure adequate retention of good staff in their Universities. The respondents' perception on subsidised school fees for staff children and wards is depicted in Figure 4.15.

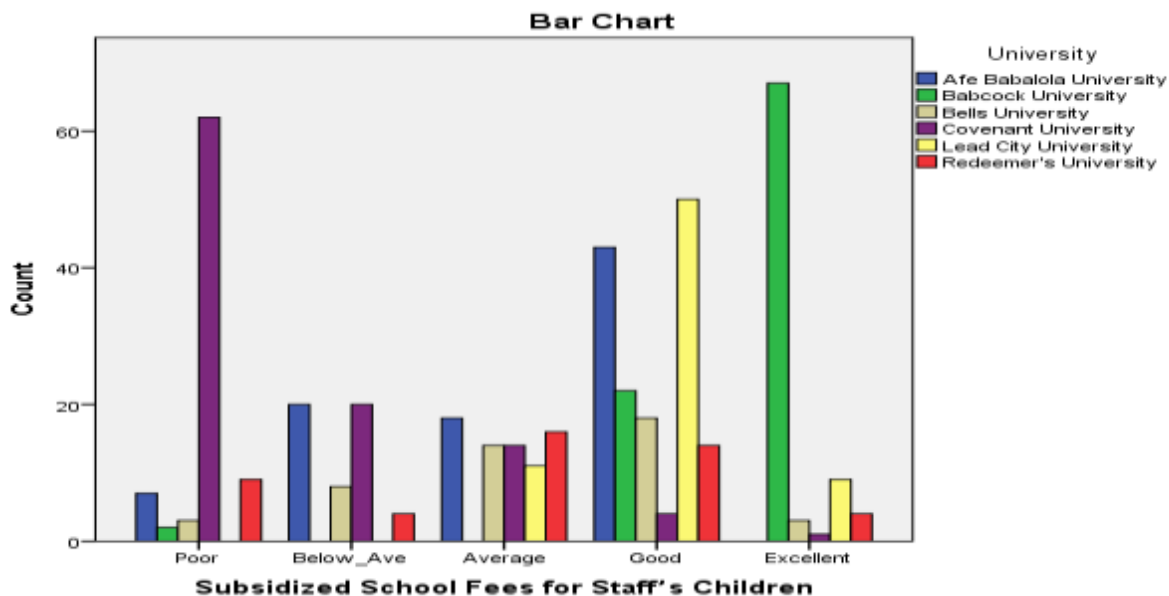


Figure 4.15: Subsidized School Fees

Table 4.29: Loan Facilities * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Loan Facilities	Poor	7	8	3	10	0	0	28
	Below Ave	27	22	10	30	14	1	104
	Average	22	11	14	41	37	14	139
	Good	32	22	16	13	10	20	113
	Excellent	0	28	3	7	9	12	59
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

Table 4.29 depicts the respondents' views about the loan facilities available in their various Universities. Besides, Figure 4.16 also shows the respondents opinions about the loan facilities available for the employees of the selected Universities.

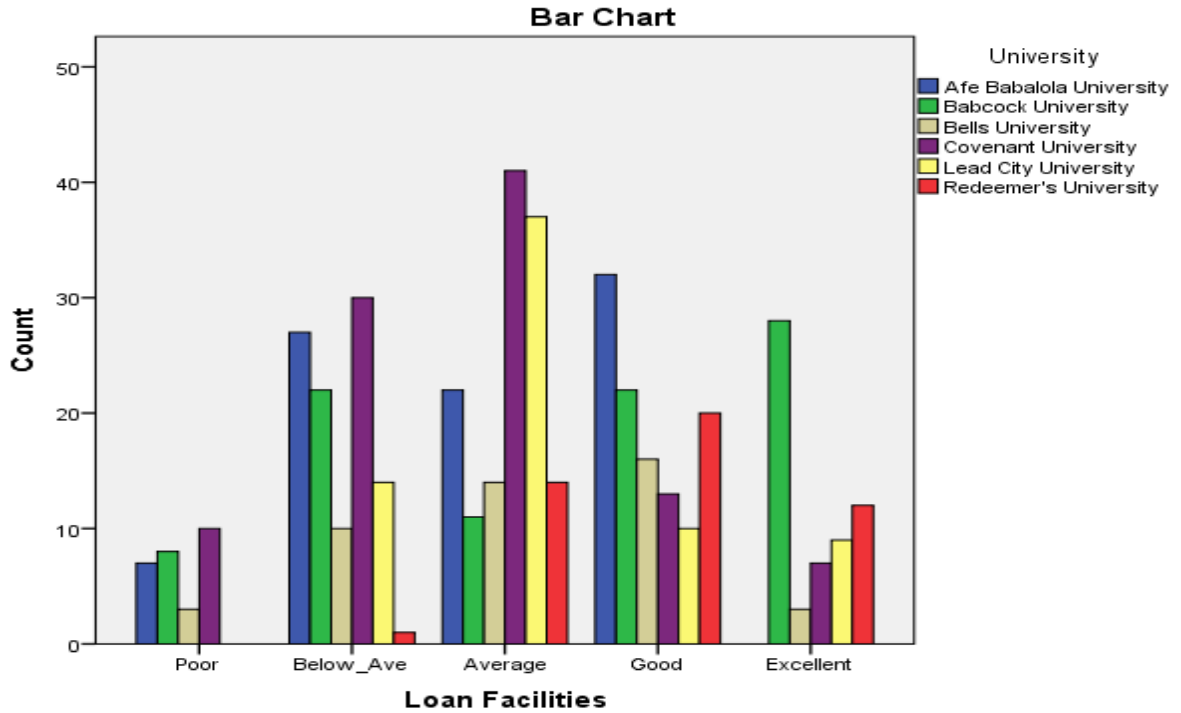


Figure 4.16: Loan Facilities of the Selected Universities

Table 4.30: Work-life Balance * Universities Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Work-life Balance	Poor	0	7	3	22	5	5	42
	Below Ave	2	4	6	34	5	3	54
	Average	39	22	16	35	46	16	174
	Good	45	37	19	5	5	21	132
	Excellent	2	21	2	5	9	2	41
Total		88	91	46	101	70	47	443

Source: Researcher's Field Survey Result (2016)

The Cross Tabulation by Universities on work-life balance as one of the variables of retention strategies is presented in Table 4.30. However, the respondents opinion on the availability of work-life balance in the selected Universities is depicted in Figure 4.17.

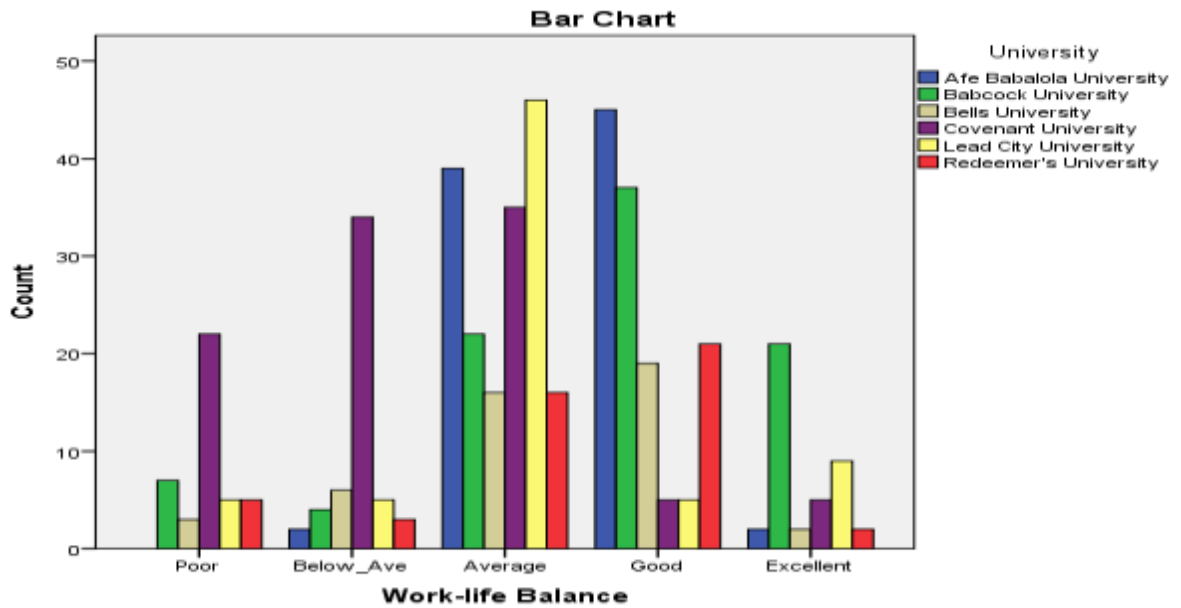


Figure 4.17: Work-life Balance of the Selected Universities

Table 4.31: Descriptive Statistics for University’s Corporate Identity

Descriptive Statistics							
	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
My University has a very unique culture	443	4.2257	.75121	-1.104	.116	2.140	.231
My University has a brand that can be recognised easily	443	3.8284	.84146	-.628	.116	.554	.231
My University’s logo and website depict our identity.	443	4.3002	.70722	-1.196	.116	2.272	.231
Valid N (listwise)	443						

Source: Researcher’s Field Survey Result (2016)

Table 4.31 above shows the respondents' views on whether the Universities have a unique culture. The respondents are of the opinion that that their Universities not only have a very unique culture, but have brands that can be easily recognised (at a mean value of 4,2257 and 3,8284 in that order). Besides, the respondents are also of the view that their Universities have logos and websites that depict their identity at mean values of 4.3002.

Table 4. 32: Descriptive Statistics for Job Performance

Table 4.32: The Average Number of Publications Per Year. *Universities Cross Tabulation

			Universities						Total
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
The average number of my publications per year.	0-2	Count	16	14	9	14	23	19	95
		%	16.8	14.7	9.5	14.7	24.2	20.0	100.0
	3-4	Count	41	51	11	59	47	28	237
		%	17.3	21.5	4.6	24.9	19.8	11.8	100.0
	5-6	Count	24	13	10	18	0	0	65
	%	36.9	20.0	15.4	27.7	0.0	0.0	100.0	
	7-8	Count	7	8	16	3	0	0	34
		%	20.6	23.5	47.1	8.8	0.0	0.0	100.0
	9- Above	Count	0	5	0	7	0	0	12
		%	0.0	41.7	0.0	58.3	0.0	0.0	100.0

Source: Researcher's Field Survey Result (2016)

Result from Table 4.32, shows that that out of the 95 respondents that publish between 0-2 papers annually, 16 came from Afe Babalola University (representing 16.8%), 14 from Babcock University (representing 14.7%), 9 were from Bells University of Technology (representing 9.5%), 11 came from Covenant University (representing 14.7%), 23 were from Lead City University (representing 24.2%), while 19 of them came from Redeemer's University (representing 20.0%). On the other hand, out of the 237 respondents that publish between 3-4 papers per year, 41 came from Afe Babalola University (representing 17.3%), 51 from Babcock University (representing 21.5%), 11 were from Bells University of Technology (representing 4.6%), 59 came from Covenant University (representing 24.9%), 47 were from Lead City University (representing 19.8%), while 28 of them came from Redeemer's University (representing 11.8%). Similarly, out of the 65 respondents that publish between 5-6 papers per year, 24 came from Afe Babalola University (representing 36.9%), 13 from Babcock University (representing 20.0%), 10 were from Bells University

of Technology (representing 15.4%), 18 came from Covenant University (representing 27.7%) and none came from Lead City University and Redeemer’s University. The table also shows that out of the 46 respondents that publish between 7 and above papers per year, 7 came from Afe Babalola University (representing 15.2%), 13 from Babcock University (representing 28.3%), 16 were from Bells University of Technology (representing 34.8%), 10 came from Covenant University (representing 21.7%), none from Lead City University and Redeemer’s University. It can be concluded that most respondents publish an average of 4 papers per year.

Table 4.33: Number of Courses Taken Per Semester. * Universities Cross Tabulation

			Universities						Total
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Number of courses taken per semester.	0-2	Count	13	7	18	4	5	0	47
		%	27.7	14.9	38.3	8.5	10.6	0.0	100.0
	3-4	Count	50	73	21	52	51	26	273
		%	18.3	26.7	7.7	19.0	18.7	9.5	100.0
	5-6	Count	19	6	6	36	14	14	95
	%	20.0	6.3	6.3	37.9	14.7	14.7	100.0	
	7-8	Count	3	5	1	3	0	7	19
		%	15.8	26.3	5.3	15.8	0.0	36.8	100.0
	9- Above	Count	0	0	0	0	0	0	2
		%	0.0	0.0	0.0	0	0.0	0.0	100.0

Source: Researcher’s Field Survey Result (2016)

Result from Table 4.33, shows that that out of the 47 respondents that teach maximum of two courses per semester, 13 came from Afe Babalola University (representing 27.7%), 7 from Babcock University (representing 14.9%), 18 were from Bells University of Technology (representing 38.3%), 4 came from Covenant University (representing 8.5%), 5 were from Lead City University (representing 10.6%), while none came from Redeemer’s University. Meanwhile, out of the 273 respondents that teach between 3-4 courses per semester, 50 came from Afe Babalola University (representing 18.3%), 73 from Babcock University (representing 26.7%), 21 were from Bells University of Technology (representing 7.7%), 52 came from Covenant University (representing 19.0%), 51 were

from Lead City University (representing 18.7%), while 26 of them came from Redeemer's University (representing 9.5%).

The table also reveals that out of the 95 respondents that teach between 5-6 courses per semester, 19 came from Afe Babalola University (representing 20.0%), 6 from Babcock University (representing 6.3%), 6 were from Bells University of Technology (representing 6.3%), 36 came from Covenant University (representing 37.9%), 14 came from Lead City University (representing 14.7%) and 14 also came Redeemer's University (representing 14.7%). Out of the 19 respondents that teach a maximum of 8 courses per year semester, 3 came from Afe Babalola University (representing 15.8%), 5 from Babcock University (representing 26.3%), 1 from Bells University of Technology (representing 5.3%), 3 from Covenant University (representing 15.8%), none from Lead City University and 7 from Redeemer's University (representing 5.3%). It can be concluded that majority of the lecturers teach 4 courses per semester.

Table 4.34: Number of my Supervisee(s) (Undergraduate/Postgraduate) Per Session. University Cross Tabulation

		Universities						Total
		ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.	Redeemer's Uni.	
Number of my supervisee(s) (Undergraduate/Postgraduate) in this session.	0-2 Count	21	4	13	8	24	10	80
	%	26.3	5.0	16.3	10.0	30.0	12.5	100.0
	3-4 Count	40	27	21	62	23	22	195
	%	20.5	13.8	10.8	31.8	11.8	11.3	100.0
	5-6 Count	14	17	10	16	8	7	72
	%	19.4	23.6	13.9	22.2	11.1	9.7	100.0
	7-8 Count	6	20	2	12	10	1	51
	%	11.8	39.2	3.9	23.5	19.6	2.0	100.0
	9-Above Count	7	23	0	3	5	7	45
	%	15.6	51.1	0.0	6.7	11.1	15.6	100.0

Source: Researcher's Field Survey Result (2016)

Result from table 4.34, shows that out of the 80 respondents that supervise maximum of two students per session, 21 came from Afe Babalola University (representing 26.3%), 4 from Babcock University (representing 5.0%), 13 were from Bells University of Technology (representing 16.3%), 8 came from Covenant University (representing 10.0%), 24 were from Lead City University (representing 30.0%), while 10 came from Redeemer's

University (representing 12.5%). Furthermore, out of the 195 respondents that supervise a maximum 4 students per session, 40 came from Afe Babalola University (representing 20.5%), 73 from Babcock University (representing 37.4%), 21 were from Bells University of Technology (representing 10.8%), 62 came from Covenant University (representing 31.8%), 23 were from Lead City University (representing 11.8%), while 22 of them came from Redeemer's University (representing 11.3%). The table also reveals that out of the 72 respondents that supervise a maximum of 6 students per session, 14 came from Afe Babalola University (representing 19.4%), 17 from Babcock University (representing 23.6%), 10 were from Bells University of Technology (representing 13.9%), 16 came from Covenant University (representing 22.2%), 8 came from Lead City University (representing 11.1%) and 7 came Redeemer's University (representing 9.7%).

It is also imperative to note here that out of the 51 respondents that supervise a maximum of 8 students per session, 6 came from Afe Babalola University (representing 11.8%), 20 from Babcock University (representing 39.2%), 2 were from Bells University of Technology (representing 3.9%), 12 from Covenant University (representing 23.5%), 10 from Lead City University and 1 from Redeemer's University (representing 19.6% and 2.0% respectively). Similarly, out of the 45 respondents that supervise more than 8 students per session, 7 came from Afe Babalola University (representing 15.6%), 23 from Babcock University (representing 51.1%), none from Bells University of Technology, 3 from Covenant University (representing 6.7%), 5 from Lead City University and 7 from Redeemer's University (representing 11.1% and 15.6% in that order). It can be concluded that majority of the lecturers supervise about 4 students on the average per session.

