

HUMAN RESOURCE MANAGEMENT PRACTICES AS CORRELATES OF JOB PERFORMANCE AND COMMITMENT OF ACADEMIC STAFF IN NIGERIAN UNIVERSITIES

BY

Charity Uche Eziechine
University of Delta, Agbor, Delta State, Nigeria.

Email: charity.eziechine@unidel.edu.ng

Abstract

This study examined human resource management (HRM) practices as correlates of Job Performance and commitment of Academic Staff in Nigerian Universities with focus on business educators. Three (3) research questions guided the study and three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted correlational survey research design. A population of 56 business educators was used for the study. The entire population of the 56 business educators constituted the sample size since it was manageable. The instrument for data collection was the questionnaire titled: "Human Resource Management Practices as Correlates of Job Performance and Commitment of Business Educators in Nigerian Universities Questionnaire." (HRMPCJPCBENUQ). Findings revealed that HRM practices significantly predict job performance and commitment of business educators. Based on the findings, the study recommended among others, that school managements should make concise effort to ensure that viable human resource departments are constituted where none existed and to also make certain that human resource management practices are well-articulated in institutions for effective performance and optimal service delivery especially in Nigerian Universities.

Keywords: Human Resource Management Practices, Enhanced Performance, Job Commitment

Introduction

Human resource management plays a key role in fostering organizational performance. Organizations are increasingly recognizing the formidable role of strategic human resource management endeavor in optimizing organizational performance in achieving sustainable growth and relevance in today's dynamic world of business. Human resource management as a critical factor in effective job performance has consistently gained global attention due to its influential coordination and surveillance of organization human resources. The increasing recognition of the potentials of the human resource management in organization gaining competitive advantage have spurred body of authorities to making attempts to reveal the link between human resource management practices and organizational performance. Researches have also in recent-times demonstrated statistically the substantial connection between human resource management practices and organizational performance. These practices have been proven to be causal antecedents in enhancing effectiveness in performance and commitment of the human resource. Through a comprehensive knowledge of effective human resource management strategies, organizations can develop inspired workforce, improve productivity and ultimately earn competitive advantage over its rivalries.

In exploring the complex relationship between human resource management and employees' performance, it is important to highlight key factors that contribute to organizational success, these factors include; recruitment procedures, training and development, performance appraisal, employee's relations among others. But it is eminent that human resource management should judiciously deploy its principles and functions in attracting, identifying and retaining potential candidates who possess the requisite knowledge, skill and abilities needed for optimal performance and realization of organizational goals and objectives. For institutions of learning to maintain relevance in this present world of academic dynamism, skillful, competent and talented manpower that would contribute positively to

the institution global visibility and recognition would be required. Lately, researches have revealed a declining level of job performance and lack of commitment among some of the academic staff in the institutions of higher learning. Teachers generally and business educators in particular seem not to show interest in their jobs any longer. These unwelcome attitudes to work might be as a result of the unpleasant work conditions and the current economic crunch that has left the Nigerian institutions of learning especially university institutions in hands of unprofessional personalities who do not understand or have the knowledge of what it takes to build strong intellectuals for national growth. The deplorable conditions of the National Universities have flung most of the academia into a state of quagmire. Wages, earned allowances, fringe benefits health care, recognitions, and opportunities for career advancements are no longer entitlements but has become nightmares. These unbearable atmospheres in the Nigerian Universities have resulted to paradigm shift from the usual undiluted academic activities to impassive kind of work behavior and as such jeopardizing the universities goals and objectives. The continuous existence of these unpleasant situations of dis-satisfied conditions of service if not checked, could result in academic staff attrition and brain draining and consequently pose a limitation to the achievement of institutional goals and objectives. The foregoing could perhaps be attributed also to the non-existence of viable human resource management that would satisfactorily articulate its functions for maximum commitment of organizational workforce and optimal service delivery in Nigerian Universities.

