

RESEARCH ARTICLE

HR Practices' Effect on Lecturers' Job Performance in Nigerian HEIs

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Abstract: Substantial numbers of studies have found hr practices be a significant determinant of enhanced job performance, but the effectiveness and success of hr practices is context-dependent, and the numbers of studies conducted on the effect of hr practices on lecturers' job performance in the Nigerian context are negligible. Therefore, this paper investigates the effects of training & development, compensation, and employee involvement on lecturers' job performance in the Nigerian higher education institutions (heis). Data were collected from 702 academics of the north-west Nigerian polytechnics and then analyzed via the partial least squares method (pls) algorithm and bootstrapping techniques. The overall results indicate that training & development and employee involvement have significant and positive effect on lecturers' job performance, but compensation does not significantly predict lecturers' job performance, implying that environment, as postulated by contingency theory, within which organizations operates matters. Hence, future research should endeavor to investigate the boundary condition in the hr practices-performance connection. Implications, limitations, and future research directions were discussed.

Keywords: *HR Practices, HRM, Lecturers' Job Performance, Training & Development, Employee Involvement.*

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Introduction

Human resource practices (HR practices) have been identified to be a significant determinant of enhanced job performance [1-2-3-4], but the effectiveness and success of HR practices is context-dependent [5].

Also, the numbers of studies conducted on the effect of HR practices on lecturers' job performance in the Nigerian context are negligible. According to Pak and Kim [6], a few studies investigated the impact of HR practices on employee job performance, and most of the available studies were conducted on organizational performance in industrial settings [1-7-8]. Investigating the effect of HR practices on lecturers' job performance in the Nigerian higher education institutions (HEIs) is imperative and would enrich the existing literature.

This is because HEIs play a crucial role of preparing the youth to live a purposeful life, training of future leaders, imparting of knowledge and skills to current and potential manpower to contribute to economic growth, and developing nation's technical capabilities [9-10].

Also, HEIs assumed the important status in strengthening the economic growth and development [11], through teaching and research [12].

Moreover, HR and its management form an indispensable part of the whole of competitive advantage [13-14-15-16]. Strategic HR that enhances task and performance are formed through the effective adoption of HR practices. It has been discovered by researchers and practitioners of human resource (HR) that performance is greatly enhanced by HR practices which influences human capital through acquisition, development, and motivation of the best talents [17].

Also, employees with knowledge and competencies are the key assets in assisting firms to survive and sustain their competitive advantage [3-18]. Performance is enhanced through HR practices that can build-up employee capability, commitment and productivity [17]. HPWPs improves and motivates employees to show quality job performance and reduced turnover [19-20].

According to Ability- Motivation-Opportunity (AMO) model, performance of the firm can be expedited through three factors which are ability, motivation and opportunity. AMO model highlights that empowered and motivated employee with boosted KSAs would remain in the organization and record higher performance which consequently enhance higher performance [21-22-23-24]. The first factor of AMO model, which is ability, can be achieved through training and development [25].

The HR practices such as compensation and employee involvement constitute what can be used to motivate, empower employees and give them opportunity. Given the above discussion, this paper investigates the effects of training & development, compensation, and employee involvement on lecturers' job performance in the Nigerian HEIs. This study would expand the scope of the existing body of knowledge in the HRM research field.

Literature Review and Hypotheses Development

Lecturers' job performance in this study refers to the lecturers' efforts (action and behaviors) that are outside their job description, but, yet enhances organizational effectiveness [26]. It also involves behaviors of an individual lecturer that contribute to the organizational goal accomplishment. This indicated that lecturers' job performance is the expected value of what lecturers do in organizations which are relevant towards enhancing organizational effectiveness. Moreover, HR with knowledge and competencies are the key assets in assisting firms to survive and sustain their competitive advantage [3-18].

Performance is enhanced through HR practices that can build-up employee capability, commitment and productivity [17]. Thus, training and development, compensation, and employee involvement are selected in this study, given that numerous studies have established their significant positive effects on performance [2-3], and that organizations, according to the economic or rational actor viewpoint, would adopt certain practices found to be contributing effectively to the success of other organizations.

Hence, Universalist assumption regarding 'best practices' is upheld [27].

Furthermore, training and development have been acknowledged to be one of the essential segments of HR practices in the field of human resource management [28].

