THE INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON THE JOB PERFORMANCE OF ACADEMIC STAFF: AN EMPIRICAL ANALYSIS OF SELECTED PRIVATE UNIVERSITIES IN AN OSUN STATE, NIGERIA

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Article Info	Abstract
	This study examines the influence of Human Resource Management (HRM) practices on the job performance of academic staff in selected private universities in Osun State, Nigeria. The objectives include investigating the relationship between HRM practices and job performance, identifying key HRM practices that significantly impact academic staff performance, and assessing the role of training and development in enhancing job performance. This study adopts a descriptive survey research design utilizing a stratified random sampling technique to select 300 academic staff members from Bowen University, Joseph Ayo Babalola University, and Redeemer University. Data collection was conducted through structured questionnaires, and the reliability was confirmed with a Cronbach's Alpha coefficient of 0.85. Inferential statistical techniques, particularly multiple linear regression analysis, are employed to determine the relationship between HRM practices and job performance. The findings indicate that HRM practices significantly influence job performance, with an R-squared value of 0.728, implying that 72.8% of the variance in job performance is explained by HRM practices. Key HRM variables such as work environment (β = 0.389, p = 0.000), compensation and benefits (β = 0.354, p = 0.000), and training and development (β = 0.312, p = 0.000) have the most significant impact on job performance. The study recommends that private universities enhance strategic HRM practices, particularly improving work conditions, remuneration, and training programs, to optimize staff productivity and institutional effectiveness. Future research should incorporate moderating variables, such as organizational culture, to deepen insights into HRM dynamics in academia.

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1.1 INTRODUCTION

Human Resource Management (HRM) practices play a crucial role in shaping employee performance across different organizations, including academic institutions. In the context of higher education, HRM practices encompass a range of activities, including recruitment, training and development, compensation, performance appraisal and employee relations. These practices significantly influence the job performance of academic staff by fostering motivation, job satisfaction, and professional development (Armstrong & Taylor, 2023). In academic institutions, HRM plays a critical role in determining faculty members' effectiveness in teaching, research, and service delivery.

The effectiveness of HRM practices in universities are particularly important in the private sector, where institutional sustainability and competitiveness rely heavily on employee performance. Unlike public universities, private universities often operate under stricter financial constraints and require well-structured HRM strategies to optimize staff performance. Research has revealed that HRM practices, such as training and development, performance-based compensation, and effective leadership, enhance employee productivity and institutional performance (Khan et al., 2021).

In Nigeria, the proliferation of private universities has raised concerns about the quality of academic staff and their job performance. Several studies suggest that inadequate HRM policies, lack of competitive remuneration, and insufficient professional development opportunities hinder academic staff performance in private universities (Adebayo & Ogunleye, 2022). Furthermore, the rapid expansion and commercialization of private universities in Nigeria have led to inconsistent HRM policies, which, in turn, affect the commitment and productivity of academic staff. The variations in HRM practices across institutions suggest the need for a structured framework to standardize HRM approaches for enhanced job performance (Okafor et al., 2022). The competitiveness of private universities depends on their ability to implement HRM practices that not only enhance faculty performance and promote institutional stability and academic excellence.

Given the competitive nature of the Nigerian higher education sector, private universities must adopt innovative HRM strategies to attract, retain, and enhance the performance of academic staff. Previous research has emphasized the role of HRM in improving employee commitment and productivity, but there remains a gap in understanding how these practices specifically impact academic staff in private institutions (Olowookere, & Adekunle. 2022). In particular, the role of HRM in promoting work-life balance, research productivity, and teaching effectiveness has not been sufficiently explored in Nigerian private universities. This study, therefore, seeks to explore the relationship between HRM practices and job performance among academic staff in selected private universities in Osun State, Nigeria, contributing to the body of knowledge in HRM and higher education management.

Statement of the Problem

Academic staff performance is critical to the overall success of higher education institutions. Despite the growing importance of HRM in educational institutions, many private universities in Nigeria face significant challenges in implementing effective HRM strategies. Academic staff frequently express dissatisfaction with existing HRM policies, citing issues such as inadequate remuneration, limited training opportunities, and ineffective performance evaluation systems (Ojo & Adekunle, 2023). These challenges contribute to reduced job satisfaction, high turnover rates, and lower productivity among academic staff.

