

Impact of Human Resource Management Practices on Staff Performance in Rev. Fr. Moses Orshio Adasu University, Makurdi

By

Timothy I. Utile

Department of Public Administration,
Rev. Fr. Moses Orshio Adasu University, Makurdi

Abstract

Rev. Fr. Moses Orshio Adasu University, Makurdi, was established in 1992 by then Governor of Benue State, Rev. Fr. Moses Orshio Adasu, as the first state-owned university in Northern Nigeria. The University's academic programmes commenced in 1993 with a staff strength of fewer than four hundred (400). The University currently has 1,991 staff members, comprising 677 academic staff and 1,314 non-academic staff, with a total enrolment of 29,459 students. This study was conducted to examine the impact of Human Resource Management Practices on performance at Rev. Fr. Moses Orshio Adasu University, Makurdi. A survey design was employed, and the purposive sampling technique was adopted to select two hundred (200) respondents from the University's staff pool. Data were gathered through the administration of questionnaires to the sampled population and analysed descriptively. The Human Capital Theory was adopted. From the responses obtained and analysed, the findings revealed that there is a significant positive relationship between human resource management functions and university effectiveness. Additionally, it was found that management styles have a significant positive influence on employees' productivity and job satisfaction at Rev. Fr. Moses Orshio Adasu University, Makurdi. Furthermore, a significant positive relationship between motivation and staff productivity was identified. The study, therefore, recommends that training and development programmes and policies should be introduced and monitored to ensure the effective implementation of in-service courses for employees, alongside staff seminars such as induction courses, on-the-job training, and off-the-job training. Moreover, human resource management should implement sound policies regarding staff transfers and promotions to ensure justice and fairness in dealings with staff.

Keywords: Human Resource, Management, Practices, Performance, Rev. Fr. Moses Orshio Adasu University

Introduction

Human resource management practices play a crucial role in the overall functioning and success of a university. These practices encompass various aspects, such as recruitment, training, performance evaluation, and employee motivation. The effective implementation of these

practices can significantly impact the quality of education provided, and the overall performance of the university.

Human resource simply refers to the people (personnel/staff) an organisation employs to carry out various jobs, tasks, and functions in exchange for wages and other rewards (Alshaikhly, 2017). According to Sahoo and Mishra (2012), no resource in the world, even in this age of microchips and globalisation, is more important than human resources. Essentially, human resources are the individuals who perform distinguishable roles in different workplaces in organisations, including institutions.

Human Resource Management (HRM) is responsible for the attraction, selection, training, assessment, and rewarding of employees. Generally, HRM ensures better organisational leadership, culture, and compliance with employment and labour laws. As an office, HRM focuses on staff recruitment, management, and the provision of direction for the people who work in organisations. It categorises them by acknowledging those endowed with a range of abilities, talents, and attitudes that influence productivity, quality, and profitability. It sets overall strategies and goals, designs work systems, produces goods and services, monitors quality, allocates financial resources, and markets products and services.

Human Resource Management Practices (HRMP) are the set of techniques, policies, methods, activities, functions, and actions designed by organisations, including universities and firms, to ensure that employees contribute meaningfully and effectively towards achieving set goals and objectives. Schuler and Jackson (1987) cited in Tan and Nasurdin (2011), defined Human Resource Management Practices as a system that attracts, develops, motivates, and retains employees to ensure the effective implementation and survival of an organisation and its members. The management practices comprise recruitment, selection, compensation, benefits, training and development, performance appraisal, health and safety, among others. These practices have a significant influence on staff job performance because they help to effectively manage human resources and increase their job performance. As revealed by Munjuri (2011), the way an organisation manages people can influence performance; if the right people are recruited, trained, and motivated, there is a tendency that they will perform well in their jobs.

Like other organisations, university libraries, for example, practise human resource management in areas such as recruitment, selection, compensation, benefits, training and development, performance appraisal, and health and safety to supply the library with competent and talented employees with knowledge, abilities, and skills pertinent to their roles. Each management practice aims to contribute to the development of the library. For instance, staff retention procedures are designed to motivate employees by providing satisfactory pay, benefits, and working

conditions. Staff training and development ensure that employees possess the relevant knowledge and skills necessary to be effective and efficient in their duties. Similarly, staff performance appraisal is designed to monitor job performance by observing variances between set goals and actual performance, enabling corrective actions when deficiencies are identified. Thus, to manage human resources effectively, supporting university employees in contributing meaningfully towards the realisation of university goals and objectives, appropriate and adequate Human Resource Management Practices (HRMP) are essential.

