

**HUMAN RESOURCE MANAGEMENT PRACTICES AND LECTURERS' JOB
PERFORMANCE IN COLLEGES OF EDUCATION IN KWARA STATE, NIGERIA**

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Abstract

Human resource management (HRM) is one of the most important and challenging functions of any organisation because it constitutes the ultimate basis for creating and utilising of human resource within an organisation. Thus, this study examined human resource management practices (HRMPs) and lecturers' job performance in colleges of education, Kwara State, Nigeria. The research design adopted for this study was descriptive research of correlational type. The target population of this study consisted of all the 428 lecturers (including HODs) in the three Kwara State Government-owned colleges of education under the period of the study. Multistage sampling technique was used to select 260 respondents across the three colleges of education. The instruments titled "Human Resource Management Practices Questionnaire" (HRMPQ) and "Lecturers' Job Performance Questionnaire" (LJPQ) were used to obtain the data for the study. The instruments were validated through contents and construct validities while reliability coefficients above 0.70 were obtained for the sub-variables of HRMPQ and LJPQ respectively. The descriptive statistic of Mean was used to analyse the research questions raised while inferential statistics of Pearson Product-moment Correlation was used to test the hypotheses at 0.05 significance level. The study's findings revealed that there was a significant relationship between HRMPs (recruitment process practice, reward system practice, training and development practice, and performance appraisal practice) and lecturers' job performance

AJAO, Rasheed Lanre, GABRIEL, Deborah, OLAGUNJU, Oluwaseun Cecilia, YUSUF, Abubakar, SALMAN, Sikirat *in colleges of education in Kwara State. Based on the findings of this study, it was recommended among others, that colleges of education should improve on human resources management practices by ensuring that due process of recruitment, compensation, training and development, and performance appraisal are strictly adhered to so as to increase further the level of lecturers' job performance in the institutions.*

Keywords: *Human Resource Management Practices (HRMPs), Lecturers' Job Performance, Recruitment Process, Reward System, Training and Development, and Performance Appraisal.*

Introduction

It is generally believed that efficient human resource management in any organisation can account for its success in attaining its goals. Thus, human resource in any organisation including educational institutions comprises people endowed with diverse knowledge, skills, and abilities working together for a common goal. This stresses the need to pay more attention to human resources in educational institutions, colleges of education in particular, as it is responsible for producing highly motivated, conscientious, and efficient classroom teachers for all levels of our educational system (Federal Republic of Nigeria (FRN), 2014).

Human resource management (HRM) is one of the most important and challenging functions of any organisation because it constitutes the ultimate basis for the creation and utilization of human resources within an organisation. Ojimadu (2015) stressed that HRM is a staff function of organisational management designed to secure, develop and retain the skills and knowledge essential for the accomplishment of the organisation's goals. Hence, managing the staff is very important to enhance effective performance.

Undoubtedly, employees could be at a competitive advantage if their organisation provides more attention and invest in developing employees' skills at the workplace (Danish & Usman, 2018). Similarly, institutions including colleges of education strive to attract the talented, well trained, and enthusiastic employees who are dedicated to their work through carrying out research and training for the development of humanity (Lew, 2019). The implication of this is that for any educational institution (including colleges of education) to attain its goal, it should be ready to provide best HRM services to secure, develop and retain the skills and knowledge needed for the accomplishment of its goals.

Human resource management practices (HRMPs) vary from one organisation to the other. Over the years, researchers such as Okpara and Wynn (2018) posited that HRMPs are recruitment, training, compensation, performance appraisal and reward system, while Charles (2012) opined that HRMPs are physical/material and financial resource management. Similarly, Ojimadu (2015) suggested varied human resource management practices that can improve and sustain organisational performance; recruitment, and posting of staff, staff development and training, staff welfare services, staff discipline and staff appraisal. To Abubakar and Abubakar (2013), HRM activities include planning, staffing, training and development, performance management, compensation management, safety and health and employee relations. Hence, the best HRMPs depend on many factors such as the nature and size of the organisation.