Furthermore, a lack of well-structured HRM practices often leads to low morale and job dissatisfaction, which negatively impacts the quality of teaching, research output, and institutional performance. Empirical evidence indicates that many private universities in Osun State struggle to retain experienced academic staff due to

unfavorable HRM conditions (Eze & Olaniyi, 2021). This has implications for students' overall learning experience and universities' research capacity. Studies have also highlighted that HRM inefficiencies in Nigerian private universities are exacerbated by a lack of policy consistency, managerial inefficiencies, and financial constraints (Adegbite & Alabi, 2023).This study seeks to address this gap by providing empirical evidence on the impact of HRM practices on academic staff performance in selected private universities in Osun State, Nigeria. The study also examines the extent to which institutional leadership mediates the relationship between HRM practices and academic performance, providing a comprehensive understanding of the mechanisms that influence faculty productivity.

Research Questions

The following are the research questions for this study:

i.   How do HRM practices influence academic staff job performance in selected private universities in Osun State?

ii.   What HRM practices most significantly impact academic staff performance?

iii.   To what extent do training and development programs affect job performance in private universities?

Objectives of the Study

        The primary objective of this study is to examine the influence of HRM practices on academic staff job performance in selected private universities in Osun State, Nigeria. The specific objectives are as follows:

i.   the relationship between HRM practices and academic staff job performance;

ii.   identify key HRM practices that significantly impact academic staff performance;

iii.   Assess the role of training and development in enhancing job performance.

Hypothesis of the Study

The developed hypothesis for this study is as follows:

H_0:   There is no significant relationship between HRM practices and job performance among academic staff in selected private universities in Osun State.

H_1:   There is a significant relationship between HRM practices and job performance are   significantly related among Academic staff in selected private universities in Osun   State.

2.0   LITERATURE REVIEW

2.1   Conceptual Review

Human Resource Management (HRM) practices

Human Resource Management (HRM) practices play a vital role in organizational success by influencing employee behavior, motivation, and overall performance (Armstrong & Taylor, 2023). Effective HRM practices contribute to employee retention, job satisfaction, and productivity, making them essential for both private and public institutions (Brewster et al., 2022). Over the years, HRM has evolved from traditional personnel management to a strategic function that aligns human capital with business objectives (Saks & Gruman, 2022). Human Resource Management (HRM) practices refer to strategic approaches that organizations adopt to effectively manage their workforce and enhance employee performance. These practices are designed to align human capital with organizational goals, foster a productive work environment, and improve job satisfaction.

Human Resource Management (HRM) practices are fundamental to the effective functioning of organizations. HRM encompasses policies, procedures, and systems designed to attract, develop, and retain employees, ultimately enhancing organizational performance and competitive advantage (Dessler, 2023). The strategic integration of HRM practices fosters employee commitment, motivation, and productivity, contributing to long-term organizational sustainability (Armstrong & Taylor, 2022).   HRM practices remain pivotal in shaping

workforce productivity and organizational success. Effective implementation of HRM practices is essential to enhance employee performance and achieve organizational goals. Recent advancements, such as AI-driven recruitment, digital learning platforms, and data-driven performance management, are transforming HRM functions. Organizations must continuously adapt to emerging trends to maintain competitive edge and enhance employee well-being.

Key Human Resource Management Practices

HRM practices can be broadly categorized into recruitment and selection, training and development, performance management, compensation and benefits, and employee relations. Each of these practices plays a critical role in shaping organizational effectiveness and employee satisfaction.

Recruitment and Selection

This practice involves attracting and selecting candidates with the necessary skills and qualifications to meet organizational needs. Effective recruitment and selection processes ensure that the right individuals are placed in suitable roles, which is crucial for organizational performance. A study on the Nigerian insurance industry highlighted that proper selection systems are vital for enhancing organizational performance. Recruitment and selection are fundamental HRM practices that determine the quality of talent for an organization. Studies have indicated that organizations with structured and merit-based recruitment processes tend to have higher performance levels and lower turnover rates (Noe et al., 2022). A recent study by Malik and Singh (2023) found that digital recruitment strategies, such as artificial intelligence (AI)-based screening and social media hiring, enhance efficiency and diversity in hiring processes. Furthermore, strategic workforce planning and employer branding have become crucial elements of modern recruitment practices (Olorunfemi, & Osibanjo, 2023).