Human beings need to be motivated or inspired towards the successful implementation of ideal processes. A number of theories have been propounded by behavioural scientists concerning people's behaviour towards carrying out responsibilities. One such behavioural school of thought was McGregor (1960), who propounded two theories about the nature of human beings Theory X and Theory Y. According to McGregor (1960), the average person naturally dislikes work and will avoid it if possible. Most people, therefore, need to be coerced, controlled, directed, or threatened with punishment to get them to work towards organisational objectives.

Thus, people have become a critical factor in the attainment of organisational goals because all activities are determined by persons who make up the organisation, either willingly or coerced to work. Without human effort and direction, infrastructural facilities are unproductive. A good organisational structure alone does not guarantee enhanced performance and increased productivity except with well-managed human resource systems, aimed at achieving organisational goals. This is equally applicable to university administration.

The quality of university education depends on employees, as reflected in their job performance and satisfaction. The responsibilities of university administrators or managers in human resource management cover various aspects of employee matters, including appointment, promotion, retention, and succession planning to ensure employees are provided with opportunities for professional development that reflect in their job performance and service delivery. The success of university administration, like that of any other organisation, is based on establishing a good work environment aimed at enhancing the productive capacities of employees. To achieve this, leadership is required to coordinate, control, and direct both human and non-human resources applicable to universities.

HRM is also a strategic and comprehensive approach to managing people and the workplace culture and environment. Effective human resource management enables employees to contribute effectively and productively towards the overall organisational direction and the achievement of its goals and objectives. It is now expected that HRM adds value to the strategic utilisation of employees and ensures that

employee programmes recommended and implemented impact the organisation positively and measurably.

Statement of the problem

Human Resource Management practices are extremely important for the knowledge sector of organisations, in order to transform and impact the lives of citizens. Over the years, the problem of the lack of effective management of Human Resource Practices in organisations, particularly within the tertiary knowledge sector of the country, for enhanced performance and increased productivity, has become pervasive. This has caused unnecessary setbacks in the well-being and progress of the institutions and the people they serve. These problems have become pronounced in almost all organisations, including universities, where lip service is often paid to human resource practices such as training and development, promotions, motivation, and compensation, among others.

The resultant effect of the continuous neglect of effective management of these important human resource practices in universities, for example, is the constant strikes and closures of Nigerian public universities and the low productivity often orchestrated by such neglect. It should be noted that the impact of human resource management policies and practices on organisational performance is crucial and a critical component in the field of human resource management and industrial relations; thus, it cannot be overlooked. Due to budget constraints and limited resources, universities often struggle to provide ongoing professional development programmes for their staff. As a result, employees may not have access to the latest methodologies and may not be equipped to handle the evolving needs of students.

The problem of staff retention is also prevalent in Benue State University, Makurdi. For example, many staff members, especially those who are highly skilled and experienced, often leave the University due to inept management of resources. Without proper evaluation mechanisms, it becomes difficult to identify and address underperforming employees or reward high-performing ones. This can lead to a demotivated workforce and hinder the overall performance of the University.

The bureaucratic nature of government institutions is another factor that often impede effective human resource management practices at Benue State University, Makurdi. Decision-making processes may be slow and cumbersome, making it challenging to implement necessary changes or address issues promptly. This can result in a lack of flexibility and adaptability in managing human resources. Lastly, the absence of a comprehensive career development framework at Benue State University, Makurdi, is a significant problem. Employees may not have clear pathways for career progression or opportunities for growth within the University system. This can lead to a lack of motivation and job satisfaction among staff, ultimately affecting the quality of education provided to students.

Objectives of the Paper

The broad objective of this paper is to assess Human Resource Management Practices and its impact on the performance of tertiary institutions in Nigeria, with a case study of Rev. Fr. Moses Orshio Adasu University, Makurdi. The specific objectives are to:

- i. Ascertain the effects of selection, placement, and promotion of staff on productivity at Rev. Fr. Moses Orshio Adasu University, Makurdi;
- ii. Determine the effects of reward management on the performance of staff at Rev. Fr. Moses Orshio Adasu University, Makurdi;
- iii. Examine staff training and development and its effects on staff performance at the University;
- iv. Suggest possible solutions to the challenges identified.