In an early stage, the management of organisations has ignored the culture of HRMPs as the main driver of organisational success. Only lately, HRM's potential role in enhancing organisation performance has been realized. Human Resource Managers can improve the performance of organisations by contributing to employee and customer satisfaction, innovation, productivity, and development of good reputation among the firm's community (Noe, Hollenbeck, Gerhart & Wright, 2010). Past researchers such as Arthur (2008), Huselid (2010) and Okpara and Wynn (2018) authenticated the role of HRM in augmenting an organisation's value.

They argued that HRMPs affect performance, effectiveness of the organisation, and commitment of the employee. However, despite the immense importance of HRMPs towards realizing employees' job performance in particular and organisational performance in general, many organisations including educational institutions do not give special attention to its effective utilization in order to ensure organisational performance in developing countries such as Nigeria.

Colleges of Education comprise of faculty members engaged with institutional services such as teaching, research, innovation and community impact while the non-teaching staff are administrative and technical staff providing support services to the academic staff. The fundamental role of these institutions in building a strong and highly motivated, conscientious and efficient classroom teacher for all levels of our educational system coupled with the evolving competition in higher education institutions around the globe, has called for good, robust and strategic execution of effective human resource development to compete favourably with their counterparts in the developed world (Falola, Osibanjo & Ojo, 2014).

However, from observation over the years, lecturers in colleges of education in Nigeria, Kwara State in particular have been found moving to other higher institutions of learning for one reason or the other. This in effect might be as a result of HRM services enjoyed by their counterparts in those institutions. At University of Ilorin for instance, some of the lecturers have one way or the other once lectured in colleges of education either in Kwara State or elsewhere. This might be due to many factors including the HRMPs in these colleges of education. Therefore, HRMPs at colleges of education in Kwara State need to be adequately fostered towards attracting and retaining competent and committed workforce for the realization of its goals and objectives in this modern world.

Statement of the Problem

The important role played by the educational sector in the developed nations justifies the much attention given to it by governments of the third world, Nigeria inclusive. Thus, tertiary institutions including colleges of education in Nigeria are expected to contribute to national development through high-level relevant manpower development. In pursuance of the goals, the colleges of education in Nigeria have a triple mandate of: knowledge generation (research function); knowledge transmission (teaching function); and knowledge application (community services).

It is observable that the performance of products (graduates) in colleges of education has called for a public debate as to who to hold responsible; the school system or students? It should be noted that educational institution is a synergy of various input in the form of human (administrators, lecturers and students), physical (infrastructures) and material resources (teaching aids) which in turn determine the output. Thus, the ineffectiveness or inadequacy of one may mar the effectiveness of the system. However, Okunola (2013) elucidated that, the success or otherwise of colleges of education is highly dependent on the performance of its workforce, academic staff in particular. Consequently, the performance of lecturers in colleges of education also dependent on some other factors, of which HRMPs is vital. Hence, adequate attention needed to be given to employees of colleges of education in order to ensure maximum or effective performance.

To this end, colleges of education should attract and retain excellent academic staff in order to actualize the mandate of the institution. Thus, HRMPs have been identified as an important organisation strategy in ensuring quality service delivery, especially by lecturers in colleges of education who are expected to provide high class teaching, research and community services. Therefore, every organisation is expected to make effort towards ensuring best practices as regards HRM to attract and retain excellent personnel for the actualization of its goals and objectives.

Series of studies have been conducted on HRMPs and employees' job performance but there remain some gaps yet to be filled in literature and this motivated this present study. For instance, Charles (2012) conducted a study on resource management and job involvement among university lecturers in South-South Nigeria. The study was carried out in universities and in South-South geopolitical zone of Nigeria while this study is on colleges of education in Kwara State, North-Central zone. Also, Charles' study focused on resource management as a whole on lecturers' job involvement while this study is explicitly on HRMPs on lecturers' job performance. Furthermore, Alabi, Murtala and Lawal (2012), investigated lecturers' work stress on job performance in Kwara State Colleges of Education, Nigeria. Although, their study was conducted in colleges of education in Kwara State, it mainly focused on work stress in relation to lecturers' job performance while this present study centred on HRMPs in relation to lecturers' job performance.