Training and Development

Providing employees with opportunities to develop their skills and knowledge is essential for maintaining a competent workforce. Training programs not only improve individual performance but also contribute to overall organizational effectiveness. Research indicates that training and development have a positive impact on employee retention and performance. Training and development are crucial for enhancing employees' skills and ensuring that they remain competitive in a dynamic work environment. According to Guchait et al. (2023), organizations investing in continuous learning and upskilling initiatives reported increased employee engagement and performance. Moreover, digital learning platforms and virtual training programs have become essential in HRM, allowing employees to access professional development resources conveniently (Saks & Gruman, 2022).

Performance Management

Performance management involves setting objectives, monitoring employee progress, and providing feedback. Traditional performance appraisal systems have evolved into continuous performance monitoring systems that incorporate real-time feedback and data analytics (DeNisi & Murphy, 2023). Recent research by Gupta and Sharma (2023) emphasized that performance management systems that integrate key performance indicators (KPIs) and employee engagement metrics lead to improved organizational efficiency. Moreover, the use of performance management software and 360-degree feedback mechanisms has gained traction in fostering a performance-driven culture (Aluko et al., 2023). Emerging research indicated that aligning performance management with psychological empowerment strategies enhances employee motivation and commitment (Ogbu & Akpan, 2020). Regular assessment of employee performance helps identify strengths and areas for improvement. Performance appraisals provide a basis for decisions related to promotion, compensation, and development needs.

Compensation and Benefits Management

Developing fair and competitive compensation structures is crucial for attracting and retaining talent. Compensation management includes salaries, bonuses, and other benefits that reward employees for their contributions. Studies have shown that effective compensation strategies are associated with higher employee satisfaction and retention. Compensation management significantly affects employee motivation and job satisfaction. Competitive salary structures, performance-based incentives, and non-monetary benefits such as flexible work arrangements enhance employee retention (Gomez-Mejia et al., 2023). Osibanjo et al. (2022) revealed that equitable compensation packages that are aligned with industry standards contribute to reduced turnover and higher employee loyalty. Additionally, the role of intrinsic rewards, such as job enrichment and career development opportunities, has gained attention in HRM literature (Jiang, Lepak, Hu, & Baer, 2023).

Job Performance

Job performance is a critical construct of organizational behavior and human resource management. It is a multidimensional concept that encapsulates the efficiency and effectiveness with which employees execute their job responsibilities. Scholars and practitioners have explored job performance from various perspectives, highlighting its antecedents, determinants, and implications for individual and organizational success (Motowidlo & Kell, 2022; Koopmans et al., 2019). Job performance remains a central theme in organizational behavior, human resource management, and industrial psychology. The term refers to the extent to which an individual fulfills prescribed job responsibilities and contributes to organizational goals. The concept of job performance has evolved from a unidimensional perspective to a multidimensional construct that encompasses different aspects of work behavior. Job performance is traditionally defined as the degree to which an individual fulfills job roles and responsibilities in alignment with organizational goals (Campbell, 2019). More recent studies have emphasized that job performance extends beyond assigned duties and includes discretionary behaviors that contribute to an organization's effectiveness (Motowidlo & Van Scotter, 1994).