Table 4.35: Average Number of Committee(s) Belong to. * Universities Cross Tabulation

			Universities					Total	
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.		Redeemer's Uni.
Average number of committee(s) I belong to in my University.	0-2	Count	27	10	14	34	26	17	128
		%.	21.1	7.8	10.9	26.6	20.3	13.3	100.0
	3-4	Count	46	50	23	33	35	22	209
		%	22.0	23.9	11.0	15.8	16.7	10.5	100.0
	5-6	Count	14	22	8	25	9	7	85
		%	16.5	25.9	9.4	29.4	10.6	8.2	100.0
	7-8	Count	1	7	0	6	0	1	15
		%	6.7	46.7	0.0	40.0	0.0	6.7	100.0
	9-	Count	0	2	0	3	0	0	5
		Above%.	0.0	40.0	0.0	60.0	0.0	0.0	100.0

Source: Researcher's Field Survey Result (2016)

Table 4.35, reveals that out of the 128 respondents that belong to a maximum of two committees, 21 came from Afe Babalola University 10 from Babcock University, 14 were from Bells University of Technology, 34 came from Covenant University, 26 were from Lead City University while 17 came from Redeemer's University (representing 7.8%, 10.9%, 26.6%, 20.3% and 13.3% in that order). Meanwhile, out of the 209 respondents that that belong to a maximum of four committees, 46 (22.0%), 50 (23.9%), 23(11.0%), 33 (15.8%), 35 (16.7%), and 22(10.5%) are from Afe Babalola University, Babcock University, Bells University of Technology, Covenant University, Lead City University and Redeemer's University in that order. Out of the 85 respondents that belong to maximum of six committees, 14 came from Afe Babalola University 22 from Babcock University, 8 were from Bells University of Technology, 25 came from Covenant University, 9 were from Lead City University while 7 came from Redeemer's University (representing 16.5%, 25.9%, 9.4%, 29.4%, 10.6 and 8.5% respectively). Out of the 15 respondents that belong to a maximum of eight committees, 1 came from Afe Babalola University 7 from Babcock University, 6 came from Covenant University, while 1 came from Redeemer's University, none from Bells University of Technology and Lead City University (representing 6.7%,

46.7%, 40.0% and 6.7% respectively) It can be concluded that majority of the lecturers belong to an average of 4 committees. (see Table 14:15d)

Table 4.36: Average Number of Papers I Reviewed in a Session. * Universities Cross Tabulation

			Universities					Total	
			ABUAD	Babcock Uni.	Bells Uni.	Covenant Uni.	Lead City Uni.		Redeemer's Uni.
Average number of papers I reviewed in a session.	0-2	Count	16	22	16	33	14	17	118
		%	13.6	18.6	13.6	28.0	11.9	14.4	100.0
	3-4	Count	28	40	25	36	33	17	179
		%	15.6	22.3	14.0	20.1	18.4	9.5	100.0
	5-6	Count	32	10	4	22	18	7	93
		%	34.4	10.8	4.3	23.7	19.4	7.5	100.0
	7-8	Count	12	7	1	5	0	3	28
		%	42.9	25.0	3.6	17.9	0.0	10.7	100.0
	9- Above	Count	0	12	0	5	5	3	25
		%	0.0	48.0	0.0	20.0	20.0	12.0	100.0

Source: Researcher's Field Survey Result (2016)

Table 4.36, reveals that out of the 297(67%) respondents that reviewed between 0-4 papers in a session, 44 came from Afe Babalola University, 62 from Babcock University, 41 were from Bells University of Technology, 69 came from Covenant University, 47 were from Lead City University, while 34 came from Redeemer's University. It can therefore be said that majority of the Lecturers review between 0-4 papers per session (see Table 14:36).

4.5 Paired Sample Test of Perception of All the Sampled Universities

University 1: Afe Babalola University

Table 4.37 below describes the responses of the respondents on the four employee resourcing strategies variables.

Table 4.37: Paired Samples Test of Perception of Afe Babalola University Staff on Employee Resourcing Strategies and Corporate Image of the University

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Obj. 2	Recruit_Stra - Reserch_Image	-1.0019	.66774	.07118	-1.14337	-.86041	-14.08	87	.000
Obj. 3	Select_Stra - Corp_Image	.20833	2.53094	.26980	-.32792	.74459	.772	87	.442
Obj. 1	HRP_Stra - Brand_Image	-.38258	.62010	.06610	-.51396	-.25119	-5.788	87	.000
Obj. 4	Retentn_Stra - Corp_Identity	-.50969	.46007	.04904	-.60717	-.41221	-10.40	87	.000

Source: Researcher's Field Survey Result (2016)

Sequel to Table 4.37 above, the column labeled Sig. (2-tailed) shows the probability value and the value is significant if it is less than 0.05. From our analysis above, in comparing the responses in the University under consideration on the first variable of recruitment strategies, the probability value is .000. This means that the actual probability value was less than specified alpha value of .05. This shows that there is a significant difference in the way respondents in Afe Babalola University perceive employee resourcing strategies and University corporate image. On the other hand, for the constructs on selection strategies and corporate image, there is no significant difference in the way respondents in this University view them. At 0.000, there is a significant difference in the way respondents perceived human resource planning and University's corporate reputation. Again, at 0.000 for retention strategies, there is a significant difference in the way respondents perceived

retention strategies: Reward system (salary package, retirement benefits, other allowances); Staff development (career progression, training and conference support, research/publication grants, regular promotion); workplace climate (modern teaching facilities, modern research aids, subsidised staff quarters, job security, University's image and conducive environment; staff welfare (subsidised medical services, subsidised school fees for staffs' children, loan facilities and work-life balance) and University's corporate identity.

Table 4.38: Descriptive Paired Sample Statistics of Afe Babalola University Staff Perception of Employee Resourcing Strategies and University's Corporate Image.

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Obj.2: Recruit_Stra	88	3.4034	.07943	.74513
Reserch_Image	88	4.4053	.06177	.57945
Obj. 3: Select_Stra	88	4.7992	.25723	2.41300
Corp_Reputa	88	4.5909	.04164	.39059
Obj. 1: HRP_Stra	88	4.2727	.05841	.54795
Brand_Image	88	4.6553	.04258	.39939
Obj. 4: Retentn_Stra	88	3.8710	.04444	.41689
Corp_Identity	88	4.3807	.04712	.44201
Valid N (listwise)	88			

Source: Researcher's Field Survey Result (2016)

All the other variables (e.g. recruitment, research image, employee selection, corporate reputation, human resource planning, brand image, retention and corporate identity are significant with the employee resourcing strategies and University's corporate image. In comparing the mean values that ranged from 3.4034 to 4.7992, we can also conclude that respondent perception on employee resourcing strategies and University's corporate image was very significant (See Table 4.38 above).

Thus, the result of the paired – sampled t-test conducted to determine if there is a difference in the way respondents perceived employee resourcing strategies and

University's corporate image in this University, it could be said to be statistically significant and presented as recruitment strategies (Mean=3.4034, SD=.74513) and research image (Mean=4.4053, SD=.57945); employee's selection strategies (Mean=4.7992, SD=2.41300) and University's corporate reputation (Mean=4.5909, SD=.39059); at $t(87)=.772$; human resource planning strategies (Mean=4.2727, SD=.54795) and University's brand image (Mean=4.6553, SD=.39939); employee retention strategies (Mean=3.8710, SD=.41689) and University's corporate identity (Mean=4.3807, SD=.44201).

However, the other variables have no significant differences, hence their t-value is a minus, the mean difference is negative here because weight after the treatment was subtracted from weight before the treatment. Therefore, the mean difference really shows that subjects tended to weigh more after the treatment (See Table 4.38 above)

University 2: Babcock University

Table 4.39 below describes the responses of the respondents on the four employee resourcing strategies variables.

Table 4.39: Paired Samples Test of Perception of Babcock University Staff on Employee Resourcing Strategies and Corporate Image of the University

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Obj.1	HRP_Stra - Brand_Image	-.06960	.43181	.04527	-.1596	.02033	-1.538	90	.128
Obj.2	Recruit_Stra - Research_Image	-1.6539	.97910	.10264	-1.8578	-1.4499	-16.114	90	.000
Obj.3	Selection_Stra - Corp_Reputatn	-.94689	.81985	.08594	-1.1177	-.77615	-11.018	90	.000
Obj.4	Retentn_Stra - Corp_Identity	-.62540	.47864	.05018	-.72509	-.52572	-12.464	90	.000

Source: Researcher's Field Survey Result (2016)

Following from Table 4.39 above, the column labeled Sig. (2-tailed) is the probability value and the value is significant if it's less than 0.05; then we can conclude that there is a significant difference between our two scores. Comparing the responses in the University under consideration on all the variables, the probability values are 0.128, 0.000, 0.000 and 0.000 in that order. This means that of all the variables of human resource planning and brand image probability value are above the specified alpha value of .05 while others are less than the actual probability values of .005. Therefore, we can conclude that there is significant difference in the way respondents in Babcock University perceive employee resourcing strategies variable (recruitment, selection and retention strategies) and University corporate image (research image, corporate reputation and corporate identity) except for human resource planning strategies and brand image of the University.

Table 4.40: Descriptive Paired Sample Statistics of Babcock University Staff Perception of Employee Resourcing Strategies and University's Corporate Image

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Obj. 1: HRP_Stra	91	4.4652	.05410	.51611
Brand_Image	91	4.5348	.04447	.42420
Obj.2: Recruit_Stra	91	3.2692	.09047	.86300
Research_Image	91	3.9231	.07604	.72534
Obj.3: Selection_Stra	91	3.6410	.08090	.77177
Corp_Reputatn	91	4.5879	.05099	.48645
Obj. 4: Retentn_Stra	91	3.9405	.06163	.58794
Corp_Identity	91	4.5659	.05076	.48425
Valid N (listwise)	91			

Source: Researcher's Field Survey Result (2016)

All the other variables (e.g. human resource planning, brand image, recruitment, research image, employee selection, corporate reputation, retention and corporate identity) are significant with the employee resourcing strategies and University's corporate image. In comparing the mean values that ranged from 3.2692 to 4.5879, we can also conclude that

respondent perception on employee resourcing strategies and University’s corporate image was very significant (See Table 4.19 above). Thus, the result of the paired – sampled t-test conducted to determine if there is a difference in the way respondents perceived employee resourcing strategies and University’s corporate image in this University, could be said to be statistically significant and presented as human resource planning strategies (Mean=4.4652, SD=.51611) and University’s brand image (Mean=4.5348, SD=.42420); recruitment strategies (Mean=3.2692, SD=.86300) and research image (Mean=3.9231, SD=.72534); employee’s selection strategy (Mean=3.6410, SD=.77177) and University’s corporate reputation (Mean=4.5879, SD=.48645); employee retention strategies (Mean=3.9405, SD=.58794) and University’s corporate identity (Mean=4.5659, SD=.48425). All variables have no significant differences. It is also important to report that their t-value is a minus, the mean difference is negative here because weight after the treatment was subtracted from weight before the treatment. The mean difference shows that subjects tend to weigh more after the treatment (See Table 4.40 above)

University 3: Bells University of Technology

Table 4.41 below describes the responses on the four employee resourcing strategies variables.

Table 4.41: Paired Samples Test of Perception of Bells University of Technology Staff on Employee Resourcing Strategies and Corporate Image of the University

		Paired Samples Test								
		Paired Differences					t	df	Sig. (2-tailed)	
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Obj. 1	HRP_Stra - Brand_Image	-.06522	.45877	.06764	-.20145	.07102	-.964	45	.340	
Obj. 2	Recruit_Stra - Reserach_Image	-1.5688	.99292	.14640	-1.86370	-1.27398	-10.716	45	.000	
Obj 3.	Selection_Star - Corp_Reputation	-.93116	.82520	.12167	-1.17621	-.68610	-7.653	45	.000	
Obj. 4	Retentn_Stra - Corp_Identity	-.40409	.51764	.07632	-.55781	-.25037	-5.295	45	.000	

Source: Researcher’s Field Survey Result (2016)

Sequel to Table 4.41 above, the column labeled Sig. (2-tailed) is our probability value and the value is significant if it’s less than 0.05; then we can conclude that there is a significant

difference between our two scores. From our analysis above, in comparing the responses in the University under consideration on the first variable of human resource planning and brand image, the probability value is .340. This means that the actual probability value was more than .005. This value is substantially higher than our specified alpha value of .05. Therefore, we can conclude that there is no significant difference in the way respondents in Bells University of Technology perceive employee resourcing strategies and University corporate image.

However, for the constructs on recruitment strategies and research image; selection strategies and corporate image, there is a significant difference in the way respondents in this University view them. At 0.000, there is a significant difference in the way respondents perceived recruitment strategies and research image, selection strategies and University's corporate reputation. Again, at 0.000 for retention strategies, there is a significant difference in the way respondents perceived retention strategies such as: Reward system (salary package, retirement benefits, other allowances); Staff development (career progression, training and conference support, research/publication grants, regular promotion); workplace climate (modern teaching facilities, modern research aids, subsidised staff quarters, job security, University's image and conducive environment; staff welfare (subsidised medical services, subsidised school fees for staffs' children, loan facilities and work-life balance) and University's corporate identity.

Table 4.42: Descriptive Paired Sample Statistics of Bells University of Technology Staff Perception of Employee Resourcing Strategies and University's Corporate Image

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
HRP_Stra	46	4.4493	.07906	.53618
Brand_Image	46	4.5145	.06191	.41991
Recruit_Stra	46	3.2500	.11180	.75829
Reserach_Image	46	3.8188	.10346	.70170
Selection_Star	46	3.5797	.11696	.79329
Corp_Reputation	46	4.5109	.07205	.48864
Retentn_Stra	46	3.2698	.08616	.58438
Corp_Identity	46	3.6739	.09481	.64306
Valid N (listwise)	46			

Source: Researcher's Field Survey Result (2016)

All the other variables (e.g. human resource planning, brand image, recruitment, research image, employee selection, corporate reputation, retention and corporate identity) are significant with the employee resourcing strategies and University's corporate image. In comparing the mean values that ranged from 3.2500 to 4.5145, we can also conclude that respondent perception on employee resourcing strategies and University's corporate image was very significant (See Table 4.21 above). Thus, the result of the paired – sampled t-test conducted to determine if there is a difference in the way respondents perceived employee resourcing strategies and University's corporate image in this University, could be said to be statistically significant and presented as human resource planning strategies (Mean=4.4493, SD=.53618) and University's brand image (Mean=4.5145, SD=.41991); recruitment strategies (Mean=3.2500, SD=.75829) and research image (Mean=3.8188, SD=.70170); employee's selection strategies (Mean=3.5797, SD=.79329) and University's corporate reputation (Mean=4.5109, SD=.48864); employee retention strategies (Mean=3.2698, SD=.58438) and University's corporate identity (Mean=3.6739, SD=.64306). Thus, the $t(45) = -.964, -10.716, -7.653$ and -5.295 respectively. The t-values carry minus; it suggests that the mean difference is negative because weight after the treatment was subtracted from weight before the treatment. Therefore, the mean difference shows that subjects tended to weigh more after the treatment (See Tables 4.41 and 4.42 above)

University 4: Covenant University

Table 4.43 below describes the respondents' views on the four employee resourcing strategies variables.

For Covenant University, Table 4.43 below shows the responses on the employee resourcing strategies variables and University's corporate image variables. From the analysis in Table 4.43 below, the responses show that all the probability values are less than .005.

Table 4.44: Paired Samples Test of Perception of Covenant University Staff on Employee Resourcing Strategies and Corporate Image of the University

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Obj. 1	HRP_Stra - Brand_Image	-.16172	.40446	.04025	-.24156	-.08187	-4.018	100	.000
Obj. 2	Recruit_Stra - Reserach_Image	-1.7034	1.45457	.14473	-1.9909	-1.4166	-11.772	100	.000
Obj.3	Selection_Stra - Corp_Reputatn	-.27558	.45242	.04502	-.36489	-.18626	-6.122	100	.000
Obj. 4	Retentn_Stra - Corp_Identity	-.8072	.68478	.06814	-.94241	-.67204	-11.847	100	.000

Source: Researcher's Field Survey Result (2016)

Since all the values are lower than our specified alpha value of .05, we can then conclude that there is a significant difference in the way respondents in Covenant University perceive employee resourcing strategies and University's corporate image variables such as: human resource planning and University's brand image; recruitment strategies and research image; selection strategies and corporate reputation, retention strategies: Reward system (salary package, retirement benefits, other allowances); Staff development (career progression, training and conference support, research/publication grants, regular promotion); workplace climate (modern teaching facilities, modern research aids, subsidised staff quarters, job security, University's image and conducive environment; staff welfare (subsidised medical services, subsidised school fees for staffs' children, loan facilities and work-life balance) and University's corporate identity.

Table 4.44: Descriptive Paired Sample Statistics of Covenant University Staff Perception of Employee Resourcing Strategies and University’s Corporate Image.

Descriptive Statistics			
	N	Mean	Std. Deviation
HRP_Stra	101	4.3960	.45635
Brand_Image	101	4.5578	.49014
Recruit_Stra	101	3.7252	.63098
Reserach_Image	101	4.4290	1.38350
Selection_Stra	101	4.4125	.36560
Corp_Reputatn	101	4.6881	.41744
Retentn_Stra	101	3.2918	.56843
Corp_Identity	101	4.0990	.78428
Valid N (listwise)	101		

Source: Researcher’s Field Survey Result (2016)

In comparing the mean values, Table 4.44 above presents the values for the mean and standard deviation. All the other variables (e.g. recruitment, research image, employee selection, corporate reputation, human resource planning, brand image, retention and corporate identity) are significant with the mean values ranging from 3.2918 to 4.6881. It can also be concluded that respondents’ perceptions on employee resourcing strategies and University’s corporate image were very significant (See Table 4.44 above).