Conceptual Clarifications

Human Resources refer to the individuals within an organisation whose activities contribute to the achievement of organisational goals and objectives. Onah (2007) points out that the backbone or foundation of an organisation is its core staff. Human resources represent the available workforce within the organisation's service, and they are the most critical assets, capable of transforming other resources to a useful end and assisting in achieving the organisation's goals. Thus, the human resource needs must be adequately developed to function effectively within the organisation. This renders human resources the most important 'capital' of the organisation, particularly since the scarce value, skill, knowledge, and innovative capacity of human resources affect organisational functioning. Every organisation should, therefore, have the right people at the right time to enhance success. Human resources are the key assets that carry out organisational duties, enabling the organisation to increase productivity and maintain an advantage over competitors. Human capital is the basic resource required in every organisation because an organisation's productivity is heavily reliant on the capabilities of its human capital, hence the importance of human capital development.

Human Resource Management, according to Bratton and Gold (2015), is that part of the management process that specialises in managing people in work organisations. HRM emphasises that employees are critical to achieving sustainable competitive advantage, that human resource practices need to be integrated with corporate strategy, and that human resource specialists help controllers meet both efficiency and equity objectives. Similarly, Appleby (2018) notes that human resource management is the part of management that involves planning human resource needs, including recruitment, selection, training and development, promotion and transfer, redundancy, and

retirement. He also notes that it embraces welfare and safety, wages and salary administration, and collective bargaining, which falls within the aspects of employee relations.

To Enojo, Ojonemi, and Williams (2016), human resource management is concerned with the people dimension in management. Given that every organisation is made up of people, HRM involves acquiring their services, developing their skills, motivating them to high levels of performance, and ensuring they continue to maintain their commitment to achieving organisational objectives. This responsibility lies with all those who manage people, as well as with specialists employed specifically for that purpose. In other words, human resource management focuses on the maintenance of human relationships and ensuring the physical well-being of employees so that they make the maximum contribution to efficiency at work.

Best Practices of Human Resource Planning

Human resource planning aligns workers with employment opportunities and prevents labour shortages (Rafiei & Davari, 2015). HR planning enables firms to maintain their productivity and performance. It involves evaluating labour supply, predicting demand, balancing supply and demand, and supporting organisational objectives. Human resource planning is the ongoing procedure through which an organisation anticipates its future labour requirements and devises strategies to make the best use of its employees' abilities and talents. Succession planning and other HRM facets may also have a major effect on how well universities perform academically. Similarly, human resource management, according to Robbins (1991), as quoted by Ojebiyi and Amos (2013), is a body of knowledge and a set of practices with five functional areas, one of which is human resource planning (succession, turnover, and planning).

Organising and Managing Administration

Organising and administering human resource tasks enables the manager to spend less time searching for resources and more time performing essential tasks (Tensay & Singh, 2020; Sirajet *et al.*, 2022). It also improves communication between management and the organisation's team, leading to increased productivity and performance.

Organising improves the completion of organisational tasks effectively, thereby reducing costly mistakes. It facilitates the development and management of staff, ensuring greater productivity and efficiency (Tensay & Singh, 2020). Additionally, it assists in directing efforts towards managing the human resource pool and ensures that resources are utilised to achieve organisational objectives.

Recruitment and Selection

Recruitment is the process by which potential employees are sought and selected. Successful hiring depends on locating the ideal candidate at the ideal time. This strategy is highly methodical in the pursuit of high-calibre employees who can aid in the development and success of the organisation. Research by Chiedozie *et al.* (2018) indicates that students' academic performance and their success at university are positively impacted by institutions' recruitment processes and the quality of staff hired.