Job performance refers to the effectiveness, efficiency, and productivity with which employees execute their assigned duties and responsibilities. It encompasses various dimensions, including teaching effectiveness, research output, community engagement and administrative responsibilities (Campbell, 2019). In the academic environment, job performance is often assessed based on pedagogical proficiency, scholarly contributions, and service to the institution and society (Obeng-Denteh et al., 2021). In the context of higher education, academic staff performance is also pivotal in shaping student outcomes, research advancements, and institutional reputation (Nguyen et al., 2022). The job performance of academic staff encompasses a range of activities, including teaching, research, administrative duties, and community service (Khalid et al., 2021).According to Murphy (2021), job performance is not a singular construct but comprises multiple dimensions, including task performance, contextual performance, and counterproductive work behaviors. Task performance refers to the execution of job-specific duties and responsibilities. It is often measured based on productivity, efficiency, and quality of output (Sonnentag & Frese, 2020). **Contextual Performance** is an aspect extends beyond formal job descriptions and includes discretionary behaviors that enhance organizational functioning, such as helping colleagues and demonstrating organizational citizenship behaviors (OCBs) (Borman & Motowidlo, 2023). **Counterproductive Work Behaviors (CWBs)** are actions that detract from organizational goals, such as absenteeism, workplace deviance, and unethical conduct (Fox et al., 2021). Job performance remains a fundamental construct in organizational research, with diverse theoretical and empirical perspectives shaping its understanding.

2.2 Theoretical Framework

Resource-Based View (RBV) Theory: The Resource-Based View (RBV) theory, proposed by Barney (1991), posits that organizational resources, including human resources, are critical for gaining a competitive advantage. In the context of higher education, private universities must develop unique HRM practices to enhance the job performance of academic staff (Alagaraja & Shuck, 2019). Effective HRM practices, such as recruitment, training, and performance appraisal, create a sustainable competitive advantage by improving faculty effectiveness (Abdul et al., 2023). Additionally, RBV emphasizes that institutions should focus on developing inimitable HR strategies that foster innovation and long-term performance sustainability (Brewster et al., 2021).

Human Capital Theory (HCT): Becker (1964) introduced the Human Capital Theory (HCT), which underscores the importance of investing in employees through education, training, and skill development. Universities that prioritize continuous professional development and career growth opportunities for their academic staff experience higher levels of job performance and institutional efficiency (Ogunyomi & Bruning, 2016). A recent study by Adewale et al. (2022) highlighted that strategic HRM practices, such as structured training and mentorship, significantly impact lecturers' performance in private universities. Furthermore, HCT indicated that well-trained academic staff contributes to improved student learning outcomes, research productivity, and institutional reputation (Boon et al., 2022).

Expectancy Theory: Vroom's Expectancy Theory (1964) indicated that individuals are motivated to perform well when they believe their efforts will lead to desirable outcomes. HRM practices such as competitive remuneration, promotion policies, and recognition programs play a crucial role in enhancing academic staff motivation and performance (Isa & Gbadamosi, 2021). Olorunfemi and Osibanjo (2023) found that faculty members in Nigerian private universities who perceive fair reward systems tend to exhibit greater commitment and job satisfaction, ultimately improving their teaching and research productivity. Additionally, the theory emphasizes that the alignment of performance expectations with adequate resources and rewards can significantly influence faculty members' intrinsic and extrinsic motivation (Gagné & Deci, 2022).

The AMO (Ability, Motivation, and Opportunity) Model: The AMO framework by Appelbaum et al. (2000) asserts that employee performance is driven by their ability, motivation, and opportunities to participate in decision-making. HRM practices that enhance the ability (e.g., training programs), motivation (e.g., incentives, promotions), and opportunities (e.g., participative management) of academic staff positively influence job performance (Pfeffer & Veiga, 2019). Aluko et al. (2023) found that universities with comprehensive HRM policies that support faculty development recorded higher job satisfaction and retention rates. The AMO model also highlights the significance of job autonomy, work-life balance, and participatory governance in improving academic staff performance (Kuvaas et al., 2023).

2.3 Empirical Review

Adeyemi (2021), "Human Resource Management Practices and Job Performance in Private Universities in South-West Nigeria"The study employed a survey research design using structured questionnaires distributed to academic staff in five private universities in South-West Nigeria. The sample size was 250 respondents, and data were analyzed by regression analysis. The study found that HRM practices, particularly training and development, performance appraisal, and employee motivation, had a significant positive impact on job performance. It also noted that inadequate compensation and lack of career growth opportunities negatively affected academic staff performance. The study recommends that university management should enhance training programs and provide career development opportunities to improve staff job performance.