Thus, the result of the paired – sampled t-test conducted to determine if there is a difference in the way respondents perceived employee resourcing strategies and University’s corporate image in this University, could be said to be statistically significant and presented as human resource planning (Mean=4.3960, SD=.45635) and brand image (Mean=4.5578, SD=.49014); employee’s recruitment strategies (Mean=3.7252, SD=.63098) and research image (Mean=4.4290, SD=1.38350); employee’s selection strategies (Mean=4.4125, SD=.36560) and University’s corporate reputation (Mean=4.6881, SD=.41744); employee retention strategies (Mean=3.2918, SD=.56843) and University’s corporate identity (Mean=4.0990, SD=.78428). Thus, the $t(100) = -4.018, -11.772, -6.122$ and -11.847 respectively. The t-values are negative; this is because weight after the treatment

was subtracted from weight before the treatment. Therefore, the mean difference shows that subjects tend to weigh more after the treatment.

University 5: Lead City University

Table 4.45 below describes the respondents' views on the four employee resourcing strategies variables.

Table 4.45: Paired Samples Test of Perception of Lead City University Staff on Employee Resourcing Strategies and Corporate Image of the University

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Obj. 1	HRP_Stra - Brand_Image	-.00952	.34507	.04124	-.09180	.07275	-.231	69	.818
Obj. 2	Recruit_Stra - Reserach_Image	-1.9595	.89548	.10703	-2.17304	-1.7460	-18.308	69	.000
Obj. 3	Selection_Stra - Corp_Reputatn	-.17857	.43343	.05180	-.28192	-.07522	-3.447	69	.001
Obj. 4	Retentn_Stra - Corp_Identity	.03361	1.0237	.12236	-.21049	.27772	.275	69	.784

Source: Researcher's Field Survey Result (2016)

For Lead City University, Table 4.45 above shows the responses on the employee resourcing strategies variables and University's corporate image variables. From the analysis, the responses from the University shows that two of the probability values are less than .005, while the other two are above .005. Since all the p-values of human resource planning/University's corporate reputation and retention strategies/University's corporate identity are above the specified alpha value of .05, we can then conclude that there is no significant difference in the way respondents in Lead City University perceive human resource planning/University's corporate reputation and retention strategies/University's corporate identity. Meanwhile, comparing the responses from University under consideration on the other two variables, their probability values are .000 and .001. This means that the actual probability value was less than .005. This value is significantly

smaller than our specified alpha value of .05. Therefore, we can conclude that there is significant difference in the way respondents in Lead City University perceive recruitment strategies/research image and selection strategies/corporate image.

Table 4.46: Descriptive Paired Sample Statistics of Lead City University Staff Perception of Employee Resourcing Strategies and University’s Corporate Image

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
HRP_Stra	70	4.6286	.03687	.30846
Brand_Image	70	4.6381	.04832	.40426
Recruit_Stra	70	3.4929	.08011	.67024
Reserach_Image	70	4.4524	.05212	.43604
Selection_Stra	70	4.4714	.05232	.43773
Corp_Reputatn	70	4.6500	.03576	.29915
Retentn_Stra	70	4.0622	.13408	1.12178
Corp_Identity	70	4.0286	.06095	.50994
Valid N (listwise)	70			

Source: Researcher’s Field Survey Result (2016)

All the other variables (e.g. recruitment, research image, employee selection, corporate reputation, human resource planning, brand image, retention and corporate identity are significant with the employee resourcing starts and University’s corporate image. In comparing the mean values that ranged from 3.4929 to 4.6500 at $t(69) = -.231, -18.308, -3.447$ and $.275$ respectively (See Tables 4.45 and 4:46 above).

University 6: Redeemer's University

Table 4.47: Paired Samples Test of Perception of Redeemer's University Staff on employee resourcing strategies and corporate image of the University

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Obj. 1	HRP_Stra - Brand_Image	-.3901	.53981	.07874	-.54857	-.23158	-4.954	46	.000
Obj. 2	Recrut_Stra - Research_Image	-2.2430	.76924	.11221	-2.4688	-2.01705	-19.989	46	.000
Obj. 3	Selection_Stra - Corp_Reputatn	-.26596	.90867	.13254	-.53275	.00084	-2.007	46	.050
Obj. 4	Retention_Stra Corp_Identity	-.27722	.34172	.04984	-.37755	-.17689	-5.562	46	.000

Source: Researcher's Field Survey Result (2016)

For Covenant University, Table 4.47 above shows the responses on employee resourcing strategies variables and University's corporate image variables. From the analysis, the responses show that all the p-values are lower than our specified alpha value of .05, we can then conclude that there is significant difference in the way respondents in Redeemer's University perceive employee resourcing strategies and University's corporate image variables such as: human resource planning and University's brand image; recruitment strategies and research image; selection strategies and corporate reputation, retention strategies: Reward system (salary package, retirement benefits, other allowances); Staff development (career progression, training and conference support, research/publication grants, regular promotion); workplace climate (modern teaching facilities, modern research aids, subsidised staff quarters, job security, University's image and conducive environment; staff welfare (subsidised medical services, subsidised school fees for staffs' children, loan facilities and work-life balance) and University's corporate identity.

Table 4.48: Descriptive Paired Sample Statistics of Redeemer’s University Staff Perception of Employee Resourcing Strategies and University’s Corporate Image

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Obj.1 HRP_Stra	47	4.1064	.10042	.68844
Brand_Image	47	4.4965	.09004	.61727
Obj.2 Recrut_Stra	47	3.2819	.07513	.51504
Research_Image	47	4.5248	.07836	.53724
Obj.3 Selection_Stra	47	3.9362	.08700	.59644
Corp_Reputatn	47	4.2021	.10717	.73470
Obj. 4 Retention_Stra	47	3.7121	.07418	.50857
Corp_Identity	47	3.9894	.08931	.61228
Valid N (listwise)	47			

Source: Researcher’s Field Survey Result (2016)

Following from Table 4.48, the descriptive paired sample statistics of Redeemer’s University staff perception of employee resourcing strategies and University’s corporate image variables, shows that human resource planning, recruitment strategies, research image, employee selection, corporate reputation, brand image, retention and corporate identity are significant at mean values that ranged from 3.2819 to 4.5248 at $t(47) = -4.954, -19.989, -2.007$ and -5.562 respectively (See Tables 4.48 and 4:49).

Table 4.49: Paired Samples Test of Perception of the Respondents from all Sampled Universities on Employee Resourcing Strategies and Corporate Image

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Obj.1	HRP_Strategies - Brand_Image	-.17381	.49139	.02335	-.21970	-.12793	-7.445	442	.000
Obj. 2	Recruitment_Strategies - Research_Image	-1.6403	1.0897	.05178	-1.7420	-1.53857	-31.681	442	.000
Obj.3	Selection_Strategies Corporate_Reputation	-.36795	1.3430	.06381	-.49336	-.24253	-5.766	442	.000
Obj. 4	Retention_Strategies - Corp_Identity	-.44038	.66933	.03180	-.50288	-.37788	-13.848	442	.000

Source: Researcher’s Field Survey Result (2016)

Table 4.49 above shows the respondents’ view in each of the six sampled universities. The table also depicts all the probability values to be less than or equal to .005. These variables include; human resource planning, brand image, recruitment strategies, research image, selection strategy, corporate reputation, retention strategies and corporate identity. We can then say that there are no significant differences in the way respondents of all selected Universities perceive their employee resourcing strategies and corporate image.

Table 4.50: Descriptive Paired Samples Statistics of All Universities Sampled

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
HRP_Strategies	443	4.3995	.02490	.52406
Brand_Image	443	4.5734	.02172	.45713
Recruitment_Strategies	443	2.6321	.03935	.82817
Research_Image	443	4.2724	.04209	.88593
Selection_Strategies	443	4.2032	.06073	1.27822
Corporate_Reputation	443	4.5711	.02282	.48041
Retention_Strategies	443	3.7436	.03384	.71221
Corp_Identity	443	4.1840	.03084	.64915
Valid N (listwise)	443			

Source: Researcher’s Field Survey Result (2016)

Comparing the mean values in each of these Universities, Table 4.50 above shows the mean and standard deviation. It is obvious from the table that all variable increase significantly. Since variables have significant increases then we can conclude that there are differences in the way respondents perceive the employee resourcing strategies and corporate image of their institutions. The result of the paired-samples t-test conducted to determine the level of perception for all the sampled private Universities are presented thus: human resource

planning strategies (Mean=4.3995, SD=.52406) and University's brand image (Mean=4.5734, SD=.45713); recruitment strategies (Mean=2.6321, SD=.82817) and research image (Mean=4.2724, SD=.88593); employee's selection strategies (Mean=4.2032 SD=.1.27822) and University's corporate reputation (Mean=4.5711, SD=.48041); employee retention strategies (Mean=3.7436, SD=.71221 and University's corporate identity (Mean=4.1840, SD=.64915). The $t(442) = -7.445, -31.681, -5.766$ and -13.848 in that order. However, all variables have no significant differences, hence their t -value is a minus, and the mean difference is negative here because weight after the treatment was subtracted from weight before the treatment. Therefore, the mean difference really shows that subjects tended to weigh more after the treatment (see Table 4:50)

Table 4.51: Mean Scores and Standard Deviations of Measures According to the Selected Private Universities

	ABUAD		BABCOCK		BELLS		CU		LEADCITY		RUN	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
HRPS	4.2727	.54795	4.4652	.51611	4.4493	.53618	4.3960	.45635	4.6286	.30846	4.3995	.52406
BI	4.6553	.39939	4.5348	.42420	4.5145	.41991	4.5578	.49014	4.6381	.40426	4.5734	.45713
ERS	3.4034	.74513	3.2692	.86300	3.2500	.75829	3.7252	.63098	3.4929	.67024	3.6321	.82817
Res I	4.4053	.57945	3.9231	.72534	3.8188	.70170	4.4290	1.38350	4.4524	.43604	4.2724	.88593
ESS	4.7992	2.41300	3.6410	.77177	3.5797	.79329	4.4125	.36560	4.4714	.43773	4.2032	1.27822
UCR	4.5909	.39059	4.5879	.48645	4.5109	.48864	4.6881	.41744	4.6500	.30015	4.5711	.48041
ERetS	3.8710	.41689	3.9405	.58794	3.2698	.58438	3.2918	.56843	4.0622	1.12178	3.7436	.71221
UCI	4.3807	.44201	4.5659	.48425	3.6739	.64306	4.0990	.78428	4.0286	.50994	4.1840	.64915

HRPS: Human Resource Planning Strategies

BI: Brand Image

ERS: Employee Recruitment Strategies

ResI: Research Image

ESS: Employee Selection Strategies

UCR: University's Corporate Reputation

ERetS: Employee Retention Strategies

UCI: University's Corporate Identity

Source: Researcher's Field Survey Result (2016)

Table 4.51 shows that none of the standard deviations were below 0.3. The implication of this is that there is a great variability among the six selected private Universities in Southwest, Nigeria. The mean score in each measure varies greatly from one University to the other.

4.4 Hypotheses Testing

In Tables 4.52, 4.53 and 4.54 the researcher decided to look at the relationships and resultant effects of the dependent and independent variables before the specific hypothesis.

Table 4.52: The Relationships between Employee Resourcing Strategies, Job Performance and Universities' Corporate Image

MEASURES	X (N=443)	STANDARD DEVIATION
EMPLOYEE RESOURCING STRATEGIES		
HR Planning Strategies	4.3995	.52406
Recruitment Strategies	2.6321	.82817
Selection Strategies	4.2032	1.27822
Retention Strategies	3.7436	.71221
CORPORATE IMAGE		
Brand Image	4.5734	.45713
Corporate Reputation	4.5711	.48041
Corporate Identity	4.2257	.75121
Research Image	4.2724	.88593
JOB PERFORMANCE		
Teaching & Supervision	3.4554	1.10332
Research Output	3.3303	.62742
Community Service	3.1287	.86297
Service to the University (internal/external examiner, Committee work, Voluntary Service etc.)	3.0767	1.74077

Source: Researcher's Field Survey Result (2016)

Table 4.52 looks into the significant relationship between employee resourcing strategies and University's corporate image in selected private Universities in Southwest Nigeria. Given that the correlation co-efficient measures the degree to which two things vary together, this present study correlated two variables: employee resourcing strategies and University's corporate image in testing hypothesis one. The results above show that constructs such as human resource planning and selection strategies had the highest means

score in employee resourcing strategies in the Universities generally, followed by retention and recruitment strategies of the Universities. Meanwhile, the mean scores in corporate image variables such as brand image, corporate reputation, corporate identity and research image are high compared to job performance variables mean scores. However, the mean scores in the 12 variables were obtained for academics in six selected private Universities to ascertain the normative scores for the measuring instruments.

Table 4.53: Contributions of Employee Resourcing Strategies to Universities' Corporate Image using Regression Analysis

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.994	.186		10.713	.000
HRP_Stra	.168	.057	.190	2.920	.004
Recruit_Stra	.253	.027	.377	9.266	.000
Selection_Stra	.286	.055	.335	5.183	.000
Retentn_Stra	.194	.026	.298	7.419	.000
R	.590 ^a				
R ²	.348				
F-value	58.457				
Remark	Employee Resourcing Strategies are significant predictors of Universities' Corporate Image				

Dependent Variable: Corp_Image

Source: Researcher's Field Survey Result (2016)

Table 4.52 shows that employee resourcing strategies accounted for 35 % of the variation in Universities’ corporate image (r-square =.035). The regression coefficient of 1.99, 0.168, 0.252, 0.286 and 0.194 respectively was obtained indicating positive contribution of employee resourcing strategies on Universities’ corporate image. Meanwhile, both F-calculated value and t calculated value were greater than their critical values. The result also shows that the p-value is less than 0.05(p<0.05). Hence, it can be concluded that employee resourcing strategies contribute significantly to the Universities’ corporate image.

Table 4.54: The relationships between Employee Resourcing Strategies to Universities’ Corporate Image

		HRP_Stra	Recruit_Stra	Selection_Stra.	Retentn_Stra
HRP_Stra	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	443			
Recruit_Stra	Pearson Correlation	.282**	1		
	Sig. (2-tailed)	.000			
	N	443	443		
Selection_Stra	Pearson Correlation	.790**	.177**	1	
	Sig. (2-tailed)	.000	.000		
	N	443	443	443	
Retentn_Stra	Pearson Correlation	.137**	.144**	.238**	1
	Sig. (2-tailed)	.004	.002	.000	
	N	443	443	443	443

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

Source: Researcher’s Field Survey Result (2016)

Following from Table 4.54, it was discovered that there is positive relationships and between the independent and dependent variables.

Hypothesis 1: H₀₁: Human Resource Planning Strategies have no significant effect on University's brand image.

Table 4.55: Effect of Human Resource Planning Strategies on University's Brand Image.

Coefficients of the Effect of Human Resource Planning Strategies on University's Brand Image

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.634	.159		16.586	.000
HRP_Stra	.441	.036	.505	12.299	.000
R	.505				
R ²	.255				
F-value	151.277				
Remark	Reject H ₀₁ and Accept H _{a1} <i>Therefore, Human Resource Planning Strategies have Significant Effect on University's Brand Image</i>				

*** significant at 5 % (p<0.05). Dependent Variable: Brand Image.**

Source: Researcher's Field Survey Result (2016)

The F statistic which tested the significance of the model has the value of 151.277. The significance of F is 0.000 and as such the null hypothesis can be rejected at 1% level. It can therefore be said that Human Resource Planning Strategies have significant effect on University's brand image and the f value standing at 151.277. The corresponding t- statistic for human resource planning is 16.586, which has a significant level of 0.000. Thus, the finding supported the fact that human resource planning strategies have significant effect on Universities' brand image. The R-squared (R²) for the regression is 0.255 while the root mean square error is 0.159. However, the coefficient of 0.441 was obtained. Thus, we reject the null hypothesis and accept the alternate hypothesis that human resource planning strategies have significant effect on University's brand image.

Table 4.56: Descriptive Statistics of Human Resource Planning Strategies and University's Brand Image

Descriptive Statistics

	N	Mean	Std. Deviation
HRP_Strategies	443	4.3995	.52406
Brand_Image	443	4.5734	.45713
Valid N (listwise)	443		

Source: Researcher's Field Survey Result (2016)

The mean values of human resource planning strategies and University's brand image are 4.3995 and 4.5734 respectively. It must be noted that five (5) points Likert Scale was used and the mean values in the table above reveals that they are more than 2.5, it can be concluded that the respondents strongly agree human resource planning strategies have influence on Universities' brand image.

Hypothesis Two.

H₀₂: Employee recruitment strategies have no significant effects on University's research image.

Table 4.57: Effect of Employee Recruitment Strategies on University's Research Image

Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.729	.138		27.042	.000
Recruitment_Strategies	.206	.050	.193	4.129	.000
R	.193				
R ²	.037				
F-value	17.047				
Remark	Reject H ₀₂ and Accept H _{a2} <i>Employee recruitment strategies have significant effects on University's research image.</i>				

*** significant at 5 % (p<0.05). Dependent Variable: Research Image**

Table 4.57 shows that employee recruitment strategies accounted for 37 % of the variation in Universities’ research image (r-square =.037). The regression coefficient of .206 was obtained indicating positive contribution of employee recruitment strategies on Universities’ research image. Meanwhile, both F- calculated value and t calculated value were greater than their critical values. The result also shows that the p-value is less than 0.05($p < 0.05$). Hence, the null hypothesis is rejected and we can conclude that employee recruitment strategies contribute significantly to the Universities’ research image.