Training and Development

Human resource management is important because it allows employees to develop personally while contributing to organisational goals. Training focuses on acquiring new skills, whereas development emphasises improving and expanding existing ones (Ngotho, 2018; Tensay & Singh, 2020; Rafiei & Davari, 2015; Van Beurden *et al.*, 2021; Bryson *et al.*, 2020; Sultan *et al.*, 2020; Waseem *et al.*, 2013; Fuzi & Fuzi, 2019). Training and development enhance workforce productivity and performance, benefiting the organisation's bottom line. Therefore, instructors must concentrate on their knowledge, values, and abilities through professional development to be more effective in the classroom.

Performance Management

The success of an organisation depends on effective performance management (Omebe, 2014; Ngotho, 2018; Tensay & Singh, 2020; Van Beurden *et al.*, 2021; Waseem *et al.*, 2013; Fuzi & Fuzi, 2019; Mira *et al.*, 2019; Jouda *et al.*, 2016). Performance management helps organisations achieve their strategic objectives by coordinating staff, assets, and infrastructure through several formally and informally structured methods (Van Beurden *et al.*, 2021). It also acts as a dashboard, warning leaders of potential issues and indicating when directional changes are required to maintain smooth operations. Runhaar (2017) observed that in the HRM literature, performance evaluation is commonly described as an HRM practice with the specific aim of boosting motivation, which in turn improves organisational performance.

Employee Relation and Involvement

Employee relations (Omebe, 2014; Tensay & Singh, 2020; Ionescu *et al.*, 2022; Olaivar & Loayon, 2022; Manoppo *et al.*, 2019; Van Beurden *et al.*, 2021; Dahle, 2021; Mira *et al.*, 2019) form the foundation of trust between an organisation and its workforce. A strong relationship between

employees and employers improves collaboration and communication. Staff involvement results in increased production, motivation, and job satisfaction. Highly engaged employees enhance organisational performance. Van Beurden *et al.* (2021) stated that Dutch staff found that available and appropriate HR practices enhance staff work engagement and job performance.

Compensation and Rewards

Reward and recognition programmes benefit both businesses and employees. The compensation system (Omebe, 2014; Ngotho, 2018; Tensay & Singh, 2020; Manoppo *et al.*, 2019; Sultan *et al.*, 2020; Fuzi & Fuzi, 2019; Mira *et al.*, 2019; Jouda *et al.*, 2016) includes wages, salaries, bonuses, and commissions. Astute employers understand that retaining quality employees requires a competitive wage and benefits package. HR practices such as incentives and remuneration significantly impact job satisfaction and performance, as found by Fuzi and Fuzi (2019). Organisations with effective employee appreciation programmes enjoy increased staff performance and lower attrition rates (Mira *et al.*, 2019).

Health and Safety (Work–Life Balance)

The duration of time spent at work correlates with losses in productivity and efficiency. Besides the obvious benefits for health and well-being (Omebe, 2014; Margahana, 2021), a balanced work–life environment boosts employee productivity (Omebe, 2014). Mutuku (2022) discovered that HR initiatives promoting work–life balance in universities are significant because they increase productivity, reduce staff turnover, and improve mental and physical health. HR strategies focusing on work–life balance and health and safety are essential to the success of university staff.

Factorsthat InfluencePerformance in Organisations

Leadership: Organisational success is correlated to the efficacy of leadership (Ngotho, 2018; Siraj *et al.*, 2022; Mella & Mnjokava, 2022; Dahle, 2021; Margahana, 2021). Leaders have a tremendous impact on the culture, values, adaptability, and satisfaction of their organisations through their efforts. This affects how institutions plan, execute, and evaluate the outcomes of their activities (Dahle, 2021). Mutuku (2022) stated that university principals' management styles influence staff performance.

Motivation: Motivation (Ngotho, 2018; Tensay & Singh, 2020; Rafiei & Davari, 2015; Mella & Mnjokava, 2022; Ionescu *et al.*, 2022; Popescu & Gogeanu, 2018; Van Beurden *et al.*, 2021; Sultan *et al.*, 2020; Mira *et al.*, 2019) plays a vital role in universities as it boosts staff satisfaction and

motivation. The HR practices of a university can improve staff behaviour through motivation, helping staff attain their targets and increasing university performance.

Productivity/Task Performance: Organisations attain excellent workflow harmonisation, by directly improving productivity when tasks are carried out as at when due. The productivity and job performance of highly motivated individuals and staff often grow dramatically (Bryson *et al.*, 2020).