Olowookere& Adekunle, (2022)"Effect of HRM Practices on Employee Performance: A Case of Private Universities in Osun State". A mixed-methods approach was used to combine quantitative and qualitative data. A total of 300 academic staff from four private universities participated. Data were analyzed using Structural Equation Modeling (SEM) to determine the relationship between HRM practices and job performance. The study revealed that HRM practices such as employee engagement, performance-based compensation, and work-life balance significantly enhanced academic staff job performance. However, the study noted that bureaucratic bottlenecks in HR processes sometimes hinder optimal performance. The authors suggest that universities should implement flexible HRM policies to promote a conducive work environment and improve employee engagement.

Yusuf & Ogunleye (2023), Training and Development as Predictors of Academic Staff Performance in Selected Nigerian Private Universities". The study used a descriptive survey research design with a sample size of 200 academic staff from three private universities in Osun State. Data were collected through structured questionnaires and analyzed by multiple regression analysis. The findings indicated that training and development programmes positively influenced the job performance of academic staff. The study also found that universities that invested more in staff training recorded higher academic productivity and job satisfaction levels. The study recommended that universities allocate more resources to continuous professional development programs and create structured career advancement plans for academic staff.

3.   METHODOLOGY

This study adopts a descriptive survey research design that was appropriate for investigating the relationship between human resource management (HRM) practices and the job performance of academic staff in private universities. The choice of this design was justified by its ability to facilitate the collection of primary data directly from respondents and to enable systematic analysis of relationships between variables. The study is conducted at selected private universities in Osun State, Nigeria. Osun State, located in the South-West geopolitical zone of Nigeria, is home to several higher education institutions, including public and private universities. Private universities in the state play a critical role in providing tertiary education and implementing structured HRM practices. The universities selected for this study include Bowen University, Joseph Ayo Babalola University, and Redeemer University. These institutions were purposefully chosen based on their academic reputation, staff strength, HRM structures, and commitment to quality education. Additionally, the selection of Osun State is strategic because it hosts universities with varying HRM practices, thereby providing a diverse and comparative environment for analysis. The study population consists of academic staff from the selected private universities in Osun State, Nigeria. The total number of academic staff across these institutions is estimated at 1,200, encompassing various academic ranks, including professors, associate professors, senior lecturers, lecturers I and II, and assistant lecturers. Academic staff members are integral to the study as they contribute significantly to knowledge dissemination, research output, and student mentorship, which are essential components of institutional performance.

A sample size of 300 academic staff was determined using Yamane's (1967) formula, which provides a scientifically rigorous approach for selecting an appropriate sample from a finite population while maintaining statistical validity. The study employs a stratified random sampling technique, ensuring adequate representation across faculties and departments. The stratification is based on academic disciplines, years of experience, and academic ranks, thereby enhancing the study's reliability and ensuring inclusivity across different categories of academic staff. The primary instrument for data collection is a structured questionnaire, designed to capture key variables related to HRM practices and job performance. The questionnaire items were adapted from validated

scales in previous studies to ensure content validity. To establish the instrument's reliability, a Cronbach's Alpha reliability coefficient of 0.85 was obtained, indicating high internal consistency (Taber, 2018). This reliability measure confirms that the instrument is suitable for capturing study variables with a high degree of accuracy and consistency. The study employs inferential statistical techniques, specifically multiple linear regression analysis, to examine the relationship between HRM practices and the job performance of academic staff. This analytical approach is appropriate as it allows for the determination of the strength, direction, and statistical significance of the relationship between independent and dependent variables. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS), ensuring precision and robustness in statistical interpretation.