Table 4.58: Descriptive Statistics of Employee Recruitment Strategies on University’s Research Image

Descriptive Statistics			
	N	Mean	Std. Deviation
Recruitment_Strategies	443	2.6321	.82817
Research_Image	443	4.2724	.88593
Valid N (listwise)	443		

Source: Researcher’s Field Survey Result (2016)

The mean values of employee recruitment strategies on University’s research image are 2.6321 and 4.2724 in that order. Since it was the five (5) points Likert Scale that was adopted for this research, the table above shows that the mean values are more than 2.5, it can be established that the respondents agree that employee recruitment strategies have significant effect on Universities’ research image. The findings are consistent with previous findings which have revealed that organisations that are able to attract, recruit, select and retain highly skilled employees through strategic approach of the human resource management will be positioned to gain a competitive edge in the competitive business environment.

Hypothesis Three.

H₀₃: There is no significant relationship between employee selection strategies and University's corporate reputation.

Table 4.59: The Relationship between Employee Selection Strategies and University's Corporate Reputation

Correlations			
		Selection_Strategies	Corporate_Reputation
Selection_Strategies	Pearson Correlation	1	.250
	Sig. (2-tailed)		.000
	N	443	443
Corporate_Reputation	Pearson Correlation	.250	1
	Sig. (2-tailed)	.000	
	N	443	443
Remark	Reject H ₀₃ and Accept H _{a3} <i>There is significant relationship between employee selection strategies and University's corporate reputation.</i>		

Source: Researcher's Field Survey Result (2016)

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

Table 4.36 shows the relationship between employee selection strategies and Universities' corporate reputation at the correlation coefficient of 0.250. This implies that there is a significant relationship between the two variables. However, the probability value is less than 0.05 ($p < 0.05$). This implies that the level of relationship between employee selection strategies and Universities' corporate reputation is significant. The null hypothesis is therefore rejected. This suggests that the selection of people with distinctive capabilities will help promote University's corporate image.

Table 4.60: Descriptive Statistics of Employee Selection Strategies and University's Corporate Reputation

	Mean	Std. Deviation	N
Selection_Strategies	4.2032	1.27822	443
Corporate_Reputation	4.5711	.48041	443

Source: Researcher's Field Survey Result (2016)

The mean values of employee selection strategies and University corporate reputation are 4.2032 and 4.5711. Further to five (5) points Likert Scale that was adopted for this research, the table above shows that the mean values are more than 2.5. Therefore, the respondents agreed that there is significant relationship between employee selection strategies and University corporate reputation.

Hypothesis Four

H₀₄: There is no significant relationship between retention strategies and University's corporate identity

Table 4.61: The Relationship between Employee Retention Strategies and University Corporate Identity

Correlations			
		Retention_Strategies	Corporate_identity
Retention_Strategies	Pearson Correlation	1	.350**
	Sig. (2-tailed)		.000
	N	443	443
Corporate_identity	Pearson Correlation	.350**	1
	Sig. (2-tailed)	.000	
	N	443	443

Remark: Reject H₀₄ and Accept H_{a4}

There is significant relationship between retention strategies and University's corporate identity

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

Source: Researcher's Field Survey Result (2016)

Table 4.61 shows the degree of the relationship between retention strategies and corporate identity in selected private Universities in Southwest, Nigeria. The correlation coefficient of 0.350 was obtained. This means that there is positive relationship between retention strategies and corporate identity of the sampled Universities. The p-value of 0.00 was obtained which is less than 0.05($p < 0.05$). To this end, the null hypothesis above is rejected. Therefore, there is significant relationship between retention strategies and corporate identity.

Table 4.62: Descriptive Statistics of Employee Retention Strategies and Universities' Corporate Identity

Descriptive Statistics			
	Mean	Std. Deviation	N
Retention_Strategies	3.7436	.71221	443
Corporate_identity	4.2257	.75121	443

Source: Researcher's Field Survey Result (2016)

The mean values of employee retention strategies and University corporate identity are 3.7436 and 4.2257. Sequel to the five (5) points Likert Scale that was used for this research, the table above shows that the mean values are more than 2.5, it can be concluded that the respondents agree that there is significant relationship between employee retention strategies and University corporate identity.

Hypothesis Five

H₀₅: Job performance does not mediate the relationship between employee resourcing strategies and corporate image.

Table 4. 63: The Mediating Role of Job Performance between Employee Resourcing Strategies and Corporate Image

		Coefficients ^a						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.134	.174		18.055	.000		
	Overall_ERS	.352	.048	.330	7.340	.000	1.000	1.000
2	(Constant)	2.746	.176		15.568	.000		
	Overall_ERS	.273	.047	.256	5.758	.000	.935	1.070
	Overall_Perfor	.242	.037	.289	6.501	.000	.935	1.070
	R1	.330 ^a			R2	.432 ^b		
	R ² 1	.109			R ² 2	.187		
	R ² Change1	.109			R ² Change2	.078		
	F1	53.869			F2	50.587		
	F Change	53.869						
	Sig. of F Change	.000						
	Remark	Reject H ₀₅ and Accept H ₀₅ <i>Job performance mediates the relationship between employee resourcing strategies and corporate image.</i>						

a. Dependent Variable: Corp_Image

Source: Researcher's Field Survey Result (2016)

Table 4:63 shows the mediating role of job performance between employee resourcing strategies and corporate image. The regression coefficient of 0.352 was obtained indicating positive mediating role of job performance between employee resourcing strategies and Universities' corporate image. Meanwhile, both F- calculated value (53.869; 50.587) and t calculated value (18.055) were greater than their critical values. The result also shows that the p-value is less than 0.05 ($p < 0.05$) and the significance of F is 0.000 and as such the null hypothesis can be rejected at 1% level.

Moreso, the model predicts that for 1 unit increase in employee resourcing strategies, corporate image will increase by .273 holding job performance constant. Similarly, for a 1 unit increase in job performance, corporate image will increase by .242 holding employee resourcing strategies constant. Hence, the null hypothesis was rejected and we can conclude that Job performance mediate the relationship between employee resourcing strategies and corporate image.

Table 4. 64: The Mediating Role of Job Performance between Employee Resourcing Strategies and Corporate Image

Correlations				
Control Variables			Overall_ERS	Overall_Perfor
Corp_Image	Overall_ERS	Correlation	1.000	.157
		Significance (2-tailed)	.	.001
		Df	0	440
	Overall_Perfor	Correlation	.157	1.000
		Significance (2-tailed)	.001	.
		Df	440	0
<p>Remark: Reject H₀₅ and Accept H_{a5} <i>Job performance mediates the relationship between employee resourcing strategies and corporate image.</i></p>				

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

Source: Researcher’s Field Survey Result (2016)

Table 4.64 shows the mediating relationship between employee resourcing strategies and corporate image in selected private Universities in Southwest, Nigeria. The correlation coefficient of 0.157 was obtained. The p-value of 0.01 was obtained which is less than 0.05(p<0.05). To this end, the null hypothesis above is rejected. Therefore, job performance mediates the relationship between employee resourcing strategies and corporate image.

Table 4.65: The Correlation Matrix of All Measures

		1	2	3	4	5	6	7	8	9
1 HRP_Stra	Pearson Correlation	1								
	Sig. (2-tailed)									
2 Rement_Stra	Pearson Correlation	-.032	1							
	Sig. (2-tailed)	.497								
3 Selectn_Stra	Pearson Correlation	.231**	.216**	1						
	Sig. (2-tailed)	.000	.000							
4 Retentn_Stra	Pearson Correlation	.137**	.127**	.051	1					
	Sig. (2-tailed)	.004	.007	.289						
5 Brand_Image	Pearson Correlation	.505**	.148**	.187**	.294**	1				
	Sig. (2-tailed)	.000	.002	.000	.000					
6 Resh_Image	Pearson Correlation	.080	.193**	.138**	.167**	.152*	1			
	Sig. (2-tailed)	.094	.000	.004	.000	.001				
7 Corp_Repu	Pearson Correlation	.294**	.195**	.049	.192**	.296*	.155*	1		
	Sig. (2-tailed)	.000	.000	.299	.000	.000	.001			
8 Corp_identity	Pearson Correlation	.025	-.073	-.026	.350**	.266*	-.039	.162*	1	
	Sig. (2-tailed)	.597	.127	.587	.000	.000	.409	.001		
9 Job_Perfor	Pearson Correlation	.154**	.172**	.071	.075	.099*	.082	.099*	-.018	1
	Sig. (2-tailed)	.001	.000	.134	.115	.036	.086	.037	.699	
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

A correlation matrix analysis of all variables was conducted to check for multicollinearity and to find the degree of relationship between the variables. Specifically, multicollinearity is shown when intercorrelation between explanatory variables exceed 0.8. Roundtree (1987) classification of correlation of co-efficient benchmark will be used to determine the level of relationships between the variables. Roundtree classification of correlation co-efficient (r) is as follows:

- weak and low- 0.00 to 0.02
- moderate -0.02 to 0.04
- strong and high - 0.04 to 0.07
- very strong and very high-v 0.07 to 0.09

Employee resourcing strategies and University corporate image variables were subjected to correlational analysis to determine relationships that exist if any among the variables. Table 4.25 shows that employee resourcing strategies variables are positively related to University corporate image variables. The degree of the relationships was determined with the hypotheses testing.

Perception of Respondents on Employee Resourcing Strategies and Universities' Corporate Image

In order to determine the perception of the respondents on the subject matter, the responses from each of the six sampled Universities were tested to see their perceptions on employee resourcing and corporate image of the institutions using the four variables of employee resourcing strategies, which are; human resource planning, employee recruitment, employee selection and retention strategies and four variable of corporate image which are: brand image, research image, corporate reputation and corporate identity. Thereafter, the overall perceptions of the academics in each of these six Universities were correlated to view their responses on the subject matter.

Table 4.66: Summary of Hypotheses Results

	Hypotheses	Analytical Tools	B	P-Value	Decision	Findings	Similar Results
1.	H ₀₁ : Human Resource Planning strategies have no significant effect on University's brand image.	Regression	.441	.000	H ₀₁ Rejected	HRP is a significant predictor of brand image	Omoankhanlen (2013)
2.	H ₀₂ : Employee recruitment strategies have no significant effects on University's research image.	Regression	.206	.000	H ₀₂ Rejected	Employee recruitment strategies predict research image	Gberevbie (2008); Rudhumbu, Chikari, Svotha and Lukusa, (2014); Karemu, Gikera and Jese (2014); Antonio and Luis (2015); Harlay (2015)
3	H ₀₃ : There is no significant relationship between employee selection strategies and University's corporate reputation.	Pearson Correlation	.250	.000	H ₀₃ Rejected	A significant relationship was found between employee selection strategies and corporate reputation	Ogunyomi and Ojikutu (2014); Antonio and Luis (2015); Ekwoaba, Ikeje and Ndubuisi (2015)
4	H ₀₄ : There is no significant relationship between retention strategies and University's corporate identity	Pearson Correlation	.350	.000	H ₀₄ Rejected	A significant relationship was found between retention strategies and corporate identity	Gberevbie (2008). Ahunanya and Osakwe (2012); Kibui, Gachunga and Namusonge (2014)
5	H ₀₅ . Job performance does not mediate the relationship between employee resourcing strategies and corporate image	Hierarchical Regression Analysis and Partial Correlation	.157	.001	H ₀₅ Rejected	Job performance was found as a good mediator between employee resourcing strategies and University's corporate image	Polat (2011) and CIPD (2008)

Source: Researcher's Field Survey Result (2016)

4.5: Employee Resourcing Strategies, Job Performance and Corporate Image Model

Structural equation model (SEM) was adopted to analysis the fitness of employee resourcing strategies, job performance and corporate image variables, and the outcome is depicted in Figure 4:18 below:

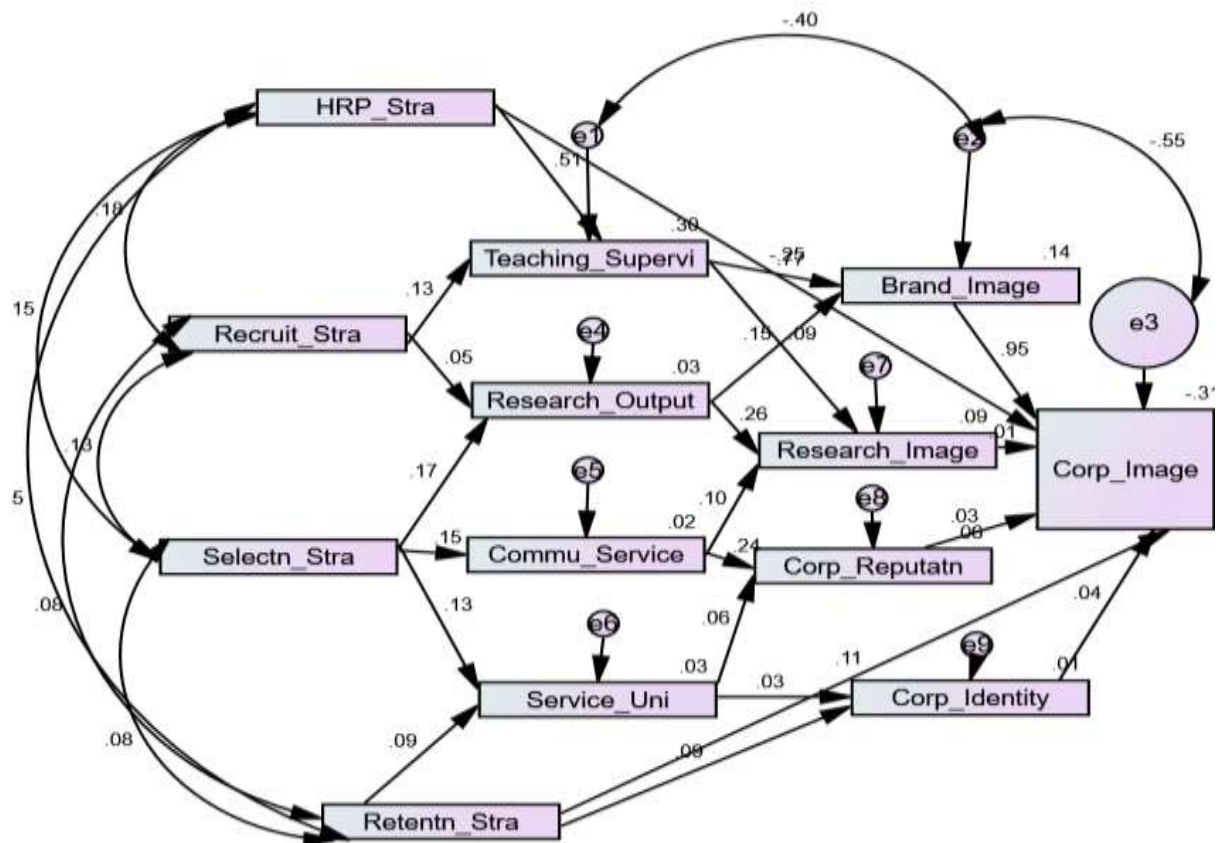


Figure 4.18 Result of Structural Equation Model (SEM)

Source: Researcher's Field Survey Result (2016)

Structural Equation Modelling AMOS 22.0 was adopted to determine the level of fitness between independent and dependent variables. Comparative Fit Index (CFI); Normed Fit Index (NFI); Relative Fix Index (RFI); Incremental Fix Index (IFI); Root Mean Square Error of Approximation (RMSEA); CMIN were used as model fit indices. In view of the scores obtained from the analysis and in comparison, with the benchmarks as proposed by Awang, (2012); Tabachinck and Fidell, (2007), it may therefore be concluded that the level of fitness is good and acceptable. The summary of the fitness index measurement is depicted in Table 4.41 below

Table 4.67: Fitness Index Measurement

Fit Indices	Benchmark	Value	Results
Chisq	p>0.05	178.694	Achieved
RMSEA	<0.80	0.112	Achieved
GFI	>0.90	.993	Achieved
AGFI	>0.90	.998	Achieved
CFI	>0.90	.979	Achieved
NFI	>0.90	.932	Achieved
IFI	>0.90	.995	Achieved

Source: Researcher's Field Survey Result (2016)

RMSEA: Root Mean Square Error of Approximation

GFI: Goodness-of-fit index

AGFI: adjusted goodness-of-fit index

CFI: Comparative Fit Index

NFI: Normed Fit Index

IFI: Incremental fit index

Table 4.68: Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Teaching_Supervi <--- Recruit_Stra	.128	.054	2.293	.022	Sig.
Research_Output <--- Recruit_Stra	.051	.071	.765	.444	Sig.
Service_Uni <--- Retentn_Stra	.091	.065	1.360	.174	Sig.
Teaching_Supervi <--- HRP_Stra	.507	.047	9.194	***	Sig.
Research_Output <--- Selectn_Stra	.169	.066	2.522	.012	Sig.
Service_Uni <--- Selectn_Stra	.133	.062	1.988	.047	Sig.
Commu_Service <--- Selectn_Stra	.150	.060	2.253	.024	Sig.
Corp_Reputatn <--- Service_Uni	.058	.074	.852	.394	Sig.
Corp_Identity <--- Retentn_Stra	.095	.032	1.404	.160	Sig.
Brand_Image <--- Research_Output	.151	.047	2.939	.003	Sig.
Research_Image <--- Research_Output	.263	.064	3.836	***	Sig.
Corp_Identity <--- Service_Uni	.030	.033	.447	.655	Sig.
Corp_Reputatn <--- Commu_Service	.243	.076	3.586	***	Sig.
Research_Image <--- Commu_Service	.100	.068	1.504	.132	Sig.
Brand_Image <--- Teaching_Supervi	.775	.118	6.456	***	Sig.
Research_Image <--- Teaching_Supervi	.088	.067	1.334	.182	Sig.
Corp_Image <--- Research_Image	.014	.080	.214	.830	Sig.
Corp_Image <--- Brand_Image	.946	.290	4.087	***	Sig.
Corp_Image <--- Corp_Identity	.044	.159	.697	.486	Sig.
Corp_Image <--- Retentn_Stra	.113	.081	1.642	.101	Sig.
Corp_Image <--- Corp_Reputatn	.035	.074	.522	.602	Sig.
Corp_Image <--- HRP_Stra	-.249	.134	-1.938	.053	Not Sig.