Training as special activities is intended to help to learn of skills, attitude and knowledge between the employees in the organization to improve their specific work performances as well as achieving organizational goals [29]. Organizations organize training as a package to ensure and develop their employees' output [30]. Training is seen as a strategic effort by the organization to enable employees' learning job-related behavior on the part of its personnel [31].

On the other hand, development activities are aimed at the long-term by preparing future work responsibilities and the current work as well. Training and development focus on technical training, skills, counseling and other developmental programs [32].

Considerable empirical evidences [33-34-35-36-37-38-39-40] have signified a significant positive relationship between training and development and job performance. For instance, Tabiu, Pangil, and Othman [40] examined the contribution of training and development in improving the job performance in some northern Nigerian public sector organizations.

The findings of the study showed that training and development is positively related to job performance. Additionally, in the context of employment relationship, when the management of an organization provides employees with sufficient training and development opportunities, this will send a message to employees that the organization cares for them [41], and such employees will tend to reciprocate to perform the job in the most effective and efficient ways towards the achievement of organizational goals and objectives.

Therefore, This Study Hypothesizes That

Training and Development Would Have a Significant Positive Effect on Lecturers' Job Performance

Compensation is among the essential HR practices. Odunlami and Matthew [42] define compensation as all kind of fiscal returns and

physical benefits that an employee received as part of his/her contract. However, this definition is deficient as it does not consider other elements of compensation like non-financial aspects. Therefore Anitha [43] defined compensation as an essential feature of employee engagement which involves non-financial and financial that motivates employees to achieve and focus more on work and personal development.

Similarly, compensation can be seen as HRM practices that involve with all type of rewards obtain by workers in organizations for exchange of what they performed towards achieving organizational goals [44].

Empirical studies on the link between compensation and job performance revealed that compensation has significant positive on job performance [40-45-36-46-47-42-48]. These studies supported that adequate compensation package encourages employees towards the higher task, contextual and adaptive performance. Furthermore, Calvin [49] studied the impact of two dimensions of compensation (salaries & wages and bonuses & incentives) on job performance in two selected institutions in Zamfara State, Nigeria.

The findings of the study indicate a significant positive relationship between compensation and employee job performance. According to social exchange theory (SET), in a social relation, the reciprocity and good gesture between two parties govern the entire relationship [50]. Therefore, in a situation whereby, a good gesture from one party (employer through HR practices) is returned with a similar good gesture (employee through performance). In this

regard, if the employee perceived that the organization provided him with appropriate compensation, then such employee will tend to reciprocate with good performance.

Thus, the Following is Hypothesized

Compensation Would Have a Significant Positive Effect on Lecturers’ Job Performance

As for employee involvement, it refers to the process through which information is exchanged in an organization [17]. The practice had been found to affect creativity climate [51], and organizational performance [52]. Evidence from the literature indicated a positive relationship between employee involvement and job performance [36-53-31-54].

Also, Hassan [36] investigated the impact of employee involvement on job performance in the Textile industry of Pakistan. Using a sample of 68 employees, the data were analyzed through Pearson correlation statistical and regression technique, and the result revealed that employee involvement has a positive impact on job performance. Also, the findings of Tabiu and Nura [55] and Nadarasa [54], signified the positive influence of employee involvement on job performance.

Based on the Discussion above, the Following Hypothesis is Formulated Thus

Employee Involvement would have a Significant Positive Effect on Lecturers’ Job Performance