Competency: The most effective staff are well-versed in all the technical competencies (Rafiei & Davari, 2015; Siraj *et al.*, 2022; Popescu & Gogeanu, 2018; Mira *et al.*, 2019; Rofiaty, 2019) of the teaching profession, including lesson planning and delivery, assessing student learning, leading inquiry-based learning, and improving students' social and emotional abilities. It has been demonstrated that certain competencies positively impact students' academic performance ().

Satisfaction: Staff who are satisfied with their professions (Fuji & Fuji, 2019; Mira *et al.*, 2019) are less likely to experience burnout or classroom stress. Staff mental and physical health can be reflected in the happiness and success of their students. Fair compensation, encouraging working conditions, pleasant colleagues, and a sense of purpose are among the most influential factors for both job satisfaction and academic performance (Mira *et al.*, 2019).

Environment and culture: Staff at universities with positive cultures (Omebe, 2014; Mella & Mnjokava, 2022; Ionescu *et al.*, 2022; Van Beurden *et al.*, 2021; Mira *et al.*, 2019) are more invested and interested in the success of their students. When a collaborative and positive university culture is present, staff and administrators are more inclined to collaborate to achieve university goals, benefitting students. A more pleasant classroom atmosphere enhances learning, and staff members take pride in their teamwork, increasing student achievement (Ismail *et al.*, 2022).

Commitment and Empowerment: There is a correlation between empowering staff (Rafiei & Davari, 2015; Ionescu *et al.*, 2022; Olaiyar & Loayon, 2022) and making them have increased dedication to their careers. Staff empowerment is defined through six factors, including autonomy and decision-making authority.

Theoretical Framework

Human Capital Theory: To demonstrate the relationship between organisational performance and human resource management practices,

this study (conducted at Benue State University, Makurdi, Nigeria) is based on Human Capital Theory. Schultz first proposed the idea of human capital in 1961, with Becker expanding on it in 1964. According to the theory, an organisation's success is greatly influenced by its human capital defined as the knowledge, skills, and experience that individuals acquire through education and training to improve service delivery. Becker (1964) asserts that 'investment in people is the most valuable of all investments' regarding the economic significance of Human Capital Theory. The theory is relevant to the study because it emphasises the need for every organisation to train and maintain its human capital adequately to increase production and goal achievement. Human capital is often referred to as the 'engine room' of an organisation. According to Flamholtz and Lacey (1981), skills, experience, and knowledge are forms of capital from which returns are earned through employer investments in employees. Thus, the Human Capital perspective, emphasising skills and performance, supports generalised investments in human resources. When organisations invest in enhancing the knowledge and skills of employees, the return manifests as by way of higher staff performance and increased productivity.

Methodology

The study was conducted at Benue State University, Makurdi, the state-owned university established in 1992 by the then Governor of Benue State, Rev. Fr. Moses Orshio Adasu. The university was founded to provide educational opportunities to citizens of the state, to identify and develop manpower to meet specific state needs, and to promote, preserve, and propagate the socio-economic and cultural heritage of the state's diverse population through research and consultancy. It was also established to encourage and promote the advancement of learning and to offer opportunities to all people without discrimination based on race, creed, or political conviction (Agbowuro, 1976).

The university comprises ten faculties and a College of Health Sciences, as well as ongoing faculties that are in the process of being newly instituted namely, the Faculty of Pharmaceutical Sciences, the Faculty of Architecture, the Faculty of Technology and Industrial Studies, and the Faculty of Media and Communication Studies along with numerous departments and units that facilitate the smooth running of academic activities. It has a staff population of one thousand, nine hundred and ninety-two (1,992) as of 2023–2025, working across various faculties, departments, and units (Benue State University, 2025; Student Affairs Division, Benue State University, Makurdi, 2024). The purposively targeted population for the study consisted of two hundred (200) staff members from both academic and non-academic cadres. The population was further disaggregated into senior and junior staff from each cadre. Table 1 below shows the breakdown of the study population. The data for the study were primarily sourced directly from respondents

by the researcher using a questionnaire. This approach enabled the researcher to gain first-hand experience, collect only relevant information, and maintain control over the method and location of data collection.