Note: C.R. = Critical Ratio; S.E. = Standard Error; * significant at 0.05

Table 4:68 displays the path coefficient scores of the tested variables. However, results show the regression between human resource planning strategies (HRP_stra), employee recruitment strategies (recruit_stra), employee selection strategies (selectn_stra), employee retention strategies (retentn_stra) on job performance (teaching supervision, research

output, community service and service to the University) and University's corporate image (brand image, research image, corporate reputation, corporate identity). The result reveals that all the variables tested under independent construct have positive path coefficients as factors under employee resourcing strategies that tend to influence employee job performance and corporate image. However, the path coefficient scores (regression weights) of the observed constructs explain the regression between the studied variables.

The regression weight between recruitment strategies and teaching/supervision is .218 ($p < 0.001$) which indicates that when recruitment strategies go up by 1 standard deviation, teaching and supervision of students' project goes up by 0.218 standard deviations. In addition, the regression weight between recruitment strategies and research output is .051 ($p < 0.001$) which indicates that when recruitment strategy goes up by 1 standard deviation, research output goes up by 0.051 standard deviations. Meanwhile, the regression weight for employee recruitment strategies in the prediction of teaching/supervision and research output are significantly different from zero at the 0.05 level. The implication is that employee recruitment strategies will help in improving employee job performance which will invariably motivate quality teaching and research image.

Besides, the effect of employee retention strategies on service to the University, shows the path coefficient of .091 ($p < 0.05$). Therefore, when employee retention strategies go up by 1 standard deviation, service to the University goes up by 0.091 standard deviations. It is also important to note that the effect of employee retention strategies on corporate identity shows the path coefficient of .095 ($p < 0.05$). Therefore, when employee retention strategy goes up by 1 standard deviation, corporate identity goes up by 0.095 standard deviations. Meanwhile, the effect of employee retention strategy on corporate image shows the path coefficient of .113 ($p < 0.05$). Therefore, when employee retention strategy goes up by 1 standard deviation, corporate image goes up by 0.113 standard deviations.

The regression weight for employee retention strategies in the prediction of corporate identity and corporate image is significantly different from zero at the 0.05 level. Therefore, employee recruitment strategies have a positive influence on corporate identity and University's corporate image. The effect of human resource planning strategies on teaching/supervision shows the path coefficient of .507 ($p < 0.05$). Therefore, when human resource planning strategies go up by 1 standard deviation, teaching/supervision goes up

by .507 standard deviations. It is also important to note that the direct effect of human resource planning strategies on corporate image shows the path coefficient of $-.249$ ($p < 0.05$). Therefore, when human resource planning strategies go up by 1 standard deviation, corporate image goes down by -0.249 standard deviations. The regression weight for human resource planning strategies in the prediction of corporate image is negative. It can therefore be concluded that there is no direct relationship between human resource planning strategies and corporate image.

Table 4:42 also revealed the effect of employee selection strategies on research output, service to the University and community service show the path coefficient of $.169$ ($p < 0.05$), $.133$ ($p < 0.05$) and $.150$ ($p < 0.05$) respectively. Therefore, when employee selection strategies go up by 1 standard deviation, research output, service to the University and community service go up by 0.169 , 0.133 and 0.150 standard deviations. The regression weight for employee selection strategies in the prediction of research output, service to the University and community service is significantly different from zero at the 0.05 level. Therefore, employee selection strategies have a positive influence on research output, service to the University and community service. The effect of employee service to the University on corporate reputation and corporate identity shows the path coefficient of $.058$ ($p < 0.05$) and $.030$ ($p < 0.05$) respectively.

The implication is that when employee service to the University goes up by 1 standard deviation, corporate reputation and corporate image go up by 0.058 and 0.030 standard deviations in that order.

The regression weight for service to the University in the prediction of corporate reputation and corporate image is significantly different from zero at the 0.05 level. The effect of research output on brand image and research image show the path coefficient of $.151$ ($p < 0.05$) and $.263$ ($p < 0.05$) respectively. The outcome is that when research output goes up by 1 standard deviation, brand image and research image go up by 0.151 and 0.263 standard deviations in that order.

The regression weight for research output in the prediction of brand image and research image is significantly different from zero at the 0.05 level. The resultant effects of community service on corporate reputation and research image show the path coefficient of $.243$ ($p < 0.05$) and $.100$ ($p < 0.05$) respectively. The consequence is that when

community service goes up by 1 standard deviation, corporate reputation and research image go up by 0.243 and 0.100 standard deviations in that order.

The regression weight for community service in the prediction of corporate reputation and research image is significantly different from zero at the 0.05 level. The effects of teaching and supervision on brand image and research image show the path coefficient of .775 ($p < 0.05$) and .088 ($p < 0.05$) respectively. The implication is that when teaching/supervision goes up by 1 standard deviation, brand image and research image go up by 0.775 and 0.088 standard deviations in that order. The regression weight for teaching/supervision in the prediction of brand image and research image is significantly different from zero at the 0.05 level.

Not only that, the effects of research image on corporate image show the path coefficient of .014 ($p < 0.05$) while the relationship between brand image and corporate image shows the path coefficient of 0.946 and corporate identity on corporate image shows 0.044. The implication is that when research image goes up by 1 standard deviation, corporate image goes up by 0.014 standard deviation; when brand image goes up by 1 standard deviation, corporate image goes up by 0.946 standard deviation and when corporate identity goes up by 1 standard deviation, corporate image goes up by 0.044 standard deviation. The significant effect of retention strategies on corporate image show the path coefficient of .113 ($p < 0.05$) while that of corporate reputation on corporate image shows the path coefficient of .035 ($p < 0.05$).

Therefore, when retention strategies go up by 1 standard deviation and corporate reputation goes up by 1 standard deviation, then corporate image goes up by 0.113 and 0.035 respectively. The variation in the perception of Academic Staff on job performance across the respondents' demographical characteristics is depicted in Table 4:69 below.

4.6 Variation in Perception of Employee on Job Performance

The variation in the perception of Academic Staff on job performance across the respondents' demographical characteristics is depicted in Table 4:69 below

Table 4:69: Variation in Perception of Employee on Job Performance across Demographic Characteristics of Respondents

	Gender	Age	Marital Status	Current Rank	Work Experience
Chi-Square	7.051	25.294	3.396	9.428	21.838
Df	3	3	3	3	3
Asymp. Sig.	.070	.000	.335	.024	.000

a. Kruskal Wallis Test

b. Grouping Variable: Job_Performance

Table 4.69 shows the result of Kruskal Wallis test carried out to examine the level of respondents' perception on job performance using respondents' demographic characteristics such as gender, age, marital status, current ranks, and work experience as independent variable. From the table above, the result showed that difference in the perception of academic staff on the relationship between employee resourcing strategies and job performance by gender ($\lambda^2 = 7.051$, $df=3$, $P>0.05$) and marital status ($\lambda^2 = 25.294$, $df=3$, $P>0.05$) are not statistically significant, the reason is because, the actual probability value was more than .005 and the values are substantially higher than the specified alpha value of .05. This suggests that the difference in the perception of academic staff on the relationship between employee resourcing strategies and job performance are not due to gender and marital status. It was also discovered from the Kruiskal Wallis test that the difference in the perception of academic staff on the relationship between employee resourcing strategies and job performance by age ($\lambda^2 = 25.294$, $df=3$, $P<0.05$), employee level/rank ($\lambda^2 = 9.428$, $df = 3$, $P<0.05$) and years of experience ($\lambda^2 = 21.838$, $df=3$, $P<0.05$) are statistically significant. This indicates that the differences in the perception of academic staff on the relationship employee resourcing strategies and job performance can be linked to the age, level/rank and years of experience of the academic staff of the selected Universities.

4.7: Responses to Open Ended Questions

The respondents were asked to mention other recruitment and selection strategies of their University. They were asked to state what the University's management should do to improve on the retention strategies as well as other measures put in place by the University to ensure high performance of academic staff. The respondents indicated in their own words

what they felt and their responses were categorised into themes. The total number and percentage of respondents that mentioned any particular theme is depicted in the tables presented under each University. The responses were categorised according to the six sampled Universities surveyed. Each of the University has three tables since there were three open ended questions, hence, we have eighteen tables in total.

University 1: Afe Babalola University

Question 1: respondents were asked to mention other recruitment and selection strategies of their University. The analysis revealed that in Afe Babalola University, the most highly reported recruitment strategy was head hunting (64.8%) other include Advertisement (52.2%); employee referrer (33.0), internal appointment (26.1%), academic linkages (17.0%) and interviews (12.5). the breakdown is depicted in Table 4.70.

Table 4.70: Recruitment and Selection Strategies Suggested by Respondents

Themes/ Answers	N=88	%
Head Hunting	57	64.8
Advertisement	46	52.2
Employee Referrers	29	33.0
Internal Appointment	23	26.1
Academic Linkages	15	17.0
Interviews	11	12.5

Source: Researcher's Field Survey Result (2016)

Question 2: The respondents were asked to state what the University's management should do to improve on the retention strategies. The analysis shows that 55.7% of the respondents were of the opinion that University's management should improve on the staff welfare scheme. Others include research leave with pay (36.4%), international conference support

(33.0), and recognition of outstanding performance (35.2). The thematic analysis is depicted in Table 4.71.

Table 4.71: Retention Strategies Suggested by Respondents

Themes/ Answers	N=88	%
Enhance staff welfare scheme	49	55.7
Research leave with pay	32	36.4
International Conference Support	31	33.0
Recognition/Awards	29	35.2

Source: Researcher's Field Survey Result (2016)

Question 3: The respondents were asked to state other measures put in place by the University to ensure high performance of academic staff. The responses analysed reveals other measures put in place in Afe Babalola University. 58.0% of the respondents are of the opinion that conference/seminar presentations are the most reposted strategies to drive performance. Others are periodic staff appraisal 54.5%, lecture monitoring (36.4%) and research collaboration (34.1%). (See Table 4.72 for details)

Table 4.72: Performance Strategies Suggested by Respondents

Themes/ Answers	N=88	%
Conference/Seminar Presentations	51	58.0
Staff Appraisal	48	54.5
Lecture Monitoring	32	36.4
Research collaboration	30	34.1

Source: Researcher's Field Survey Result (2016)

University 2: Babcock University

Question 1: respondents were asked to highlight other recruitment and selection strategies of their University. Analysis revealed that in Babcock University, the most highly reported recruitment strategy was church platform (51.6%) others include referral (39.6%); interviews (36.3%), Postgraduate Training and Sponsorship (27.4%).

Table 4.73: Recruitment and Selection Strategies Suggested by Respondents

Themes/ Answer	N=91	%
Church Platform	47	51.6
Referral/ Headhunting	36	39.6
Interviews	33	36.3
Postgraduate Training and Sponsorship	25	27.4

Source: Researcher's Field Survey Result (2016)

Question 2: The respondents were asked to mention what the University management should do to improve on the retention strategies. The analysis reveals that 59.3% of the respondents were of the view that University management should improve on the research and publication grants. Others include Regular Promotion (56.0%), and conference support (40.7%). The thematic analysis is depicted in Table 4.74.

Table 4.74: Retention Strategies Suggested by Respondents

Themes/Answer	N=91	%
Research and Publication Grants	54	59.3
Regular Promotion	51	56.0
Conference Support	37	40.7

Source: Researcher's Field Survey Result (2016)

Question 3: The respondents were asked to state other measures put in place by the University to ensure high performance of academic staff. The responses thematically analysed reveals other measures put in place in Babcock University. 56.0% of the respondents are of the opinion that training and conference are the most reposted strategies to drive performance. Others are periodic staff appraisal 45.1% and lecture monitoring (36.3%)

Table 4.75: Performance Strategies Suggested by Respondents

Themes/Answer	N=91	%
Training and Conference	51	56.0
Staff Appraisal	41	45.1
Lecture Monitoring	33	36.3

Source: Researcher's Field Survey Result (2016)

University 3: Bell University of Technology

Question 1: Respondents were asked to mention other recruitment and selection strategies of their Universities

Table 4.76: Recruitment and Selection Strategies Suggested by Respondents

Themes/Answer	N=46	%
Head Hunting	23	50.0
Advertisement	23	50.0
Lectures on Sabbatical	19	41.3

Source: Researcher's Field Survey Result (2016)

Following from Table 4.76, the analysis revealed that in Bells University of Technology, out of 46 respondents, 23(50%) of the respondents believe head hunting is one of the

recruitment and selection as well as advertisement strategies used by the institution to attract competent academic staff, while 19(41.3%) posited that lecturers on sabbatical/adjunct/visiting are also engaged by the University.

Question 2: The respondents were asked to enumerate what the University’s management should do to improve on retention strategies.

Table 4.77: Retention Strategies Suggested by Respondents

Themes/Answers	N=46	%
Salary and Allowances	30	65.2
Regular Promotion	29	63.0
Research grants	27	58.7
Job Security	20	43.5

Source: Researcher’s Field Survey Result (2016)

The analysis in Table 4.77 shows that 30 respondents representing (65.2%) attests to the fact that salary and other allowances package of the University should be improved. Meanwhile, 29 respondents representing (63%) suggested that University management should ensure regular promotion for deserving employees while 27(58.7) and 20(43.5) respondents suggested research grants and job security as a means through which University can retain best hands.

Question 3: The respondents were asked to state other measures put in place by the University to ensure high performance of academic staff.

Table 4.78: Performance Strategies Suggested by Respondents

Performance Enhancement	N=46	%
Training and Conference Support	21	45.7
Staff Assessment and Monitoring	17	37.0

Source: Researcher’s Field Survey Result (2016)

Sequel to the responses of respondents reveal that 21(45.7%) respondents posited that training and conference support are part of the measures the University management put in place to ensure high performance of the employees while 17(37.0%) noted that staff assessment and monitoring are also put in place.

University 4: Covenant University

Question 1: respondents were asked to mention other recruitment and selection strategies of their University.

Table 4.79: Recruitment and Selection Strategies Suggested by Respondents

Themes/ Answers	N=101	%
Internal and External Advertisement	53	52.5
Ph.D. Bond Arrangement	47	46.5
Head Hunting	39	38.6
Unsolicited Application	31	30.7
Academic Linkages	20	19.8
Professional Linkages	05	5.0

Source: Researcher's Field Survey Result (2016)

The responses in Table 4.79 reveals that out of 101 respondents in Covenant University, 53 respondents representing 52.5% and 47 respondents representing 46.5% respectively are of the opinion that internal and external advertisement, Ph.D. bond arrangement are part of their recruitment strategies in the University. Similarly, the result also shows that 39(38.6%), 31(30.7%), 20(19.8%) and 5(5.0%) are of the view that head hunting, unsolicited application, collaboration and academic linkages, professional linkages in that order formed the recruitment and selection strategies of the University.

Question 2: The respondents were asked to mention what the University management should do to improve on the retention strategies.

Table 4.80: Retention Strategies Suggested by Respondents

Themes/Answers	N=101	%
Academic Freedom	87	86.1
Stoppage of Attendance Capturing	74	73.3
Subsidised School Fees for Staff Children	54	53.5
Recognition and Awards	49	48.5
NIHS for Staff and Family	41	40.6

Source: Researcher's Field Survey Result (2016)

The responses show that out of 101 respondents 86.1% of the respondent believed academic freedom will increase the retention of academic staff. Besides, 73.3% of the respondents were also of the opinion that stoppage of attendance capturing will also help in retaining good heads. Similarly, 53.5%, 48.5% and 40.6% of the respondents believe that the willingness of the University management to provide subsidised school fees for staff children, recognition and awards, and availability of National Health Insurance Scheme for staff and their immediate family members in that order will help in reducing labour turnover (see Table 4.80).

Question 3: The respondents were asked to state other measures put in place by the University to ensure high performance of academic staff.

Table 4.81: Performance Strategies Suggested by Respondents

Themes/ Answer	N=101	%
Conference Support and Full Payment of articles indexed in ISI and Scopus Journal Outlets	58	57.4
Regular power supply and Internet Facilities	49	48.5
Executive Advance and Conference Participation	40	40.0
Modern Teaching and Research aids	40	40.0
Research Clusters	38	37.6
Lecture Monitoring/e-learning Moodle platform	36	35.6

Source: Researcher's Field Survey Result (2016)

The responses in Table 4.81 shows that out of 101 respondents, 57.4%, 48.5%, 40.0%, 40.0%, 37.6% and 35.6% are of the opinion that, Conference Support and Full Payment of articles indexed in ISI and Scopus Journal Outlets, uninterrupted power supply and internet facility, executive advance/conference participation, modern teaching and research aids, research cluster, lecture monitoring/e-learning module platform in that order are the measures put in place by the University to ensure productive performance of the employees.