These Hypotheses are Represented in the Research Framework Below

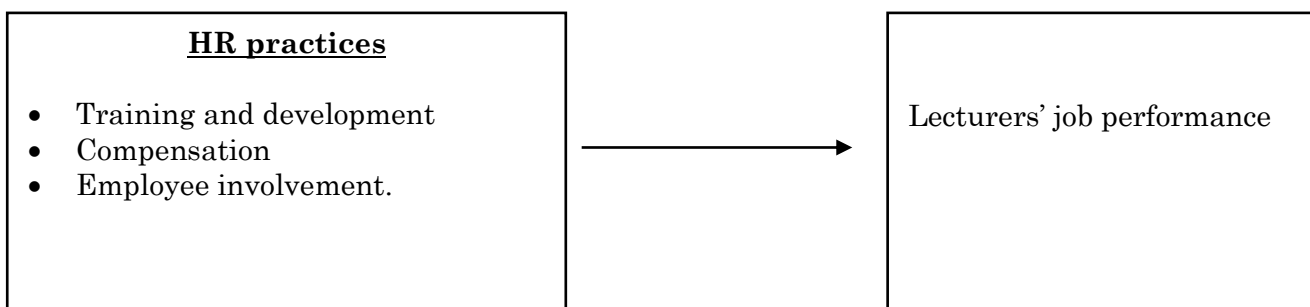


Figure 1: Research framework

Methodology

The current study employed the cross-sectional survey approach, and thus data

were obtained from the academics of the North-West Nigerian polytechnics and

analyzed. The analysis in this study comprised a two-step approach [56] conducted to obtain valid and reliable results. The two-stage approach includes the measurement model and structural model [57]. Sample size was determined using Krejcie and Morgan's [58] benchmarks and the supposition of Hair, Hult, Ringle, and Sarstedt [59], given the fact that the level of confidence and precision is been taken care of, and minimized sampling error is guaranteed by the approaches. Thus, from a population of 4441, a sample size of 702 was chosen to stand in for the entire population of the study.

The items of lecturers' job performance were adapted from Motowildo and Van-Scotter [60], while the instruments of HR practices were adapted from Demo, Neiva, Nunes, and Rozzett [61]. All the items were scaled with 5-Likert scale. In this study, a total of 702 questionnaires were distributed to the respondents (the academic staff of 7 North Western polytechnic of Nigeria), but only 546 questionnaires were returned. Out of 546 returned questionnaires, only 539

questionnaires were usable and 3 were incomplete and 4 rejected. This shows that 546 out of 722 questionnaires represent overall response rate of 75.6 per cent, but 539 questionnaires, representing a valid response rate of 74.7 per cent were used in the analysis.

Results

Demographic information of the respondents of the current study indicates that the respondents have different backgrounds in terms of age, gender, education, and working experience. This indicates that the data used in the study were from the respondents of different demographic backgrounds, and thus enriching generalizability of the result of the study.

Measurement Model (Outer Model) Evaluation

Measurement model evaluation is for validation of the indicator reliability, internal consistency reliability, convergent validity, and discriminant validity of the constructs [59].