The primary function of the human resource management is the matching of capabilities and inclinations of prospective candidates against the job demands in filling existing or future vacant positions in organizations. Recruitment procedures form the core focus of the central activities of the human resource management in managing people and the organizational work culture for optimal performance and maximum productivity. This process of hiring manpower involves the declaration of job vacancies, identifying and attracting potential candidates to apply and fill existing or future job vacancies Dessler (2016) noted that human resource management activities in the hiring of employees involves the building of pool, have the applicants fill out application forms, utilize various selection techniques to identify viable job candidates, have candidates go through selection interview among others. According to Goings, Hotchins and Walker (2019), recruitment procedures are the steps taken to attract large pool of qualified candidates for employment. Aside the practices of sourcing, hiring and job-match, the human resource management also undergo routine checks or what is called peoples' management. This facet of the HRM practice involves the coordination and supervision of the organizational workforce in ensuring that employees are effectively engaged in their work schedule for optimal productivity. Armstrong (2023) asserts that the aspects of peoples' management in the field of human resource practices cover a vast array of activities but the most crucial encompass recruitment procedures, training/development, performance appraisal, employee relations and employees' welfare among others.

Training and development are important phases in human resource management practices. Training and development are planned processes that expose employees to new knowledge, skills and new technologies needed in maintaining and improving performance. Samuel and Chipunza (2009) reported that training and development are the most crucial tools needed by employees to be exposed to new ways, new knowledge and skills that are required in effective job performance. Regular training and development of employees facilitate organizations survival even at a time of global competitive work system. Training involves designing and supporting learning activities resulting to desired level of performance while development is typically the long-term growth and learning, directing attention more on what an individual may need to know or do at some future times. Training focuses more on current job duties and responsibilities while development points to future job responsibilities. Effective training conveys relevant and useful information to employees thus, helping them to develop skills and behaviors that would be transferred and applied in work situations. Training according to Charnov and Montana (2014), focuses on creating specific actions, steps, peoples' commitments and attentions as they incorporate their new skills and ideas back to work. Additionally, development strives to building capacity, achieve and sustain new desired states that benefit organizations, communities and the world around them. Development is also to be creating and sustaining

change. Kim and Ju (2018) affirm that development is used to create solution to workplace issues before it becomes a concern or after the issues have been identified as problem.

Training and development help to improve performance through a variety of educational methods. The terms also help organizations to create pool of qualified employees that could be used to replace potentials that may exit or be promoted to higher positions of greater responsibilities. The terms are designed to improve individual performance within the organizations and expose individual employees to new ways of accomplishing task effectively. Brown (2010) affirm that job enthusiasm attracts high level output and productivity while enhanced work conditions and serene environment promote mutual understanding and optimal productivity. It therefore becomes crucial for the human resource management to maximally utilize its practices as these are inevitable in organizational effectiveness and high level performance. These practices of the human resource management if well enunciated could also help organization to maintain viability. Job performance is the building block in the management of organization that measures the end result of the human resource management practices and a criterion in measuring organizational success. It is also the sum of anticipated value to the organization which comprised the different sets of behavior carried out by individual employees over a given period. In recent times, most practitioners and researchers seem to perceive job performance as a widely accepted instrument that measures the level of employees' commitment to duties. Marcus Buckingham (2023), identify individual's strength as indicators of job performance, although the authors suggested that metrics like individual engagement levels should be aligned with supervision and achievement of organizational goals as this gauges effective performance. Performance indicators are undisputable criteria for organizational success but more to it is the collective bargaining of the human resource managers in ensuring that right calibre of people are engaged to jobs in order to facilitate performance and increase productivity. This remains the ultimate goal in the wide range of human resource management practices in organizations especially in the educational sector where destinies are been molded. Despite the global recognition of the important role of the human resource management in driving organizational performance, concerns and complexities seem to abound. Issues of in-proper placement of employees especially those in academics, non-irregular training and development programs to match with the emerging technologies, unpleasant work environment and poor remunerations among others are increasingly under contention in today's global work environment especially in the educational work environment. But with the presence of viable human resources management in the various institutions of higher learning, it is anticipated that academic staff members would flaunt high level of job commitment thus contributing positively to the realization of institutional goals.