University 5: Lead City University

Question 1: respondents were asked to mention other recruitment and selection strategies of their University.

Table 4.82: Recruitment and Selection Strategies Suggested by Respondents

Recruitment and Selection Strategies	N=70	%
Internal and External Advertisement	35	50
Head Hunting	32	45.7
Unsolicited Application	31	44.3
Academic Linkages	27	38.6

Source: Researcher's Field Survey Result (2016)

The result in Table 4.82 reveals that out of 70 respondents in Lead City University, 35 respondents representing 50% and 32 respondents representing 45.7% respectively believe internal and external advertisement, head hunting are part of the recruitment strategies of the institution. Similarly, the result also shows that 31(44.3%) and 27(38.6 %,) of the respondents are of the view that unsolicited application and academic linkages formed the recruitment and selection strategies of the University.

Question 2: The respondents were asked to mention what the University management should do to improve on retention strategies.

Table 4.83: Retention Strategies Suggested by Respondents

Themes/Answer	N=70	%
Regular Promotion	38	54.3
International Conference Support	36	51.4
Research grants	29	41.4
Enhanced staff welfare	35	50

Source: Researcher’s Field Survey Result (2016)

The analysis shows that out of 70 respondents 54.3% of the respondents believed regular promotion will increase the retention of academic staff. In addition, 51.4% of the respondents were also of the opinion that international conference support will also help in retaining competent staff, while 41.4% and 50% respondents believe that the willingness of the University management to provide research grant and enhanced staff welfare, will go a long way in retaining staff with distinctive capabilities.

Question 3: The respondents were asked to state other measures put in place by the University to ensure high performance of academic staff.

Table 4.84: Performance Strategies Suggested by Respondents

Themes/Answers	N=70	%
Incentives	38	54.2
Organisational Learning	29	41.4
Career Progression	29	41.4

Source: Researcher's Field Survey Result (2016)

Analysis in Table 4.84 shows that out of 70 respondents, 54.2% are of the opinion that University management was using incentives as one of the measures to improve employees' performance. Meanwhile, 41.4% of the respondents are of the view that the management employs organisational learning and the other 41.4% view performance improvement based on career progression.

University 6: Redeemer's University

Question 1: Respondents were asked to mention other recruitment and selection strategies of their University.

Table 4.85: Recruitment and Selection Strategies Suggested by Respondents

Themes/Answers	N=47	%
Internal and External Advertisement	27	57.4
Unsolicited Application	25	53.2
Interviews	24	51.1
Church Networks	20	42.6

Source: Researcher's Field Survey Result (2016)

Analysis in Table 4.85, reveals that out of 47 respondents in Redeemer’s University, 27 respondents representing 57.4% and 25 respondents representing 53,2% respectively, are of the view that internal and external advertisement and unsolicited application are part of the recruitment strategies of the University. Also, the result also shows that 24(51.1%) and 20(42.6%) are of the view that interviews and church networks, formed the recruitment and selection strategies of the University.

Question 2: The respondents were asked to mention what the University management should do to improve on the retention strategies.

Table 4.86: Retention Strategies Suggested by Respondents

Themes/Answers	N=46	%
Introduction of Gratuity and Retirement Benefit	27	58.7
Pension Contribution Based on Gross Salary	24	52.2
Staff Welfare	23	50
International Conference Support	21	45.7

Source: Researcher’s Field Survey Result (2016)

The analysis show that out of 46 respondents, 58.7% were of the opinion that introduction of gratuity/retirement benefits will increase the retention of academic staff. Besides, 52.2% of the respondents were also of the opinion that pension contribution based on gross salary will also help in retaining good heads. Similarly, 50% believe that staff welfare will enhance the retention of competent staff, while 45.7% of the respondents believe international conference support will encourage experienced faculty members to stay (see Table 4.86)

Question 3: The respondents were asked to state other measures put in place by the University to ensure high performance of academic staff.

Table 4.87: Performance Strategies Suggested by Respondents

Themes/Answers	N=46	%
Competitive Pay	28	60.9
Staff Training and Development	25	54.3
Modern Teaching Facilities	21	45.7

Source: Researcher’s Field Survey Result (2016)

The analysis in Table 4.87 shows that out of 46 respondents, 28 respondents representing 60.9% are of the opinion that University management drives staff performance through competitive pay. Meanwhile, 25 respondents representing 54.3% believe that management lays emphasis on employee training and development which will help in improving skills and capacity, thereby culminating into high performance. On the other hand, 21 respondents representing 45.7% are of the opinion that modern teaching facilities and research aids, are part of the measures put in place by the University to ensure productive performance of the employees.

Table 4.88: Summary of the Open-Ended Questions

	AFE BABALOLA UNIVERSITY	BABCOCK UNIVERSITY	BELLS UNI. OF TECHNOLOGY	COVENANT UNIVERSITY	LEAD CITY UNIVERSITY	REDEEMER'S UNIVERSITY
RECRUITMENT AND SELECTION STRATEGIES CURRENTLY ADOPTED	<ul style="list-style-type: none"> • Head Hunting • Advertisement • Employee Referrers • Internal Appointment • Interviews 	<ul style="list-style-type: none"> • Church Platform • Referral • Interviews • Postgraduate Training and Sponsorship 	<ul style="list-style-type: none"> • Head Hunting • Advertisement • Lectures on Sabbatical • Interviews 	<ul style="list-style-type: none"> • Internal and External Advertisement • Ph.D. Bond Arrangement • Head Hunting • Unsolicited Application • Academic Linkages • Professional Linkages • Interviews 	<ul style="list-style-type: none"> • Internal and External Advertisement • Head Hunting • Unsolicited Application • Interviews 	<ul style="list-style-type: none"> • Internal and External Advertisement • Unsolicited Application • Interviews • Church Networks
RETENTION STRATEGIES SUGGESTED	<ul style="list-style-type: none"> • Staff welfare • Research leave with pay • International Conference Support • Recognition/Awards 	<ul style="list-style-type: none"> • Research and Publication Grants • Regular Promotion • Conference Support 	<ul style="list-style-type: none"> • Salary and Allowances • Regular Promotion • Research grants • Job Security 	<ul style="list-style-type: none"> • Academic Freedom • Stoppage of Attendance Capturing • Subsidised School Fees for Staff Children • Recognition and Awards • NIHS for Staff and Family 	<ul style="list-style-type: none"> • Regular Promotion • International Conference Support • Research grants • Enhanced staff welfare 	<ul style="list-style-type: none"> • Introduction of Gratuity and Retirement Benefit • Pension Contribution Based on Gross Salary • Staff Welfare • International Conference Support
PERFORMANCE STRATEGIES	<ul style="list-style-type: none"> • Conference/Seminar Presentations • Staff Appraisal • Lecture Monitoring • Research collaboration 	<ul style="list-style-type: none"> • Training and Conference • Staff Appraisal • Lecture Monitoring 	<ul style="list-style-type: none"> • Training and Conference Support • Staff Assessment and Monitoring 	<ul style="list-style-type: none"> • Conference & Publication Supports • Regular power supply and Internet Facilities • Modern Teaching and Research aids • Research Clusters • Lecture Delivery Monitoring 	<ul style="list-style-type: none"> • Incentives • Organisational Learning • Career Progression 	<ul style="list-style-type: none"> • Competitive Pay • Staff Training and Development • Modern Teaching Facilities

Source: Researcher's Field Survey (2016)

4.8: Interview Analyses

4.8.1 Demographic Profile of In-depth Interview Participants

This section shows the demographic profile and sample distribution of the In-depth Interview participants in terms of age, marital status, qualifications and their designations in their various Universities.

Table 4.89: Demographic Variables of In-depth Interview Participants of the Sampled University

Age		Marital Status		Highest Qualification		Designation	
30-40	03	Married	17	NCE/OND	00	Registrar	03
41-50	09	Single	00	B.Sc/HND	03	Head, Estab/HR	08
51-60	04	Devoiced	00	M.Sc/MBA	08	Dean	2
60_Above	02	Others	01	P.hD	07	HOD	5
TOTAL	18		18		18		18

Source: Researcher's Field Survey Result (2016)

Table 4.88 shows the demographic variables of the respondents that participated in the In-depth interviews conducted. It was discovered that most of the respondents were within the age bracket of 41-50 while almost all of them were married. Meanwhile, it was also observed that most of the participants have M.Sc. and Ph.D while 03, 08, 02, 05 participants were registrars, head of establishment/Human Resource unit, dean of colleges and heads of department respectively. Following from the above, it can be concluded that the caliber of those who participated in the interviews were adequate and acceptable. This is because, they were directly in charge of employee resourcing of their various institutions.

4.8.2 Results of the Interviews Conducted

The discussion of the interviews conducted was sectionalised in line with the objectives of the study. The interview questions addressed specifically, each objective and the participants' responses were thematised.

Objective 1

The first interview conducted was to identify human resource planning strategies adopted by the sampled Universities. At the end of the interview, two themes were formed based on what the participant said. The themes are:

- a. Gap Analysis
- b. Job Analysis

Gap Analysis

The participants noted that the gap analysis are usually carried out on regular basis to ensure minimum staff mix by rank of 20:35:45 for Professors; Senior Lectures, Lecturer 1 and below as well as staff-student ratio minimum benchmark by the National Universities Commission. One of the respondents said:

“The University’s management usually asked the Heads of Departments to do the gap analysis of staff mostly when there is promotion exercise or when accreditation is fast approaching. The University does this in order to know if the identified positions will be filled internally by way of promotion or recruit from external context” (Participant4)

Job Analysis

Job analysis is another form of human resource planning strategies adopted by the sampled Universities. All the participants are of the opinion that job analysis is a strategic approach that allows the University system to plan on job duties that will be included in the advertisement of the identified positions, determining the appropriate salary for the positions; the minimum requirement of academic qualifications and experiences; recruitment and selection methods among others. For instant, participant 9 reported that:

“Job analysis is a very good strategic approach that has helped our University system to identify needed skills or talent as well as the basic requirements for any identified positions. I must also say that job analysis does not only help our University to determine the job responsibilities, minimum academic requirements, it also helps to identifying training needs, determining training content, assessment tests to measure effectiveness and efficiency of training and appropriate training methods”

Objectives 2 and 3

Following from research objectives 2 and 3, another set of interviews conducted were to identify recruitment and selection strategies put in place by the Universities to attract competent academic staff. At the end of the interviews, two themes were formed based on what the participant said. The themes are:

- a. Head Hunting
- b. Internal and External Sources

Headhunting

Following from the interview conducted, most respondents were of the opinion that headhunting which is a form of recruitment and selection where the University finds the contact details of someone with needed skills and experiences while also taking steps to attract or woo the person to join the University, has been one of the strategies used in attracting academic staff. One of the Heads of Establishment Unit in the sampled University noted and I quote:

"It is very important to have the right talent on board for the University system to be effective, efficient and productive in teaching research, innovation and community service. However, hunt for talent is hitting up because of the level of competition in the academic environment. (Participant 7)

Another respondent noted

"I want to say that attracting senior academic staff has been one of the critical challenges faced by our University most especially when accreditation exercise by National Universities Commission is fast approaching, the University goes to any length in ensuring that the required number of academic staff are available. (Participant 15)

Another respondent posited that hunting for talent is one of the recruitment strategies adopted by his University. He opined that:

".....our University has devised means of attracting senior faculty staff which includes headhunting of the academic staff within the economically active population as well as those who are retired but not tired"(Participant 18)

This was validated by some principal officers of the sampled Universities. Meanwhile, another interviewee from a faith based University among the selected Universities, noted

that church network is been used to attract qualified church members from within and outside the country who are currently serving in other Universities.

Internal and External Sources

The sampled Universities recruit talented academic staff through a variety of channels including, internal and external sources. One of the participants noted:

“Our University usually considers internal candidates for any vacancies which is usually posted on the University websites and notice boards within the University premises for qualified staff to apply” (Participant 11)

“Let me also mention here that if there are no qualified persons from within, then the University usually advertises the vacancies in the national dailies and University’s websites with job responsibilities and job specifications clearly spelt out” (Participant 2)

Objective 4

Another set of interviews was conducted to provide insights into the employee retention strategies of the selected private Universities. At the end of the interviews, two themes were formed based on what the participant said. The themes are:

- a. Staff Welfare and
- b. Sponsorship and Grants

Staff Welfare

All the participants are of the opinion that staff welfare benefits such as good accommodation, personal and asset loans, study leave, pension and gratuities, security, conducive working environment, well ventilated and air conditioned office accommodation are some of the strategies that the University is using in retaining their best hands.

“Staff welfare will induce the employees to be loyal and committed to the University. You will agree with me that staff welfare will not only encourage them to stay but rather it will also induce them to be more effective” (Participant 9)

Another respondent noted that

“Academic staff usually compare the quality of welfare packages offered by the Universities around and this often times influence their intention to stay or leave a University” (Participant 1)

Most of the respondents are of the opinion that retention of senior faculty is been a serious challenge in their Universities because of the shortage of senior academic staff coupled with ever increasing number of Universities.

“The way Universities in Nigeria are springing up today makes retention of senior academic staff more competitive and challenging. The reason is because all the newly established Universities require senior academic staff for accreditations of their courses and they will want to attract them to come to their Universities” (Participant 17)

“The high level of competition in attracting experienced, active and competent academic staff in Nigerian Universities have made our Universities most especially the privately owned to be more proactive and strategic in our approach toward the retention of competent senior academic staff. What we do here is to give our staff necessary comforts in terms of good accommodation, competitive pay, retirement benefit, pension scheme among others” (Participant 8)

The above statement was buttressed by many participants that staff welfare cannot be overemphasised when it comes to employee retention in a competitive environment.

Sponsorship and Support

Most participants of the selected Universities opined that senior faculty hardly stay long in a University, they usually move from one University to another. A director of Human Resource Department of one of the selected Universities also buttressed the above statement that the limited experienced senior faculty have greater international opportunities and would want to explore such opportunities when available. This was also validated by some principal officers interviewed. Some of the interviewees noted that employee retention strategies adopted by some of the private universities includes: training and conference support, research grants, publication support and Ph.D sponsorship.

Objective 5

Another set of interviews conducted was to provide insights into the performance of the academic staff in the selected Universities. At the end of the interviews, two themes were formed based on what the participant said. The themes are

- a. Number of Article Publications
- b. Teaching and Supervision

One of the respondents noted that private Universities do not take staff performance lightly. In the interviews conducted one of the participant said

“...every lecturer is expected to be committed to teaching, research and publication, as a matter of fact, any lecturer that fail to publish in recognised journal outlets are likely to perish. Let me also say this, lecturers are expected to be punctual and perform their duties as expected” (Participant 3)

Other participants corroborated the statement and noted that management has put in place necessary equipment and strategies such as modern teaching facilities, research aids, and full payment of articles published in ISI, Scopus indexed journal outlets and uninterrupted power supply and internet facilities.

Meanwhile, another set of interviews conducted was to shed light into the corporate image of the selected private Universities. Participants posited that private Universities cannot afford to take their image with levity. Participant 6 noted that:

“the perception and impressions that the general public have about a particular University determines the level of students’ subscription, and attraction of the academic staff at the national and international levels” (Participant 6)

Other participants also supported the statement and noted that competition between private Universities in Nigeria today is very intense and is becoming tougher.

Another question was posted to have insight into what they are doing currently to advance on the ranking table by both NUC and web ranking of Universities. The participants noted that the Universities are doing their best to move up on the ranking table. Some of the approaches used by the Universities include: encouragement of academic staff to publish articles in good academic journal outlets by way of research grants, quality teaching through modern teaching aids as well as impacting the host community positively.

One of the participants in the sampled Universities opined that:

“management is working tirelessly to ensure that our University emerge as the best private University in Nigeria and one of the best 10 Universities in the world come 2022. Management has put in place strategies that will ensure the speedy delivery of the vision

through the establishment of research clusters, encouragement of academic staff to publish articles where it will count for ranking i.e. ISI or Scopus indexed journal outlets, innovation, product development, industry partnership among others' (Participant 5)

Other participants noted that their Universities have been able to identify areas of strengths and working assiduously to have a major research breakthrough, as this will promote the image of the institution both at local and international levels.

CHAPTER FIVE

DISCUSSIONS

5.1 Introduction

The chapter presents the discussion of findings in relation to related previous studies in the area of employee resourcing strategies, job performance and corporate image, with a view to drawing practicable policy implications for institutions of higher learning and other sectors.

5.2 Quantitative Findings

The discussion of research findings is based on the analysis of five tested hypotheses.

Hypothesis 1: Human Resource Planning strategies have no significant effect on University's brand image.

Findings from the test of hypothesis 1 show that human resource planning strategies (gap analysis, staff mix, staff-students' ratio, job analysis and manpower utilisation) have significant effects on University's brand image (product, service). The result also revealed that the measures of human resource planning strategies, i.e. job analysis, gap analysis and employee utilisation are statistically significant in contributing to job performance and enhancing University's brand image. It is imperative to note that human resource planning in this context involves evaluating future academic needs and deciding on the right numbers of people with relevant skills required, either from within the organisation or from the labour market. Most often, it involves preparing long-term plans for ensuring that recruitment and selection processes will satisfy the need of the organisation. Studies have shown that organisations perform below expectation because individuals are not properly matched with their jobs which invariably impair on their performance and as well affect the overall product or service of the organisation (Brewster, Brookes, Croucher & Wood, 2014). Some studies highlight that job analysis and gap analysis are found to be a strong predictor of job performance and brand image (Brewster & Mayrhofer, 2013). The implication of this result is that, the organisation will be properly and rightly staffed and employees would be more creative, committed and productive if there are proper manpower planning strategies that will enforce standards in alignment with organisational objectives through which skill, ability and knowledge requirements will be clearly defined, and thus, result in improved performance and enhance corporate image.