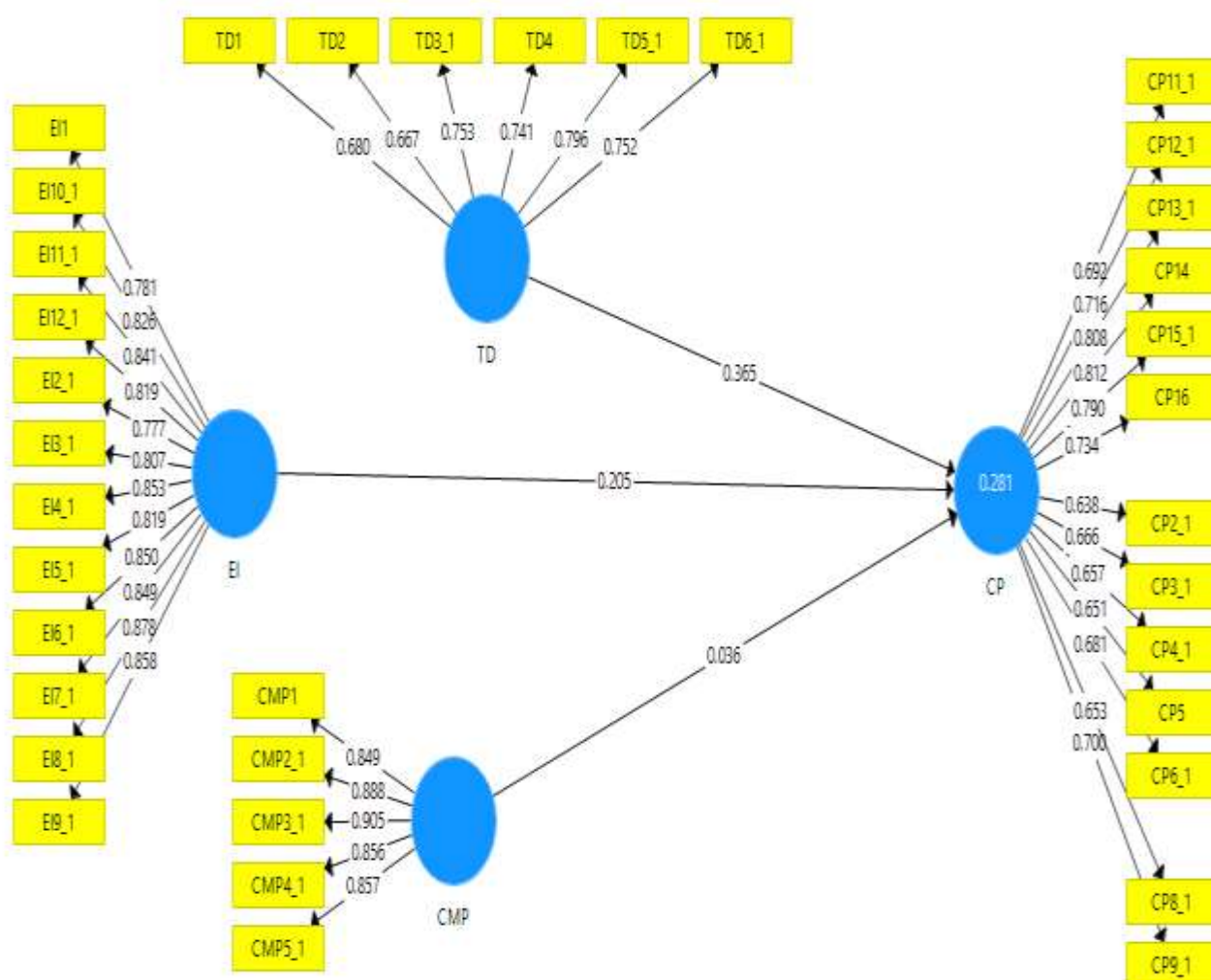


Figure 2: Measurement model evaluation result

Table 1: Construct Reliability and Validity

Constructs	Items	Loadings	CA	CR	AVE				
Compensation	CMP1	0.849	0.920	0.940	0.759				
	CMP2_1	0.888							
	CMP3_1	0.905							
	CMP4_1	0.856							
	CMP5_1	0.857							
Lecturers' job performance	CP11_1	0.692	0.917	0.929	0.504				
	CP12_1	0.716							
	CP13_1	0.808							
	CP14	0.812							
	CP15_1	0.790							
	CP16	0.734							
	CP2_1	0.638							
	CP3_1	0.666							
	CP4_1	0.657							
	CP5	0.651							
	CP6_1	0.681							
	CP8_1	0.653							
	CP9_1	0.700							
	EI1	0.781				0.959	0.964	0.690	
Employee involvement	EI10_1	0.826							
	EI11_1	0.841							
	EI12_1	0.819							
	EI2_1	0.777							
	EI3_1	0.807							
	EI4_1	0.853							
	EI5_1	0.819							
	EI6_1	0.850							
	EI7_1	0.849							
	EI8_1	0.878							
	EI9_1	0.858							
	Training & development	TD1	0.680	0.828	0.874				0.537
		TD2	0.667						
TD3_1		0.753							
TD4		0.741							
TD5_1		0.796							
TD6_1		0.752							

Note: AVE=Average Variance Extracted; CR=Composite Reliability; CA=Cronbach Alpha

Table 2: Discriminant Validity (HTMT)

	CMP	CP_	EI	TD
CMP				
CP_	0.408			
EI	0.711	0.446		
TD	0.622	0.556	0.566	

Note: CMP=Compensation; CP=Lecturers' job performance; TD=Training and Development; EI=Employee Involvement

Regarding the indicator reliability, it indicates the suitability and capability of items (i.e. indicators) spawned for a particular construct in measuring the main concept in a given research [62]. According to Hair, Hult, Ringle, and Sarstedt (2017), the items with loadings above 0.5 have fulfilled the threshold for indicator reliability [59].

With the result depicted in Table 1 and Figure 2, the outer loadings of individual items, which range between 0.638 and 0.905,

show higher value on their respective constructs, and thus signifying sufficient levels of indicator reliability. However, 3 items from lecturers' job performance fell below the threshold value of 0.5 [57], did not fulfil the required levels of indicator reliability, and were all removed from the subsequent analysis, because an indicator whose outer loading falls below the threshold value of 0.5 should be removed to avoid distortion of result at structural model estimation stage.

In Table 1, the estimation of internal consistency reliability is presented. Internal consistency reliability is a form of reliability used to judge the consistency of results across items on the same test. It determines whether the items measuring a construct are similar in their scores (i.e., if the correlations between the items are large) [63].