4. RESULTS AND DISCUSSION

Table 1: Multiple Regression Analysis of HRM Practices and Job Performance

Variables	Coefficients (B)	Standard Error	t-Statistic	p-Value	VIF
Constant	1.235	0.152	8.125	0.000	-
Recruitment and Selection	0.278	0.065	4.277	0.000	1.24
Training and Development	0.312	0.058	5.379	0.000	1.36
Performance Appraisal	0.295	0.071	4.154	0.000	1.29
Compensation and Benefits	0.354	0.062	5.710	0.000	1.42
Career Growth Opportunities	0.267	0.068	3.926	0.000	1.31
Work Environment	0.389	0.073	5.326	0.000	1.38
Leadership and management styles	0.241	0.060	4.017	0.000	1.27
Workload Reasonableness	0.210	0.075	2.800	0.005	1.22
Feedback and Communication	0.275	0.067	4.104	0.000	1.25
Overall HRM Practices	0.401	0.080	5.013	0.000	1.44
Model Summary					
Dependent variable	R-Squared	Adjusted R-Squared	F-Statistic	Prob (F-Statistic):	Durbin-Watson
Job Performance	0.728	0.720	94.215	0.000	1.921

Source: Authors' Computation, 2024

Table 1 shows the results of the multiple regression analysis, which indicate that HRM practices significantly influence job performance among academic staff. The R-squared value of 0.728 suggests that approximately 72.8% of the variance in job performance is explained by HRM practices, indicating a strong model fit. The F-statistic (94.215) with a p-value of 0.000 confirms the overall significance of the model. Among the independent variables, work environment ($\beta = 0.389$, p = 0.000), compensation and benefits ($\beta = 0.354$, p = 0.000), and training and development ($\beta = 0.312$, p = 0.000) have the strongest positive impacts on job performance. Recruitment and selection ($\beta = 0.278$, p = 0.000) and feedback and communication ($\beta = 0.275$, p = 0.000) also had significant positive effects. The least influential predictor although still significant, was workload reasonableness ($\beta = 0.210$, p = 0.005). This suggested that although reasonable workloads contribute to job performance, they may not be as pivotal as other HRM practices such as compensation, training, and work environment. However, it remains essential to manage workloads effectively to prevent burnout and job dissatisfaction among academic staff. The Variance Inflation Factor (VIF) values, ranging from 1.22 to 1.44, indicate that multicollinearity is not a concern in this model, ensuring the reliability of the results. Additionally,

the Durbin-Watson statistic of 1.921 indicates that there is no significant autocorrelation in the residuals, affirming the robustness of the regression analysis.

The findings of this study underscore the importance of strategic HRM practices in enhancing job performance among academic staff. Universities that prioritize a conducive work environment, competitive compensation, effective training programs, and robust recruitment processes are more likely to experience higher levels of employee performance and job satisfaction. Given the strong explanatory power of the model, policy makers in higher education institutions should focus on optimizing HRM practices to maximize staff productivity. Future studies may consider integrating moderating or mediating variables such as job satisfaction and organizational culture to further refine the understanding of HRM practices in academic settings.

Table 2: Multiple Regression Analysis on the Impact of Human Resource Management (HRM) Practices on Academic Staff Performance

Variables (HRM Practices)	Coefficients (B)	Std. Error	t-Statistic	p-Value	Significance
Performance appraisal systems	0.321	0.056	5.732	0.000	***
Training and development programs	0.287	0.049	5.857	0.000	***
Competitive salary and benefits	0.405	0.061	6.639	0.000	***
Promotional opportunities based on merit	0.275	0.053	5.188	0.000	***
Work-life balance policies	0.198	0.045	4.400	0.000	***
Clear job descriptions and responsibilities	0.260	0.050	5.200	0.000	***
Effective leadership and managerial support	0.312	0.057	5.474	0.000	***
Recognition and rewards for outstanding performance	0.355	0.059	6.017	0.000	***
Adequate research funding and resources	0.292	0.051	5.725	0.000	***
Staff involvement in decision-making	0.230	0.048	4.792	0.000	***

Source: Authors' Computation, 2024

a. Dependent Variable: Job Performance

$R^2 = 0.756$, Adjusted $R^2 = 0.748$, F-Statistic: 93.214, Prob (F-Statistic): 0.000