Hypothesis 2: Employee recruitment strategies have no significant effects on University's research image.

Findings from the analysis of hypothesis 2 show that employee recruitment strategies have significant effects on employees' job performance and University's research image. The result revealed that measures of employee recruitment strategies i.e. internal source, advertisement, unsolicited application, academic social media, adjunct/visiting lecturers are statistically significant in predicting job performance (research, publications, conferences) and research image of the Universities, (i.e. research out, article publications in top ranked journal outlets, international awards and research grants). The findings of this study validate the study of Creswell (2008) who found out that Universities with good research image with appropriate research laboratories, libraries and other infrastructures that permit research at the highest possible level attract scientists, scholars and students from around the globe to carry out cutting-edge research. The finding also corroborates the study of Kazeem and Ige (2010) and Polat (2011) who posited that the ability of a University to bring together a team of outstanding researchers to think deeply and write thoughtfully in proffering solutions to industry and societal challenges will give the institution an edge over others when it comes to attraction, recruitment and retention of good faculty members both at the national and international level.

Many studies also reported similar findings, Gberevbie (2010) revealed that organisational performance is not a function of the organisation's sector, but the appropriateness of employee recruitment and strategic retention strategies by such organisation. The findings are also consistent with previous findings of Karemu, Gikera and Jese (2014); Antonio and Luis (2015) and Harlay (2015) which have revealed that organisations that are able to attract, recruit, select and retain highly skilled academic staff for teaching and research through strategic approaches of human resource management will have competitive edge in the competitive academic environment. The implication of this finding is that specific recruitment strategies give opportunities for Universities to recruit and engage skilled academic staff for quality teaching and research/ publication output which will directly impact on Universities' performance, growth and development. However, the availability of competent academic staff within the University system will enhance the University's research image and their ranking status.

Hypothesis 3: There is no significant relationship between employee selection strategies and University's corporate reputation.

Empirical findings from hypothesis 3 show the significant relationship between employee selection strategies and University's corporate reputation. This means that the selection strategies play very significant role in building Universities' corporate image. A few studies have reported similar findings, for example, Xu, Gorg and Liu (2008) posit that selection of employees with distinctive capabilities has a strong influence on corporate reputation of an organisation. The implication is that the survival and failure of any University in the growing competition of the educational sector depends largely on the positive image, reputation and accumulated judgments over time of different stakeholders who interact with the Universities, and the strategic procedures of selection processes. This result is similar to the findings of Ogunyomi and Ojikutu (2014); Antonio and Luis (2015) as well as Ekwoaba, Ikeje and Ndubuisi (2015).

Hypothesis 4: There is no significant relationship between retention strategies and University's corporate identity.

The result from the analysis of the hypothesis show that there is a positive significant relationship between retention strategies and University's corporate identity. The finding reveals that salary, retirement benefits, allowances, career development, training and conference support, research and publication grants, regular promotion, modern teaching facilities, modern research aids, job security, University image, conducive working environment and loan facilities have positive influence on employee performance and University's corporate identity. It was also discovered from the study that most Universities sampled do not have National Health Insurance Scheme (NHIS) or subsidised medical services for their staff and their immediate family members. Not only that, Universities sampled do not have subsidised school fees for their staff's children and loan facilities scheme is nothing to write home about. However, the significant relationship between employee retention strategies and corporate identity cannot be over emphasised.

The finding corroborates the findings of Trichina (2014), that organisational prestige and an organisation's unique identity shapes the decision of employees to either stay or leave the organisation. Meanwhile, the findings from the data analysed also validates the findings

of some scholars that institutions of higher learning with adequate employee retention strategies in form of regular promotion, career growth, conference support, research grants, job security, competitive remuneration, participation in decision making, welfare packages for staff and their family will be able to attract and retain key talents which will invariably promote the quality of teaching, research output, and community impact and as well enhance the image of the institutions (Gberevbie, 2006; Naris & Ukpere, 2010; Ahunanya & Osakwe, 2012; Kibui, Gachunga & Namusonge, 2014). The implication of this finding in the data analysed is that any University or institution of higher learning that fails to put in place adequate retention strategies will find it difficult to attract and retain competent and talented individuals with distinctive capabilities in its employment, and therefore experience poor performance and frequent employee turnover.

Hypothesis 5

Ho₅: Job performance does not mediate the relationship between employee resourcing strategies and corporate image.

The findings from the analysed data in hypothesis 5 show that job performance indicators in University environments such as teaching and supervision of students' projects, research and publication outputs, service to the University, i.e. committee membership, administrative positions and community service mediate the relationships between employee resourcing strategies, i.e. human resource planning strategies, recruitment strategies, selection strategies, retention strategies and University's corporate image i.e. brand image (product and service), research image, corporate reputation and corporate identity. The study corroborates the finding of Polat (2011) and CIPD (2008) that reveal a significant moderate positive relationship between performance and perceived organisational image. The implication of these findings to the Universities is that the more appropriate staff resourcing strategies in operation, the more the University's corporate image will be enhanced.

5.3 Qualitative Findings

Further to the objectives of this study and the themes developed from the interviews conducted in the sampled Universities, the following are the findings:

From objective one, two themes were identified, one revealed that gap analysis is usually carried out on regular basis to ensure minimum staff mix by rank of 20:35:45 for Professors; Senior Lectures, Lecturer 1 and below as well as staff-student ratio minimum benchmark by the National Universities Commission. On the other hand, it was also discovered that the sampled Universities usually use job analysis to plan on job duties that will be included in the advertisement of the identified positions, determining the appropriate salary for the positions; the minimum requirement of academic qualifications and recruitment and selection methods.

Further to objectives two and three, two themes were identified i.e. headhunting and internal and external sources of recruitment and selection. The findings reveal that headhunting and internal and external sources of recruitment and selection are mostly used to attract academic staff into the institutions. The findings also indicate that Universities usually look for the contact details of those with needed skills and experiences and take steps to attract or woo such to join their institutions. The findings also show that Universities usually consider internal candidates first for any identified vacancies before going for the external options.

Sequel to objective four, interviews were conducted to provide insights into the employee retention strategies of the selected private Universities, at the end of the interviews, two themes (i.e. staff welfare and sponsorship and grants) were formed based on what the participant said. It was revealed that staff welfare benefits such as good accommodation, personal and asset loans, study leave, pension and gratuities, security, conducive working environment, well ventilated and air conditioned office accommodation are some of the strategies that the Universities use in retaining their best hands. Besides, the findings also show that sponsorships and support programmes like training and conference support, research grants, publication support and Ph.D sponsorship are also adopted by the Universities in their drive to retain competent academic staff.

Objective five indicates that performance plays a very salient role in building University's corporate image. The findings show that if the academic staff are committed to quality teaching and carry out studies that will generate solutions to the challenges faced by their host communities and the society at large, and publishing articles in high impact journal outlets, the Universities' image will be enhanced.

5.4 Theoretical Findings

There are different theoretical perspectives on strategic human resource management and organisational behaviours. Notable among them are: universalistic theory of management (Pfeffer, 2001; Luthans & Summer, 2005; Marchington & Wilkinson, 2008; Pedro, 2012); Configurational theory of management (MacDuffie, 2005; Storey, 2007; Waiganjo, Mukulu & Kahiri, 2012; Brewster & Mayrhofer, 2013); equity theory (Adams, 1963; 1965; Mowday, 1991; Donovan, 2001); decision-making theory and contingency theory of management (Burns & Stalker, 1961; Miles & Snow, 1978; Dyer, 2005; Wright & Snell, 2005; Purcell & Hutchinson, 2007; Boxall & Purcell, 2008), among others.

This study adopted the contingency management theory as its exploratory framework. The contingency theory, also known as best fit, theory emphasises the relationships between variables in the world of work, and the approach used depends on the context and culture of the organisation within a situation. The importance of the theory premises on its integration of diverse process, quantitative and behavioural approaches to management in organisations, be it private or public within a peculiar situation. Wright and Snell (2005) opined that human resource management practices would be more effective and efficient if integrated into the specific organisational strategy and environmental context. The peculiarity of an organisation in terms of culture, core values, operational processes, and external environment should be taken into consideration when planning for the immediate and future needs of the organisation towards maximising performance during competition. The empirical findings of this study validate the theoretical underpinning of the contingency theory of management by supporting the fact that human resource planning strategies have significant effects on job performance and in promoting good organisational image. This means that institutions of higher learning can use different human resource planning strategies that best fit their overall corporate strategy depending on the changing circumstances of the Universities.

The contingency approach to management emphasises that there is no single best approach to the management of people in the world of work, thus, it is based on immediate contingent situations. The employee resourcing strategies such as recruitment, selection, placement and retention must be tailored towards the effective actualisation of the organisational goals. The theory also posits that conditions of a task, the requirements of the management job, and people involved as parts of a complete management situation, must be identified

and properly integrated to all facets of the organisation into a resolution that is considered to be the most appropriate for an explicit situation. This was validated by the result of the empirical findings of this study which revealed that the measures of employee resourcing strategies are statistically significant in contributing to the job performance and enhancing Universities' brand image. This implies that there is no best way of employee resourcing, thus, different strategies could be used depending on the strategies that best fit or suit the overall strategy of the Universities.

Similarly, organisations are more efficient and effective when there is integration between the overall organisation business strategies and human resource management practices (Legge, 2005; Wright, Gardner & Allen, 2005). Besides, the availability of employees with distinctive capabilities and good disposition in an organisation, in alignment with overall strategic goal of the organisation, determines the level of performance. It is important to note that no two situations are unquestionably identical. The empirical findings of this study validate the theoretical underpinning of the contingency theory of management by supporting the significance of employee resourcing strategies in alignment with overall organisational strategic goals. The implication is that, Universities must be flexible and as well ready to adapt to changing circumstances in solving employee resourcing challenges via strategies that best fits or suit the Universities.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The chapter presents the summary of the entire research work, conclusions and recommendations, with a view to drawing practicable policy implications for institutions of higher learning in the area of employee resourcing strategies, job performance and corporate image.

6.2 Summary of the Study

The main objective of the study was to examine the employee resourcing strategies and the implications of these for job performance and perceived corporate image.

In specific terms, the study sought to:

- i. examine how human resource planning strategies can enhance job performance and thereby promote University's brand image.
- ii. determine whether employee recruitment strategies can promote University's research image, that is, through research output.
- iii. investigate how employee selection strategies can enhance University's effectiveness in promoting its corporate reputation.
- iv. analyse the extent to which employee retention strategies can improve University's efficiency in building her corporate identity.
- v. ascertain the influence of job performance as a mediator of employee resourcing strategies and corporate image.

Sequel to the objectives of the study, some research questions were generated which include: to what extent can human resource planning affect job performance and University's brand image? In what ways would employee recruitment affect University's research image? To what extent can employee selection enhance University's effectiveness and corporate reputation? In what ways can employee retention affect University's efficiency in building her corporate identity? What is the mediating influence of job performance on the relationship between employee resourcing strategies and corporate image?

The study adopted research designs and constructs that were developed in previous studies on employee resourcing strategies, job performance and corporate image in educational organisations to achieve the above stated objectives. Meanwhile, it appears that private Universities in Nigeria generally find it difficult to attract and retain senior academics with distinctive capabilities despite the conducive working environments and incentives put in place by some private Universities in Nigeria. This is evident in the way senior faculty members move from one University to another.

To achieve the objectives of the study, data sample was drawn from six private Universities in Southwest, Nigeria as ranked by National Universities Commission (NUC) 2016. The sampled Universities were Afe Babalola University, Ekiti State; Babacok University, Ilshah-Remo, Ogun State; Bells University of Technology, Ota, Ogun State; Covenant University, Ota, Ogun State; Lead City University, Ibadan, Oyo State and Redeemer's University, Ede, Osun State. These private Universities were also considered based on their relative performance in the latest ranking of Universities by NUC and Webometric.

The study is summarised thus. Chapter One considered the background to the study, statement of the research problem, objectives of the study, research questions, hypotheses, significance of the study, scope, operationalisation of the variables, schematic model and definition of operational terms.

In Chapter Two, the subject of employee resourcing strategies and its influence on job performance and corporate image were examined. In addition, the conceptual framework, theoretical and empirical frameworks were thoroughly reviewed. The chapter also introduced the universalistic theory, contingency theory and configurational theory of management which were adopted for the study.

Chapter Three focused on the procedures or various sequential steps for data gathering, research design, population, sample size, sampling techniques, sampling frame, research instruments, and the techniques adopted in analysing the data. It also accounted for the validity and reliability of methods adopted, ethical considerations among others. In this study, a cross-sectional research design as well as exploratory and descriptive designs was adopted. The justification for these designs was that the researcher adopted a one-time observation, including proximate and conclusive variables essential for the study, and

phenomenon of interest, which according to this study, is to investigate whether employee resourcing strategies have any effect on job performance of academic staff and the corporate image of the sampled Universities.

There are 61 private Universities in Nigeria, 28 of these are located in Southwest Nigeria. Therefore, the study population from which sample was drawn consists of all 28 private Universities in Southwest Nigeria. Out of these twenty-eight private Universities, six were selected as the study sample through judgmental sampling method. The choice of the Universities was because they are the first six private Universities as ranked by NUC 2016. Copies of Questionnaire were administered to the academic staff vis-à-vis Professors, Associate Professors, Senior Lecturers, etc. The research design, population and sample were explained. The research instrument, the validity and reliability of the instrument were explained. Questionnaire copies were administered to 500 respondents out of which 433 were retrieved and analysed.

Chapter Four focused on the results of the empirical findings. The main drive of the research was to investigate the resultant effects and the level of relationships between employee resourcing strategies, job performance and perceived corporate image of some selected private Universities in Southwest, Nigeria. Six private Universities were considered for the study. 500 copies of questionnaire were administered to the selected Universities out of which 443 copies of questionnaire which represent 86.86%, were retrieved and adjudged suitable for the analysis. An analysis of the questionnaire by total responses showed that Afe Babalola University has 88 (20%); Babcock University has 91(21%); Bells University of Technology has 46 (10%); Covenant University has 101 (23%); Lead City University has 70 (16%) and Redeemer's University has 47 (10%) total number of respondents.

Tables 4.1 to Tables 4.6b report responses on the demographic profile of the participants, showing their distributions in terms of age, marital status, rank/level in the University, and experience. Table 4.7 – 4.21 gave the descriptive statistics on the respondents' views about the components of employee resourcing strategies, job performance and the University's corporate image. Table 4.16 – 4.25 reported the responses from the four hypotheses tested. These tables among other enabled the researcher to have insight into employee resourcing strategies and corporate image of the selected Universities in Southwest Nigeria. This further enabled the researcher to draw specific and relevant conclusions.

The study reveals that human resource planning is usually carried out through gap analysis, staff mix by rank, and NUC staff-students ratio. It is also important to note that even though the sampled Universities do not recruit academic staff for research and publications only, faculty members are usually encouraged and supported with research and publication grants, modern research aids, among others to conduct research and publish same. It was discovered from the study that sampled private Universities put in place appropriate staff recruitment strategies in terms of educational qualification, skills and experience and adequate retention strategies to retain their competent faculty members.

Meanwhile, sourcing of competent academics is largely done through advertisement of vacant positions in national newspapers, the internet, unsolicited applications and lately, academic social networks like researchgate, academia, LinkedIn etc. With these strategies, the emphasis is on merit, that is, recruitment is based on relevant qualifications in terms of education, skills and experience. Also, the retention strategies put in place by these Universities are, but not limited to: training and conference support (both at local and international levels), career progression, conducive working environment, research and publication grants, modern teaching facilities, good accommodation, training of young graduate for Ph.D. through bond and modern research aids. The study also revealed that the Universities need to improve on other welfare packages such as free medical services for staff, spouse and their children, payment of thirteenth month salary or end of year bonus to staff, outstanding research award to faculty members for different categories, health insurance scheme to staff, subsidised school fees to staff's children, subsidised staff quarters among others.

In Chapter Five which is the last chapter of this thesis, discussions on the findings, conclusion, recommendations, suggestions for further studies, contributions to knowledge and proposed model for analysis were addressed.

6.3 Conclusion

The conclusions of this study are based on the findings from test of hypotheses. This provides answers to the formulated research questions. This study concludes that manpower planning strategies (gap analysis, job analysis, manpower inventory among others) have positive significant effect on Universities' brand image (product and service). The implication of this is that, if manpower planning is given necessary attention,

Universities would effortlessly achieve minimum required staff mix and staff-students ratio as recommended by NUC.

The study also concludes that, employee recruitment and selection strategies have positive significant effect on Universities' research image and corporate reputation. However, it is evidence to validate that recruitment and selection strategies can help in promoting Universities' research image and corporate reputation via scholarly research outputs published in good indexed academic journal outlets.

Besides, study also concludes that employee retention strategies could be used as a platform to drive Universities' corporate identity. However, if this is given necessary attention, it would compel faculty members with distinctive capabilities to stay, and at the same time, attract others to join the University. The study also concludes that job performance such as teaching and supervision, research productivity, community service and service to the University play a very significant mediating role between employee resourcing strategies and corporate image.

6.4 Recommendations

The following are the recommendations using the corporate image, job performance antecedents and the various employee resourcing strategies variables identified in the study.