To check for internal consistency reliability, composite reliability value and Cronbach's alpha value should be vetted, composite reliability should be higher than 0.70, but composite reliability values below 0.60 indicate a lack of internal consistency reliability [63]. Also, the minimum threshold for the value of Cronbach's Alpha is put at 0.6 by Sekaran [64]. The result in Table 1 indicates that all the constructs of the study have high levels of internal consistency reliability, as the composite reliability and Cronbach's alpha values of all the constructs are well above the threshold values of 0.7 and 0.6 respectively.

With regards to convergent validity assessment, it refers to the extent to which a measure correlates positively with alternative measures of the same construct [63]. Convergent validity assessment is based on Average Variance Extracted (AVE) values. AVE, which should be 0.5 or above, refers to the grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators) [63].

Thus, the AVE is equivalent to the communality of a construct. AVE values of the constructs of the current study ranged between 0.504 and 0.759, and thus well above the minimum requirements of 0.5 [57]. This informs that all the constructs of the study have the highest levels of convergent validity. The last aspect of the measurement model involves discriminant validity which denotes the extent to which a construct is truly distinct from other constructs by empirical standards.

Heterotrait-monotrait ratio (HTMT) of the correlations was adopted in this study for discriminant validity evaluation (Hair et al., 2017). HTMT is the ratio of the between-trait correlations to the within-trait correlations [63]. The result in Table 2 confirms the discriminant validity of this study's constructs, as the HTMT values for all pairs of constructs in a matrix fell below the threshold value of 0.90. In sum, having confirmed the content validity, convergent validity, and discriminant validity of the constructs of this research, it can then be claimed that the construct validity and reliability have been established in this study.

Structural Model

Figure 3 and Table 3 contained the structural model evaluation result. The purpose of running the model with all variables was to establish the results of direct effect of HR practices on lecturers' job performance.