Lately, observation seems to reveal that some members of the academia seem not to be enthusiastic about their jobs as majority of them scarcely come to the office and even when they do, lack the interest of attending to their lecture classes as scheduled. While some attempt going for their classes, others use almost half of the lecture hours narrating stories that may not have bearing to the subject matter. The problem of this study is stemmed from the fact that undesirable work conditions and non-existence of viable human resource management practices in the Nigerian Universities could leverage the level of employee's commitment which ultimately affects performance rate. This could consequently lead to producing incompetent and half-baked graduates that would not be able to fit into the world of work but rather would constitute nuisance to themselves and the society at large. These aforementioned if not promptly attended to may have intense and adverse effect in accomplishing educational goals and objectives. It is against this backdrop that the study examined human resource management practices as correlates of job performance and commitment of academic staff in Nigerian universities.

Research Questions

The following questions in line with the specific purpose guided the study

1. What is the level of job performance and commitment of business educators in Nigerian Universities?
2. What is the relationship between recruitment procedures and job performance and commitment of business educators in Nigerian Universities?

3 What is the relationship between training/development and job performance and commitment of business educators in Nigerian Universities?

Research Hypotheses

Three null hypotheses were formulated and tested at alpha level of 0.05..

H01: Recruitment procedures do not significantly predict job performance and commitment of business educators in Nigerian universities

H02: Training and development do not significantly predict job performance and commitment of business educators in Nigerian universities

H03: Human resource management practices do not significantly predict job performance and commitment of business educators in Nigerian Universities.

Methodology

The study employed correlational survey research design. A correlational survey design measures two or more relevant variables and assesses the relationship between or among the variables. According to Creswell (2018), correlational research design examines the link between two or more variables in order to determine if and how they vary together. The design was deemed to be the most suited for this study because the study identifies associations between the independent variables (HRM practices) and the dependent variables (job performance and commitment) and potential predictive factors without manipulating or inferring causality on the variables. Three research questions guided the study and three null hypotheses were formulated and tested at alpha level of 0.05. The study was conducted in some selected universities in Delta State where business education is offered. The population of the study was 56 business educators. The entire population was used as the sample size because it was manageable. Creswell (2018) stated that if the population is small, the entire population can be used as the sample size. The instrument for data collection was the questionnaire titled: "Human Resource Management Practices as Correlates of Job Performance and Commitments of Business Educators in Nigerian Universities Questionnaire (HRMPCJPCBENUQ)". The instrument was organized into sections A and B. Section A contained the demographic characteristics of the respondents while section B was made up of 15 item statements drawn from the three research questions. Research question one contains items 1-5, research question two, items 6-10 and research question three items 11-15. The responses were graded on a four point rating scale of Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points) and Strongly Disagreed (1 point). The instrument was validated by two research experts from the University of Delta Agbor. The reliability of the instrument was determined using test-retest method. The instrument was administered to a sample of 20 business educators in the University of Benin, Benin-City in Edo State, who were not part of the sample as the entire population was used as the sample size. The first and second administration was conducted within an interval of two weeks. Data obtained were analyzed using Pearson Product Moment Correlation Coefficient Statistics (PPMCC) which yielded a reliability coefficient of 0.87. The value was considered reliable and appropriate for the study. Copies of the questionnaires were administered to respondents through the help of two research assistants. The completed copies were retrieved at the interval of two weeks. Data collected from the respondents were analyzed using Descriptive Statistics (Mean and Standard Deviation) and Inferential Statistics such as Pearson Product Moment Correlation Coefficient while linear regression was used to test the hypotheses at alpha level of 0.05. Decision rule for research question one was based on an average mean of 2.50. where the mean value of any item is equal to 2.50 or range between 2.00-2.99, it indicates moderate level and considered high level if the calculated value is above 2.99. Decision rule for research questions two and three was based on boundary limit where any calculated R-value between 0.00-0.33 was regarded as low/weak correlation, 0.34-0.67 was regarded as moderate correlation and 0.68-1.00 regarded as high correlation. The decision for the null hypotheses was based on p-value, if the p-value is greater or equal to 0.05, null hypothesis was accepted and rejected if otherwise.