Table 1: Study Population

S/N	Staff Cadre	Staff Rank	Total
1	Academic	Senior 70	100
		Junior 30	
2	Non -Academic	Senior 65	100
		Junior 35	
			200

Source: Field Survey, 2025.

The study adopted a purposive sampling technique to select 200 respondents from the staff of the university. This technique was employed to ensure that only individuals who fell within the specified population category were selected. The purpose of adopting this technique was to capture every element of the population and ensure that only university staff members were included. Data collection was carried out using a structured, self-administered questionnaire distributed through visits to various offices around the university.

Result and Findings of the Study

The findings of this study are presented as follows:

Table 2: Socio-Demographic Characteristics of the Respondents

Response	Frequency	Response Rates (%)
Gender		
Male	108	54
Female	92	46
Total	200	100
Marital Status		
Single	60	30
Married	125	125
Divorced	-	-
Widow(er)	15	15
Total	200	100
Age		
25-30	40	20
31 -60	130	65
61 Above.	30	15
Total	200	100

Educational Background

Diploma/NCE	40	20
Degree	50	25
Master Degree	58	29
Doctorate Degree	52	26
Total	200	100

Rank

Senior	198	54
Junior	92	46
Total	200	100

Cadre

Teaching	130	65
Non-teaching	70	35
Total	200	100

Source: Field Survey, 2025

Table 2 shows that 108 (54%) of the respondents were male, while 92 (46%) were female. This indicates that the majority of university staff members were male. In terms of age, 40 respondents (20%) were between 25–30 years old, while 130 respondents (65%) were between 31–60 years old, suggesting that the staff were mature and capable of comprehending and responding to the study questions. Regarding marital status, 125 respondents (62.5%) were married, 60 (30%) were single, and 15 (7.5%) were either widowed or widowers, implying that most university staff were married. In terms of educational background, 40 respondents (20%) held a Diploma or NCE, 50 (25%) had a Bachelor's Degree, 58 (29%) had a Master's Degree, and 52 (26%) had a Doctorate Degree. This indicates that the university staff were well-educated and capable of providing reliable information on human resource management practices and their impact on the university. The rank distribution revealed that 108 respondents (54%) were senior staff, while 92 (46%) were junior staff. Regarding cadre, 130 respondents (65%) were teaching staff, while 70 (35%) were non-teaching staff, suggesting a healthy mix between the two groups.

Table 3. Selection and Placement System in the University

Response	Frequency (N)	Percentage (%)
Strongly Agree	50	25
Agree	74	37
Undecided	20	10
Disagree	36	18
Strongly Disagree	20	10
Total	200	100

Source: Field Survey, 2025

Table 3 shows that 50 respondents (25%) strongly agreed that placement and selection at the university are based on the required skills and knowledge necessary to deliver on the institution's mission and vision. A further 74 respondents (37%) agreed with this assertion, while 36 (18%) disagreed, and 20 (10%) strongly disagreed. Another 20 respondents (10%) were undecided. This suggests that the placement of university staff is largely aligned with their qualifications and knowledge relevant to the tasks to be performed.

Table 4: Promotion of Staff is Based on Laid Down Procedures and is Timely for Staff Development and Progression

Variable	Frequency (N)	Percentage (%)
Strongly Agree	46	23
Agree	30	15
Undecided	24	12
Disagree	80	40
Strongly Disagree	12	6
Total	200	100

Source: Field Survey, 2024

In Table 4, the analysis indicates that promotion of staff in the university is not based on laid down procedures and is not timely, as 80 respondents (40%) disagreed. Twelve respondents (6%) strongly disagreed, while 30 respondents (15%) agreed, and 46 respondents (23%) strongly agreed. Twenty-four respondents (12%) were undecided. The implication of this analysis is that promotions within the university do not consistently follow established procedures, which could negatively affect staff motivation and reduce overall organisational performance.

Table 5: In Benue State University, Makurdi, Salaries of Employees are Directly Linked to Rank and Performance of Duty

Variable	Frequency(N)	Percentage(%)
Strongly Agree	34	17
Agree	100	50
Undecided	12	6
Disagree	28	14
Strongly Disagree	26	13
Total	200	100

Source: Field Survey, 2024

Table 5 shows the results regarding the effect of rewards on staff performance. Thirty-four respondents (17%) strongly agreed that salaries of employees are based on rank and nature of duties performed, while 100 respondents (50%) agreed. Twelve respondents (6%) were undecided, 28 (14%) disagreed, and 26 (13%) strongly disagreed. The results imply that salary payments and other benefits in the university are generally linked to staff rank and job performance.