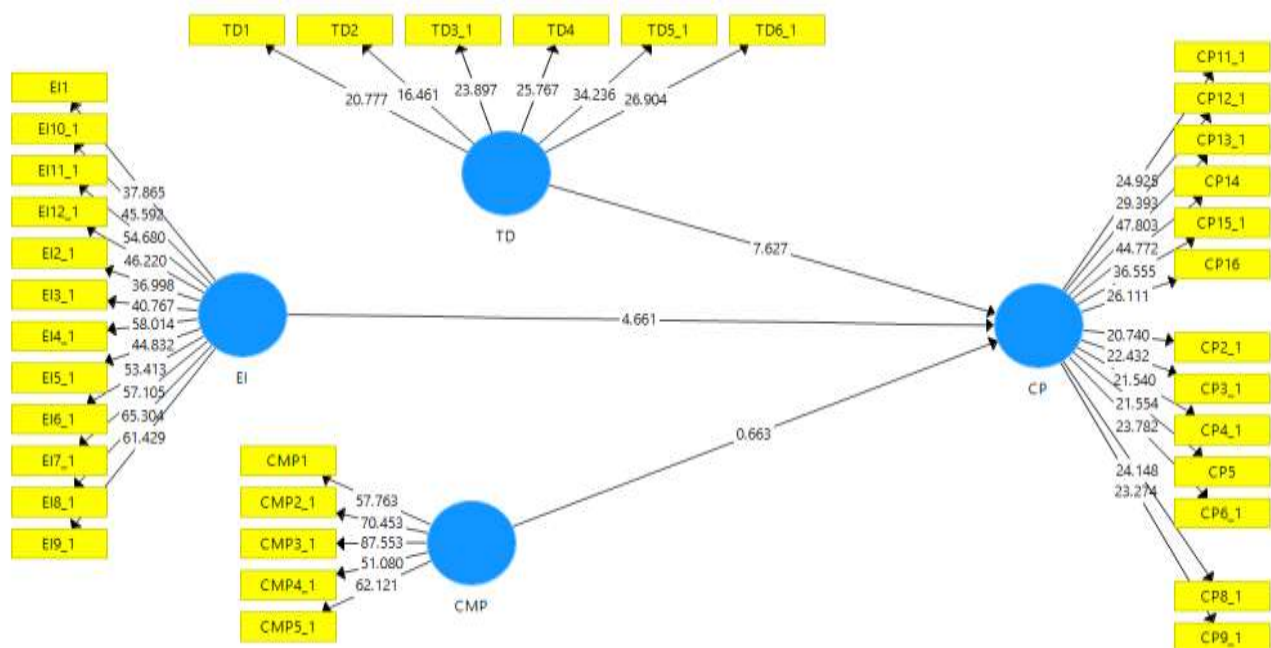


Figure 3: Structural model evaluation result

Table 3: Hypotheses Testing and Effect Size

HYP.	Beta	STDEV	T-STAT	Confidence Interval		P Values	Decision
				2.5%	97.5%		
CMP -> CP_	0.036	0.055	0.663	-0.072	0.146	0.507	Not Supported
EI -> CP_	0.205	0.044	4.661	0.121	0.293	0.000	Supported
TD -> CP_	0.365	0.048	7.627	0.267	0.460	0.000	Supported
Effect Size of the HR Practices on Lecturers' job performance							
Constructs		F ²			Effect Size		
CMP		0.001			No effect		
EI		0.030			Small effect		
TD		0.120			Small effect		

Considering Table 3, Figure 2, Figure 3, R square value of 0.281 (See Figure 2) signifies that, in the model, training & development, compensation, and employee involvement explain 28 % of the variance in lecturers' job performance. Moreover, the result ($\beta = 0.365$, $t=7.627$, $p< 0.001$; $\beta = 0.205$, $t=4.661$, $p< 0.01$) indicates positive effects of training & development and employee involvement on lecturers' job performance.

However, the direct path regarding the relationship between compensation and lecturers' job performance representing $\beta = 0.036$, $t = 0.663$, $p> 0.05$ is non-significant. This result indicates that compensation has non-significant effect on lecturers' job performance.

As for the effect size in the structural model evaluation, lecturers' job performance is explained by training & development and employee involvement with effect size (f^2) of 0.120 and 0.030 respectively, indicating that training & development and employee involvement have small effect size on lecturers' job performance respectively, but compensation, with effect size (f^2) of 0.001, has no effect on lecturers' job performance.

Discussion of the Results and Conclusion

The results of the study indicate that training & development and employee involvement have significant and positive effect on lecturers' job performance. This result is line with studies including Ismail, Abdul Majid, Jibrin-Bida and Joarder [65]; Hassan [36]; etc.

This finding implies that training and development can be designed to improve worker's skills, and competencies required for the performance of present and future tasks, which will in turn improve job performance of the employees.

Because an enhanced performance is possible, if training and development are given due priority in the organization so that employees would have the opportunity to acquire new skills [66]. Extensive training can foster the development of creativity-relevant skills (e.g., ability to generate alternative solutions), as well as the development of domain-relevant skills (e.g., product knowledge and customer service skills), which are necessary to demonstrate creativity in the work process.

In addition, training and development, which are aligned with digital technology, can be designed to improve domain- and creativity-relevant skills. Training workers can enhance creativity by boosting employees' feeling of competence and consequently giving rise to enhanced intrinsic motivation [67].

Also, the result signifies that employee involvement, which can enrich worker's job-related knowledge and inspire employees to use their domain-relevant and creativity-relevant skills to propose developments and create new ideas, can motivate employee and in turn translate to employee task performance.

This also indicates that if the performance of the organization is to be accomplished, there is a need for employee involvement in the organizational strategic planning and the strategies designed to accomplish the organizational goals and objectives. Workers should be equipped with financial and strategic information of the firm to improve and enrich workers' job-related knowledge.

However, compensation does not significantly predict lecturers' job performance; despite that the existing literature has established that fair compensation can improve performance. Probable reason for this result

could be linked to the fact that environment, as postulated by contingency theory, within which organizations operates matters most. Guest [68] posited that the way in which human resources are managed forms a potential source of sustainable competitive advantage for organizations.

HR practices are found to be significant predictors of job performance, but the HR practices-performance relationship is contingent on organizational factors or environmental factors, because the environment within which a firm operates has influence on firm's strategies and policies, and it can consequently impact the application of HR practices and its attendant effect on performance [69].

Thus, future research should endeavor to investigate the boundary condition in HR

practices-performance connection, as this will yield thoughtful implications to research and offer a deeper perspective on what can represent generalizable findings and commonly-held views in HRM research field, and thus enriching the theories [70].

Overall, management of the Nigerian HEIs could minimize the likelihood of lecturers' unproductive performance through effective training and development programs such as conferences, workshop, seminars, sponsorship of acquisition of higher degree so that they keep themselves updated and relevant in the present HEIs system. Also, organizational performance could be accomplished through employee involvement in the organizational strategic planning and the strategies designed to accomplish the organizational goals and objectives.

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