Results

Research Question 1: What is the level of job performance and commitment of business educators in Nigerian Universities?

Table 1:
Mean and Standard Deviation of Business Educators' Job Performance and Commitment

SN	Item Statements	N	Mean(X)	SD	Remarks
1	I hold my lectures at the allocated lecture hall at the appropriate time assigned	56	3.19	0.64	High
3	I develop and organized institutional plan to provide good learning experience for the students	56	3.12	0.84	High
4	I don't normally meet up with the deadline for submission of marked scripts.	56	2.60	1.10	Moderate
5	I monitor and caution students that exhibit disruptive Behaviours inside and outside the classroom	56	3.07	0.76	High
Grand Total		240	0.67	Moderate	

Key: 1.00-1.99 = Low, 2.00-2.99 = Moderate, 3.00-4.00 = High

Note: Mean (x), Standard Deviation (SD), Sample Size (N)

The result analysis in table 1 shows the level of job performance and commitment of business educators in Nigerian universities. The Table shows mean responses ranges from 2.06- 3.19, with Standard Deviation score ranged from 0.64 - 1.10, this indicates a positive but moderate level of enhanced job performance and commitment of business educators. With a composite mean of 2.40, it also signifies that job performance and commitment level of business educators in Nigerian universities is positively moderate.

Research Question 2: What is the relationship between recruitment procedures and job performance and commitment of business educators in Nigerian Universities?

Table 2: Pearson's Correlation of Recruitment Procedures and Job Performance and Commitment of Business Educators

Variables	Number	Pearson r	Coefficient of Determination
Recruitment Procedures	56	.531**	28.20%
Job Performance and Commitment			

Key: .00 - .33 = low; .34 - .67 = Moderate; .68 - 1.00 = High

Data presented in Table 2 show Pearson's correlation of recruitment procedures and enhanced job performance and commitment of business educators. The analysis shows a Pearson r -value of 0.531 and a Coefficient of Determination of 28.20% which indicates positive and moderate correlation. This depicts that the relationship between recruitment procedures and job performance and commitment of business educators in Nigerian Universities is positive but moderate.

Research Question 3: What is the relationship between training/development and job performance and commitment of business educators in Nigerian universities?

Table 3: Pearson's Correlation of Training/Development and Job Performance and Commitment of Business Educators

Variables	Number	Pearson r	Coefficient of Determination
Training and Development	56	.158**	2.50%
Job Performance			

Key: .00 - .33 = low; .34 - .67 = Moderate; .68 - 1.00 = High

Analysis in Table 3 shows a Pearson's correlation of training/development and job performance and commitment of business educators in Nigerian universities. The Pearson r -value of 0.158, and a coefficient of determination of 2.50% indicating a positive but low relationship. This implies that the relationship between training/development and job performance and commitment of business educators in Nigerian universities is positive but low.

Hypotheses

H₀₁: Recruitment procedures do not significantly predict job performance and commitment of business educators in Nigerian universities.

Table 4:
Linear Regression of Recruitment Procedures on Job Performance and Commitment of Business Educators

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	2.624	1	2.624	60.000	.000
	Residual	6.692	153	.044		
	Total	9.316	154			

$\alpha = 0.05$

Table 4 shows the linear regression of recruitment procedures and job performance/commitment of business educators in Nigerian universities. The result depicts an F -value of 60.000 and a p -value of 0.000, tested at an alpha level at 0.05. The p -value of 0.000 is less than the alpha level at 0.05. This signifies that the null hypothesis which stated that recruitment procedures do not significantly predict job performance of business educators in Nigerian

universities is false and rejected. It therefore implies that recruitment procedures do significantly predict job performance and commitment of business educators in Nigerian universities.

Ho2: Training and development do not significantly predict job performance and commitment of business educators in Nigerian universities.