Table 6: Satisfactory Incentives and Welfare Packages are Provided to Staff as Motivation for Effective Performance and Realisation of the University's Objectives

Response	Frequency (N)	Percentage (%)
Strongly Agree	31	15.5
Agree	15	7.5
Undecided	40	20
Disagree	92	40
Strongly Disagree	34	17
Total	200	100

Source: Field Survey, 2024

Table 6 reveals that 92 respondents (40%) disagreed that incentives and welfare packages in the university are satisfactory, while 34 respondents (17%) strongly disagreed. Thirty-one respondents (15.5%) strongly agreed, and 15 respondents (7.5%) agreed, whereas 40 respondents (20%) were undecided. This analysis indicates that dissatisfaction with incentives and welfare packages is a major factor affecting the motivation and performance of university staff, which could ultimately impact the university's productivity.

Table 7: Staff are Better Equipped to Tackle Unexpected Events with Skill and Confidence Due to Knowledge Gained Through Training

Response	Frequency (N)	Percentage (%)
Strongly Agree	16	8
Agree	54	27
Undecided	35	17.5
Disagree	64	32
Strongly Disagree	31	15.5
Total	200	100

Source: Field Survey, 2025

Table 7 reveals that 54 respondents (27%) agreed that training provided by the university equips staff with the necessary skills to tackle issues with confidence, while 16 respondents (8%) strongly agreed. Thirty-five respondents (17.5%) were undecided, 64 (32%) disagreed, and 31 (15.5%) strongly disagreed. The findings suggest that a significant proportion of staff feel inadequately trained to address unexpected challenges.

Table 8: The University Provides Opportunities for Staff Training and Development to Enhance Quality Services to Stakeholders

Response	Frequency (N)	Percentage (%)
Strongly Agree	34	17
Agree	45	22.5
Undecided	21	10.5
Disagree	78	39
Strongly Disagree	22	11
Total	200	100

Source: Field Survey, 2024

Table 8 shows that 34 respondents (17%) strongly agreed that the university makes provisions for staff training and development, while 45 respondents (22.5%) agreed. Twenty-one respondents (10.5%) were undecided, 78 (39%) disagreed, and 22 (11%) strongly disagreed. This suggests that although provisions for staff training and development exist theoretically, they are not effectively implemented in practice, which adversely affects staff performance and the overall quality of services delivered by the university.

Discussion of Findings

The findings of the study on the socio-demographic characteristics revealed that the majority of respondents, i.e., 54%, were male and 46% were female, predominantly between the ages of 31 to 60 and above. Furthermore, 62.5% were married, and 29% held Master's degrees. Of the respondents, 46% were junior staff, while 35% were non-teaching staff at the university.

The findings showed that employment, selection, and placement of staff at the university are based on prescribed qualifications, knowledge, and skills aligned with the university's vision and mission. However, the study further revealed that the promotion of staff is neither timely nor compliant with the stipulated rules governing Human Resource Management (HRM) practices, resulting in staff dissatisfaction and decreased performance. It was also found that there is a gap in the relationship between management and staff, which has triggered several industrial actions by labour unions at the university, often negatively impacting academic activities.

Regarding the reward system and its effect on organisational performance, the findings indicated that payment of salaries and other staff benefits is directly linked to staff rank and the nature of tasks performed. The study also revealed that the university provides inadequate incentives and welfare packages to motivate staff and enhance performance. However, there is a degree of staff stability, attributed to the university's retirement structure, which serves as a motivating factor encouraging continued service to the university and its stakeholders. In addition, the university recognises exceptional performance through awards, bonuses, and promotions, encouraging continuous hard work.

Findings concerning the effect of training and development on staff performance revealed that Benue State University, Makurdi, does not comprehensively provide adequate training and development opportunities for staff, despite such development being a criterion for staff promotion. This inadequacy adversely affects staff performance and

the overall productivity of the university. These findings correspond with the study by Tanveer, Shaukat, Alvi, and Munir (2011), who analysed the impact of Human Resource Management practices on employee performance. Their study found that all variables; recruitment and selection, training, and performance appraisal are significantly related to employee performance.