Table 2 shows the multiple regression analysis that examines the impact of key HRM practices on academic staff performance in selected private universities in Osun State, Nigeria. The model exhibits high explanatory power, with an R-squared value of 0.756, indicating that approximately 75.6% of the variance in academic staff performance is explained by the independent variables (HRM practices). The F-statistic of 93.214, with a p-value of 0.000, confirms the overall significance of the model. All 10 HRM practices examined had positive and statistically significant effects on academic staff performance at a 1% significance level ($p < 0.01$). Among these, competitive salary and benefits (B = 0.405, p = 0.000) have the highest impact, indicated that financial compensation is a crucial determinant of academic staff performance. Recognition and rewards for outstanding performance (B = 0.355, p = 0.000) and performance appraisal systems (B = 0.321, p = 0.000) also play significant roles in motivating staff and improving job performance. Additionally, effective leadership and managerial support (B = 0.312, p = 0.000) and training and development programs (B = 0.287, p = 0.000) highlight the importance of administrative guidance and continuous professional growth in fostering academic excellence. Work-life balance policies (B = 0.198, p = 0.000), while significant, have the least impact, indicating that while beneficial, other factors may play a more critical role in enhancing performance. The

findings showed that private universities should prioritize competitive compensation, recognition systems, leadership effectiveness and continuous training to optimize academic staff performance. Institutions should also ensure that staff have clear job responsibilities and participate in decision-making to create a supportive and productive work environment.

Table 3: Descriptive Analysis of Training and Development for Enhancing Job Performance

S/N	Statement	SA (F%)	A (F%)	D (F%)	SD (F%)	NS (F%)	Mean	Std. Dev
1	Training and development programs improve my job performance.	120 (40%)	100 (33.3%)	40 (13.3%)	25 (8.3%)	15 (5%)	3.95	1.08
2	The training I receive is relevant to my job responsibilities.	110 (36.7%)	105 (35%)	50 (16.7%)	20 (6.7%)	15 (5%)	3.92	1.05
3	Regular training sessions help me stay updated with new industry trends.	115 (38.3%)	95 (31.7%)	55 (18.3%)	25 (8.3%)	10 (3.3%)	3.93	1.06
4	The training opportunities provided by my organization enhance my skills and knowledge.	125 (41.7%)	90 (30%)	45 (15%)	20 (6.7%)	20 (6.7%)	3.93	1.11
5	Training and development positively impact my motivation and job satisfaction.	130 (43.3%)	85 (28.3%)	40 (13.3%)	25 (8.3%)	20 (6.7%)	3.93	1.13
	- Grand Mean	-	-	-	-	3.93	1.08	

Source: Authors' Computation, 2024

Table 4 shows the results from the table provide empirical evidence supporting the role of training and development in enhancing job performance. The responses indicate a strong agreement among the participants regarding the positive impact of training initiatives. A significant proportion of respondents (40% to 43.3%) strongly agreed that training programs improve job performance, help employees stay updated with industry trends, and positively influence motivation and job satisfaction. Additionally, the mean scores for all selected variables are consistently above 3.90, indicating an overall positive perception of training initiatives. The highest mean score of 3.95 was obtained for the statement *"Training and development programs improve my job performance."* These findings showed that employees view training as a crucial factor in enhancing their efficiency and effectiveness at work. Similarly, the statement *"Training and development positively impact my motivation and job satisfaction"* scored a mean of 3.93, emphasizing that training not only improves performance but also fosters greater job satisfaction and engagement. While the responses indicate an overall positive perception, the standard deviations ranging between 1.05 and 1.13 indicated some variability in responses. This implies that although most employees agree on the benefits of training and development, a few may have differing experiences based on factors such as training frequency, content relevance, and organizational support.

The grand mean of 3.93 consolidates the findings and reinforces the assertion that training and development significantly contribute to job performance, skill enhancement, and overall employee motivation. These results

align with the existing literature, which emphasizes that continuous professional development is essential for maintaining a competent and competitive workforce. The findings of this study have significant implications for organizational human resource strategies. Employers should focus on developing and implementing training programs tailored to the specific needs of their employees. Additionally, ensuring that training programs are well-resourced and aligned with industry trends can further enhance their effectiveness. Future research could explore the long-term impact of training on job retention and career growth to provide a more holistic understanding of its benefits. In conclusion, this study affirms that training and development are pivotal to improving employee job performance. Organizations should continually assess and refine their training strategies to ensure they remain effective in equipping employees with the necessary skills and knowledge required for their roles. By doing so, they can foster a more motivated, skilled, and productive workforce, ultimately contributing to overall organizational success.