Table 5:
Linear Regression of Training/Development of Job Performance and Commitment of Business Educators

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	.233	1	.233	3.921	.049
	Residual	9.084	153	.052		
	Total	9.316	154			

$\alpha = 0.05$

Table 5 shows the linear regression of business educators' training/development on job performance with an F value of 3.921 and a p-value of 0.049, tested at an alpha level at 0.05. The p-value of 0.049 is equal to the alpha level at 0.05 ($p=0.05$) showing no strong statistical significance. The result indicates that the null hypothesis which stated that training and development do not significantly predict job performance and commitment of business educators in Nigerian universities is true and is retained. This implies that training and development do not significantly predict job performance and commitment of business educators in Nigerian universities.

Ho3: Human resource management practices do significantly predict job performance and commitment of business educators in Nigerian universities.

Table 6: Linear Regression of Human Resource Management Practices on Job Performance and Commitment of Business Educators

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4.710	9	.523	16.472	.000
	Residual	4.607	145	.032		
	Total	9.316	154			

$\alpha=0.05$ R=.711 R square=.506

Data in Table shows the linear regression of human resource management practices on enhanced job performance and commitment with an f-value of 16.472 and a p-value of 0.000, tested at an alpha level of 0.05. The p value of 0.000 is less than the alpha level at 0.05 which indicates that the null hypothesis which states that human resource management practices do not significantly predict job performance and commitment of business educators is rejected. This implies that human resource management practices significantly predict job performance and commitment of business educators in colleges of education in south-south Nigeria. With R square of .506, it depicts that human resource management practices predicts 50.6% of job performance and commitment of business educators in Nigeria universities.

Discussion

The findings of the study were discussed in line with the research questions and the tested hypotheses. The study showed a moderate level of job performance and commitment of business educators as the composite mean value was at the moderate rating range of 2.40. This signifies that job performance and commitment of business educators in Nigerian universities was on a moderate level. This finding agrees with Rue (2006) who asserts that job performance is one of the vital tools used in describing the level of contribution of an individual to the overall success of an organization. The second research question was on the relationship between recruitment procedures and job performance and commitment of business educators in Nigerian universities. The result revealed a moderate relationship between recruitment procedures and job performance of business educators. The correspondent hypothesis revealed that recruitment procedures significantly predicted job performance of business educators in Nigerian universities. These findings agreed with that of Samuel, George and Beth (2013) which revealed a positive correlation between recruitment practices and job performance. The study also revealed that recruitment sources contributed more to employee job performance and commitment. This is as affirmed by Yusuf and Aladelusi (2017) study which revealed that there is a correlation between recruitment procedures and employees' performance. Similarly the findings from the third research question showed the relationship between training/development and job performance and commitment of business educators in Nigerian universities. The findings revealed a positive but low relationship between training/development and job performance of business educators. The correspondent hypothesis revealed that training and development seem not to have strong statistical significance as predictors of job performance of business educators in colleges of education in south-south Nigeria. The findings of Akhter, Saddique and Alam (2015) observed that training, development and opportunity for career development have significant positive impact on employee performance. Jing's (2018) findings also revealed that training and development are important factors that could positively influence employee performance. Hypothesis three showed that human resource management practices did not significantly predict job performance of business educators in Nigerian universities. The findings revealed that HRM practices significantly predicted job performance and commitment of business educators in Nigerian universities. The findings of Onafedeji, Ogunyemi and Alarape (2017) affirmed that there is a significant relationship between human resource management practices and employee performance.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that human resource management practices correlates job performance and commitment of business educators in Nigerian universities. While training and development have positive but low relationship with business educators' job performance, recruitment procedures have moderate relationship with job performance and commitment of business educators in Nigerian universities. Consequently, with viable human resource management and articulated practices in Nigerian universities it is expected that academic staff such as business educators would exhibit high level commitment to job duties that could yield optimal productivity in Nigerian Universities. Consequent upon the findings of the study and the conclusion drawn, the following recommendations are made:

1. Management of Universities should make concise efforts to constitute viable human resource departments that could strive to discharge their primary functions without prejudice.
2. Human resource managers should strive to uphold and adhere to the tenant of recruitment procedures in ensuring that the most candidates suited for the job vacancies are selected and engaged to promote efficiency in organizational performance.
3. Universities management should make training and development as a regular exercise in order to promptly expose educators to novel skills trend and new ways of tackling task for maximum output.

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