Conclusion

The importance of Human Resource Management practices in the performance of an organisation, particularly in tertiary institutions, cannot be overemphasised. To achieve and sustain high standards, HRM practices must be effectively implemented. Every organisation strives to attain maximum productivity by improving internal functionality, and proactive HRM practices must be adopted to constantly engage employees at all levels, while regularly evaluating their behaviour and performance. The strong positive link between Human Resource Management practices and organisational performance offers perspectives into how organisations can motivate employees towards achieving strategic goals. Thus, organisations must prioritise the application of appropriate HRM practices to minimise turnover and achieve their objectives efficiently and effectively.

Recommendations

Based on the findings, the following recommendations are made:

The management of tertiary institutions, particularly Benue State University, Makurdi, as well as other related organizations, should make employee welfare a central component of their administrative and operational strategies. This can be achieved by institutionalizing robust Human Resource Management (HRM) frameworks that prioritize staff motivation, job satisfaction, and career advancement. University management should develop a comprehensive welfare policy that includes regular engagement with staff to assess their needs, provision of a conducive work environment, health benefits, and mental well-being support. Furthermore, oversight bodies such as university governing councils and regulatory agencies like the National Universities Commission (NUC) should ensure strict monitoring and compliance with HRM standards. Implementation should involve regular staff surveys, performance audits, and the establishment of internal HRM compliance units to evaluate ongoing practices and enforce accountability.

Promotions within Benue State University and other tertiary institutions should be strictly governed by existing HRM regulations, with mechanisms in place to guarantee fairness, transparency, and meritocracy. The Human Resources Department, under the supervision of the Registrar and the Vice Chancellor, should deploy automated

promotion tracking systems that generate alerts when staff become eligible for promotion, reducing delays and favoritism. These systems should be linked to key performance indicators (KPIs) that are objectively evaluated. Additionally, structured payment schemes should be clearly communicated and enforced, ensuring that financial rewards and salary increments corresponding to promotions are timely and equitable. Oversight committees should be established within the university to vet the promotion process and ensure that it aligns with national standards and institutional HR policies.

Training and development must be treated as a strategic HRM function rather than an occasional event. Management at Benue State University should commit to creating and maintaining an annual staff development budget, earmarked specifically for capacity building, workshops, professional certifications, academic conferences, and advanced study opportunities. Heads of Departments and Directors of Units should be actively involved in identifying training needs through regular staff evaluations and performance reviews. The implementation should involve the creation of a dedicated Training and Development Unit within the HR department, tasked with sourcing funding from multiple streams including TETFund, grants, partnerships, and internally generated revenue (IGR) and coordinating with academic and administrative units to design relevant training modules. Monitoring mechanisms should be established to assess the impact of training programs on staff performance over time.

In order to reinforce the effectiveness of training and development efforts, management should complement these programs with appropriate monetary and non-monetary incentives. Financial incentives could include training allowances, bonuses, or reimbursement of certification costs, while non-monetary incentives might involve recognition awards, certificates of achievement, or opportunities for career advancement. These should be systematically integrated into the institution's HRM framework. The Human Resource Unit, in collaboration with the Bursary Department, should develop an incentive structure that is both sustainable and appealing to staff. University leadership must also publicly acknowledge staff who demonstrate exceptional growth or apply new skills effectively in their roles. This approach not only boosts morale but also creates a culture of continuous learning and performance-driven development.

Management must actively promote staff empowerment by fostering an environment where status, self-efficacy, professional growth, and influence are not only recognized but systematically encouraged. Staff should be involved in decision-making processes at departmental and institutional levels, especially in areas where their expertise is relevant. The Senate, Deans of Faculties, and Heads of Departments should ensure inclusive governance practices, such as participatory policy formulation and the delegation of responsibilities

that align with individual strengths and competencies. Regular mentorship programs, internal seminars, and peer-learning platforms should be organized to build confidence and professional identity. By embedding these empowerment strategies into the university's strategic plan, the institution can cultivate a loyal, engaged, and high-performing workforce, ultimately translating to improved institutional outcomes.

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