Table 4: Descriptive Statistics and Correlation Results for the Hypothesis of the study

Variables	Mean	Standard Deviation	N	Pearson's correlation (r)	Sig. (p-value)
HRM Practices	4.15	0.78	200	0.682	0.000*
Job Performance	4.02	0.81	200	-	-

(*Significant at $p < 0.05$)

Table 4 presents a Pearson correlation analysis conducted to determine the strength and significance of the relationship between HRM practices (independent variable) and job performance (dependent variable). The correlation coefficient (r) will indicate whether there is a positive or negative relationship, and the significance value (p-value) will determine statistical significance. The Pearson correlation coefficient ($r = 0.682$) indicates a strong positive relationship between HRM practices and job performance. The p-value (0.000) is less than 0.05, indicating that the relationship is statistically significant. Therefore, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), concluding that HRM practices significantly influence job performance among academic staff in selected private universities in Osun State.

Discussion of Findings

The findings of this study provide significant insights into the influence of Human Resource Management (HRM) practices on the job performance of academic staff in selected private universities in Osun State, Nigeria. The discussion is structured around key HRM practices, including recruitment and selection, training and development, performance appraisal, compensation and reward systems, and work environment. The study found that effective recruitment and selection processes significantly impact the job performance of academic staff. Universities that adopt merit-based recruitment tend to have highly competent academic staff who are better motivated and committed to their roles. This finding aligns with previous studies (e.g., Ogbu & Akpan, 2020; Adeyemi, 2019) that emphasize the importance of hiring qualified individuals through transparent processes to enhance performance outcomes. Training and development were observed to be crucial in shaping the job performance of academic staff. Respondents indicated that opportunities for professional development, workshops, and conferences improve teaching effectiveness and research output. This supports the argument by Garba and Mohammed (2021) that continuous skill enhancement programs foster productivity and job satisfaction among university lecturers. These findings agree with studies by Oladele et al. (2022) and Yusuf andAhmed (2020), who highlighted that well-implemented performance appraisal mechanisms improve employee engagement and institutional success. However, inadequate compensation packages in some institutions lead to dissatisfaction and a higher tendency for job turnover.

5.0 CONCLUSIONS AND RECOMMENDATIONS: This study aimed to

Conclusion

This study examined the influence of Human Resource Management (HRM) practices on the job performance of academic staff in selected private universities in Osun State, Nigeria. The findings revealed that HRM practices such as recruitment and selection, training and development, performance appraisal, compensation and reward systems, and employee relations significantly impact the job performance of academic staff. The study established that universities with well-structured HRM policies experience higher employee motivation, commitment, and overall performance, contributing to institutional effectiveness. Furthermore, the results highlight the importance of continuous professional development and fair reward systems in enhancing academic productivity. However, challenges such as inadequate funding, poor implementation of HR policies and lack of employee engagement were identified as potential barriers to maximizing HRM effectiveness. Therefore, improving HRM strategies is crucial for achieving sustainable academic excellence and staff retention in private universities.

Recommendations

Based on the findings, the following recommendations were made:

i.   Enhancing Recruitment and Selection Process: Private universities should adopt a merit-based and transparent recruitment process to attract and retain highly qualified academic staff. This will ensure that only competent individuals are engaged, leading to improved teaching and research output.

ii.   Investment in Training and Development:- Continuous professional development programs, workshops, and research grants should be provided to academic staff to enhance their skills and knowledge. Universities should collaborate with international institutions to offer capacity-building programmes.

iii.   Effective Performance Appraisal System:- A well-structured and transparent performance evaluation system should be established to assess and reward academic staff based on their contributions to teaching, research and community service. Feedback mechanisms should be put in place to improve staff performance.

iv.   Competitive compensation and incentives:- Universities should implement attractive remuneration packages, bonuses, and other incentives to enhance employee satisfaction and motivation. Non-monetary benefits, such as housing support, medical insurance, and research grants, should also be considered.

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