- i. Employee resourcing strategies are regarded as the “nuts” and “bolts” of strategic human resource management practices. However, University managements should be more proactive in adopting/adapting this practice in order to enhance their Universities' ability to fulfil their strategic objectives.
- ii. Since research/publication output is one of the fundamental criteria for Universities' ranking, the management of Universities should endeavour to recruit academic staff for research and publications only. The post doc scheme should also be encouraged. This will enhance their Universities' image.
- iii. University managements should ensure that their recruitment and selection practices emphasise the core attribute and values that define their Universities' goals and agenda.
- iv. Retention of valuable and competent employees is the major issue among sampled Universities. Recommendations specific to this issue are as follows:

- a. The management of the Universities must ensure competitive remuneration for all categories of staff most especially the senior academic staff in order not to lose them to the competitor. This is because private University education in Nigeria is very competitive and new Universities are springing up on regular basis, making the competition more intense as those new ones require the services of the senior academic staff for accreditation and principal offices.
- b. It was also discovered that most Universities sampled do not have National Health Insurance Scheme (NHIS) or subsidised medical services for their staff and their immediate family members. It is therefore recommended that the Universities' managements should endeavour to provide NHIS for their staff. Also, National Universities Commission should formulate a policy that will mandate all the Universities in Nigeria to have NHIS or subsidised medical services for all the staff.
- c. Most Universities sampled do not have subsidised school fees for their staff's children. It is therefore recommended that staff should be given discount on the school fees of their children schooling either in the staff school or University itself. This will make the employees to be more committed, loyal, and productive. This will reduce the chances of employees leaving the University.
- d. Loan facilities for members of staff is another very critical issue in most of the sampled Universities. Staff do not have access to loan facilities that will enable them to meet certain needs. Thus, the researcher recommends that Universities' managements should formulate policies on loan facilities that will enable staff to access personal or asset loans.
- v. Human resource planning should be taken serious by Universities' managements as this will help to systematically forecast the Universities' future demand and supply of academic staff and therefore, matches supply with demand.

6.5 Contributions to Knowledge

- i. The study provides a practical way of implementing employee resourcing strategies and policies that will enhance the corporate image of Nigerian Universities.

- ii. The study provides strategies that can be adopted to understand the unique dimensions of relationships and significant effects of employee resourcing strategies, job performance and corporate image in Nigerian Universities.
- iii. The study serves as a springboard for future research in the areas of SHRM practices and corporate image.
- iv. The study offers a practical model that would integrate employee resourcing strategies, job performance and Universities' corporate image. This model is depicted in Figure 5.1:

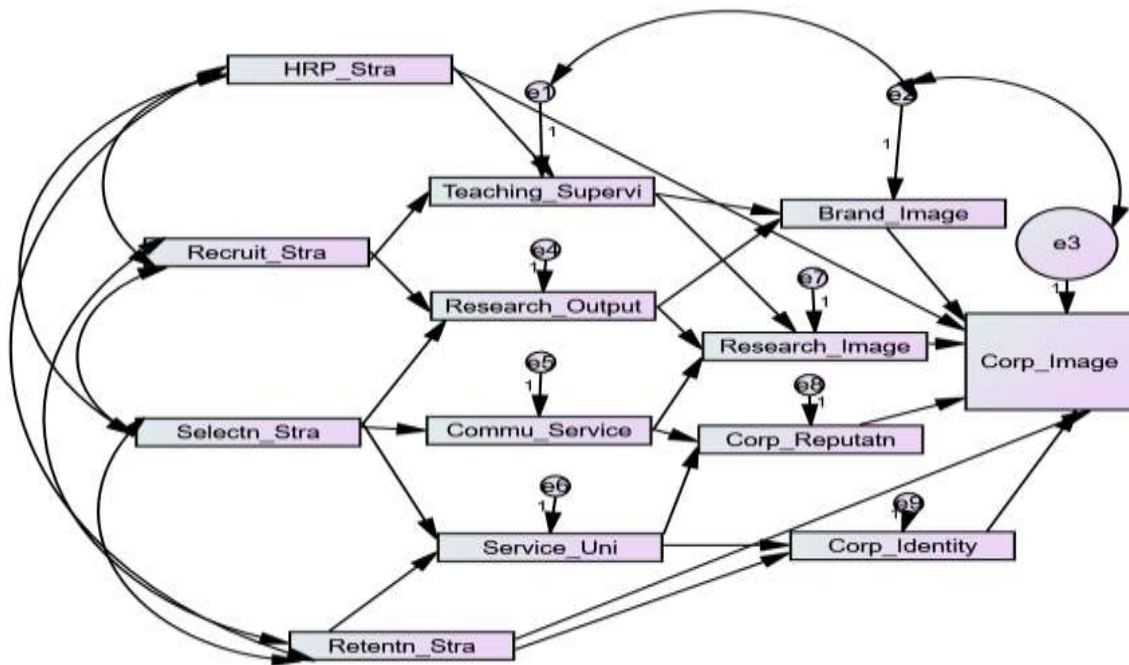


Figure 5.1: **Employee Resourcing Strategies and University's Corporate Image Model**

This model examined the resultant effects and relationship between employee resourcing strategies (human resource planning, recruitment strategies, selection strategies and retention strategies); job performance (teaching/supervision, research output, community service, service to the University) and Universities' corporate image (brand image, research image, corporate reputation and corporate identity).

Again, the model would guide University managements, human resource practitioners, managers and decision makers in adopting the best strategies for attracting and retaining

competent employees. The integration of the model into the overall goals of the University system and other institutions of higher learning will afford the institutions to have faculty members with distinctive capabilities that will be committed and productively engaged for research, teaching, innovation and community impact. This will therefore promote the image of the institutions. Moreover, the model emphasises that job performance and the corporate image of organisations are dependent factors on the observed variables.

6.6 Limitations of the Study

It is imperative to note here that in the course of carrying out this study, the researcher encountered some limitations. The study was limited in scope as it only covered six private Universities in Southwest Nigeria. The implication of the findings may not be generalised to other Universities that were not selected. In addition, it is also important to report that, the study covered only five hundred employees and only regression, product moment correlation and structural equation modelling were used for the analysis of the hypotheses.

6.7 Suggestion for Further Studies

- i. The scope of this study was limited to six (6) private Universities in Southwest Nigeria, but was able to accomplish the objective of the study. However, it is suggested that future studies can widen research scope across the private Universities in all the six geopolitical regions of Nigeria.
- ii. This study only focused on private Universities, meanwhile, for a generalised perspective, a comparative study should be carried out to compare and validate applicability of the findings to public Universities in Nigeria.
- iii. In this study, the researcher used job performance as a mediating variable between employee resourcing strategies and Universities' corporate image, future studies can make use of other mediating variables such as employee satisfaction, staff loyalty, and so on
- iv. Additional survey research could also be carried out to explore the possible application of the findings of this research to other sectors of the Nigerian economy.

- v. Employees' perceptions of both private and public Universities can be compared in terms of their views on the relationship between employee resourcing strategies and corporate image.
- vi. The researcher used cross-sectional research design for this study, other researchers can make use of longitudinal study in order to confirm the consistency of the continuous relationships or resultant effects between the variables.

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APPENDIX ONE
RESEARCH QUESTIONNAIRE

Department of Business Management
Covenant University
Ota, Ogun State
January 14, 2016.

Dear Respondent,

I am a Ph.D. student of Covenant University conducting a research in Industrial Relations and Human Resource Management field. Topic “Employee Resourcing Strategies: Implications for Job Performance and Perceived Corporate Image in Selected Nigerian Private Universities”. The research is primarily for academic purpose and all responses shall be treated with utmost confidentiality. I therefore solicit your co-operation by your honest response to these questions.

Thank you.

Yours faithfully,



Falola Hezekiah O

SECTION A: RESPONDENT BIO DATA

Instruction: Please mark (√) as appropriate in the boxes provided as required.

1. **SEX:** Male [] Female []
2. **AGE:** 18 – 30 [] 31 – 40 [] 41 – 50 [] 51 and above []
3. **MARITAL STATUS:** Single [] Married [] Others []
4. **CURRENT RANK/ LEVEL IN THE UNIVERSITY:**
Prof. [] Associate Prof. [] Snr. Lecturer [] Lecturer I []
Lecturer II [] Asst. Lecturer [] Graduate Asst. []
5. **CURRENT ADMINISTRATIVE POSITION:** (e.g Registrar, Dean, HOD, etc.) _____
6. **WORK EXPERIENCE:**
1-10years [] 11-20years [] 21years and above []
7. **Please state your current University:** _____

SECTION B

Please tick the appropriate option where *SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree*

Recruitment Strategy and University's Research Image

S/N	VIEW	SA	A	U	D	SD
1	My University recruits some Lecturers for research and publications only					
2	Academic staff are sourced from academic networks such as researchgate, academia.edu, linkedin etc.					
3	My University engages adjuncts/visiting Lecturers for research publications					
4	The main source of recruitment is done via internal advert					
5	My University is known for scholarly research outputs					
6	Most of the Lecturers have published articles in top ranked journal outlets					
7	My University has won several international grants and research awards					

Employee Selection Strategy and Corporate Reputation

S/N	VIEW	SA	A	U	D	SD
8	When vacancies occur, existing employees are usually considered via appointment route					
9	My University gives priority to article publications indexed in ISI, Scopus and School-Based for selection					
10	Google scholar citations is considered as one of the criteria for selection					
11	My University is fully accredited by National Universities Commission					
12	My University engages academic staff from outside the country					

Human Resource Planning Strategies and University's Brand Image

S/N	STATEMENT	SA	A	U	D	SD
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13	Gap analysis is regularly carried out to identify if there is need for more senior academic staff.					
14	There are plans on how to ensure that the staff mix by rank in my department meets the minimum requirement of 20:35:45 for Professors: Snr. Lecturers: Lecturer I and below, respectively					
15	Adequate plan is put in place to ensure that the staff-students ratio in my department meets minimum NUC benchmark					
16	The teaching facilities in my University have enhanced the teaching quality					
17	The University's environment is conducive for learning					
18	My University provides good services that are widely perceived as unique					

Instruction: Please mark as appropriate the point that represent **retention strategies** of your University.

Reward System

		Poor 1-20%	Below Ave 21-40%	Ave. 41-59%	Good 60-79%	Excellent 80-100%
19	Salary package					
20	Retirement Benefits					
21	Allowances					

Staff Development:

22	Career Progression					
23	Training & Conference Supports					
24	Research/ Publication Grants					
25	Regular Promotion					

Workplace Climate

26	Modern Teaching Facilities					
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27	Modern Research Aids					
28	Subsidised Staff Quarters					
29	Job Security					
30	University's Image					
31	Conducive Environment					

Staff welfare:

32	Subsidised Medical Services					
33	Subsidised Sch. Fees for Staff Children					
34	Loan Facilities					
35	Work life Balance					

University's Corporate Identity

S/N	STATEMENT	SA	A	U	D	SD
36	My University has a very unique culture					
37	My University has a brand that I can recognise easily					

Job Performance

		0-2	3-4	5-6	7-8	9-Above
38	The average number of my publications per year					
39	Number of courses taken per semester					
40	Number of my supervisee(s) (Undergraduate and Postgraduate) in this session					
41	Average number of committee(s) I belong to in my University					
42	Average number of papers I reviewed in a session					
43	Number of community service involved in the last one year					

SECTION C.

44. Please mention other recruitment and retention strategies of your University

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

45. What are the retention strategies you think the management of your University should put in place?

- vi. _____
- vii. _____
- viii. _____
- ix. _____
- x. _____

46. State other measures put in place by your University to ensure high performance of academic staff.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

APPENDIX TWO

A Guide for In-depth Interview

1. What is the name of your University?
2. How old are you? If you don't mind
3. What is the highest degree you have completed?
4. What is your marital status?
5. What is your current position in this University?
6. What are the human resource planning strategies put in place by your University?
7. What are the recruitment and selection strategies put in place by the Universities to attract competent academic staff?
8. What are the retention challenges faced by your University? What strategies are you using to retention your competent staff?
9. What are the measures put in place by your University to ensure optimal performance of the staff?
10. Of what significance is the image of your University? How would you describe the University's corporate image?

Thank you.

APPENDIX THREE

List of Accredited Private Universities in Nigeria

S/N	PRIVATE UNIVERSITIES	WEBSITE ADDRESS	YEAR EST.
1	Achievers University, Owo	http://www.achievers.edu.ng	2007
2	Adeleke University, Ede.	http://www.adelekeUniversity.edu.ng	2011
3	Afe Babalola University, Ado-Ekiti - Ekiti State	http://www.abuad.edu.ng	2009
4	African University of Science & Technology, Abuja	http://aust-abuja.org	2007
5	Ajayi Crowther University, Ibadan	http://www.acu.edu.ng	2005
6	Al-Hikmah University, Ilorin	https://www.alhikmah.edu.ng	2005
7	Al-Qalam University, Katsina	http://www.auk.edu.ng	2005
8	American University of Nigeria, Yola	http://www.aun.edu.ng	2003
9	Augustine University	http://www.augustineUniversity.edu.ng/	2015
10	Babcock University, Ilishan-Remo	http://www.babcock.edu.ng	1999
11	Baze University	http://www.bazeUniversity.edu.ng	2011
12	Bells University of Technology, Otta	http://www.bellsUniversity.org	2005
13	Benson Idahosa University, Benin City	http://www.idahosaUniversity.com	2002
14	Bingham University, New Karu	http://www.binghamuni.edu.ng	2005
15	Bowen University, Iwo	http://www.bowenUniversity.edu.org	2001
16	Caleb University, Lagos	http://www.calebUniversity.edu.ng	2007
17	Caritas University, Enugu	http://www.caritasuni.edu.ng/	2005
18	CETEP City University, Lagos	http://www.cetepUniversity.com	2005
19	Chrisland University	http://www.chrislandUniversity.edu.ng	2015
20	Covenant University Ota	http://www.covenantUniversity.edu.ng/	2002
21	Crawford University Igbesa	http://www.crawfordUniversity.edu.ng	2005
22	Crescent University,	http://www.crescent-University.edu.ng	2005
23	Edwin Clark University, Kaigbodo	http://www.edwinclarkUniversity.edu.ng/	2015

24	Elizade University, Ilara-Mokin	http://www.elizadeUniversity.edu.ng	2012
25	Evangel University, Akaeze	http://www.evangeluniv.edu.ng	2012
26	Fountain Unveristy, Oshogbo	http://www.fountainUniversity.edu.ng	2007
27	Godfrey Okoye University, Ugwuomu-Nike - Enugu State	http://www.gouni.edu.ng	2009
28	Gregory University, Uturu	http://www.gregoryUniversity.com	2012
29	Hallmark University	http://www.hallmark.edu.ng	2015
30	Hezekiah University, Umudi	http://hezekiah.edu.ng/	2015
31	Igbinedion University Okada	http://www.iuokada.edu.ng	1999
32	Joseph Ayo Babalola University, Ikeji-Arakeji	http://www.jabu.edu.ng	2006
33	Kings University	http://www.kingsUniversity.edu.ng/	2015
34	Kwararafa University, Wukari	http://www.wukarijubileeUniversity.org	2005
35	Landmark University, Omu-Aran.	http://www.lmu.edu.ng	2011
36	Lead City University, Ibadan	http://www.lcu.edu.ng	2005
37	Madonna University, Okija	http://www.madonnaUniversity.edu.ng	1999
38	Mcperson University, Seriki Sotayo, Ajebo	http://www.mcu.edu.ng	2012
39	Micheal & Cecilia University	http://mciu.edu.ng/	2015
40	Mountain Top University	http://www.mountaintopUniversity.org/	2015
41	Nigerian-Turkish Nile University, Abuja	http://www.ntnu.edu.ng	2009
42	Novena University, Ogume	http://www.novenaUniversity.edu.ng	2005
43	Obong University, Obong Ntak	http://www.obongUniversity.net	2007
44	Oduduwa University, Ipetumodu - Osun State	http://www.oduduwaUniversity.edu.ng	2009
45	Pan-Atlantic University, Lagos	http://www.pau.edu.ng	2002
46	Paul University, Awka - Anambra State	http://www.paulUniversity.edu.ng	2009
47	Redeemer's University, Mowe	http://www.run.edu.ng	2005
48	Renaissance University, Enugu	http://www.renaissanceUniversity.com	2005
49	Rhema University, Obeama-Asa - Rivers State	http://www.rhemaUniversity.edu.ng	2009

50	Ritman University	http://www.ritmanUniversity.edu.ng	2015
51	Salem University,Lokoja	http://www.salemUniversity.org	2007
52	Samuel Adegboyega University,Ogwa.	http://www.sau.edu.ng	2011
53	Southwestern University, Oku Owa	http://www.southwesternUniversity.edu.ng	2012
54	Summit University		2015
55	Tansian University,Umunya	http://www.tansian-edu.com	2007
56	University of Mkar, Mkar	http://www.unimkar.edu.ng	2005
57	Veritas University	http://www.veritas.edu.ng	2007
58	Wellspring University, Evbuobanosa - Edo State	http://www.wellspringUniversity.net	2009
59	Wesley Univ. of Science & Tech.,Ondo	http://www.wusto.edu.ng	2007
60	Western Delta University, Oghara Delta State	http://wdu.edu.ng	2007
61	Christopher University Mowe	http://www.christopherUniversity.edu.ng/	2015

Source: NUC Official Website Accessed April 2016