Similarly, Abubakar and Abubakar (2013) assessed the effects of human resource management (HRM) practices on employee job performance in Usmanu Danfodiyo University Sokoto. Even though, the study was on HRMPs and employee (lecturers) job performance, it was a case study of a university while this present study aimed at colleges of education in Kwara State. In addition, Ojimadu (2015) appraised personnel management practices of secondary education management boards in South East Nigeria: A case study of Abia State secondary education Management board. The study was carried out in secondary education management board while this present study concentrates on colleges of education. These were among other gaps the present study filled in literature by investigating the HRMPs in colleges of education and its relationship with lecturers' job performance.

Purpose of the Study

The purposes of this study were to:

1. examine the human resource management practices in colleges of education, Kwara State;
2. find out the level of lecturers' job performance in colleges of education, Kwara State;
3. examine the relationship between recruitment process practice and lecturers' job performance in colleges of education, Kwara State;
4. investigate the relationship between reward system practice and lecturers' job performance in colleges of education, Kwara State;
5. find out the relationship between training and development practice and lecturers' job performance in colleges of education, Kwara State; and
6. examine the relationship between performance appraisal practice and lecturers' job performance in colleges of education, Kwara State.

Research Questions

The following research questions were raised to guide the study:

- 1) What are the human resource management practices in colleges of education in Kwara State?
- 2) What is the level of lecturers' job performance in colleges of education in Kwara State?

Research Hypothesis

Ho₁: There is no significant relationship between recruitment process practice and lecturers' job performance in colleges of education in Kwara State.

- Ho₂:** There is no significant relationship between reward system practice and lecturers' job performance in colleges of education in Kwara State
- Ho₃:** There is no significant relationship between training and development programmes practices and lecturers' job performance in colleges of education in Kwara State.
- Ho₄:** There is no significant relationship between performance appraisal practice and lecturers' job performance in colleges of education in Kwara State

Literature Review

Human resource management is division of an organisation that focuses on activities relating to staffing. These activities normally include recruiting and hiring of new staff, orientation and training of current staff, staff appraisal, compensation and benefits, and retention. Its purposes are the maintenance of improved human relations in an organisation through the development, application and evaluation of policies, procedures and programmes relating to human resources aimed at optimizing their contribution in the realisation of organisational objectives (Wali & Ololube, 2016). Human resource management is concerned with activities of people at work. It is the management of an organisation's work force for attraction, selection, training, assessment, appraising, compensation and motivation of employees (DeGraff, 2010).

HRM as a concept got introduced into Nigerian literature in 1940 during the colonial era; with industrialisation and commercialisation, which later became wage employment. Since then, there has been a tremendous growth of HRM in Nigeria, which in recent years has been characterised by lack of professionalism and specialisation (Fajana, Owoyemi & Elegbede, 2011). The socio-cultural diversity of Nigeria has influenced the HRM practices in Nigeria. Nigeria is characterised by over reliance on culture, language, religion, gender and educational qualifications as a basis for determining who get employed. What this means is that, the opportunity for an average Nigeria to get employed is a factor of the aforementioned variables.

However, as noted earlier, HRMPs is a factor organisation principles and guidelines, thus, the focus here are practices that are common with most cooperate organisation around the world which include recruitment and selection, reward system, training and development programmes and performance appraisal (Okpara & Wynn, 2018; Charles, 2012; Ojima, 2015; Abubakar & Abubaka, 2013).

Human resource management activities start from the point of recruitment and selection process. According to Dessler (2009), recruitment is the process of locating individuals who might join and encouraging them to apply for existing or anticipated job openings while selection is the process of choosing individuals who have relevant qualification to fill existing or projected job openings. Recruitment is the development of a pool of job candidates in accordance with the human resource plan. During recruitment process, efforts are made to inform the applicants fully about the qualifications required to perform the job and the career opportunities the organisation can offer its employees.

Next to recruitment and selection of qualified candidates is the reward system (compensation policies). Reward systems practices have become popular in order to align compensation with the important changes that are occurring in the way organisations are designed and managed. One of the important attributes of work organisation is the ability to give reward to their members in the forms of pay, promotions, fringe benefits, and status symbols which are perhaps the most important rewards (John, 2013).

Another important HRM task is the area of Human Capital Development (HCD). To meet the challenges inherent in 21st century work careers and organisations, employees are required to continuously update their knowledge, skills and work habits and the organisations to invest highly in the development of their human capital. The common HRMPs in the area of HCD

is types of training and development programmes available to employees in the organisation. The purpose of training and management development programmes is to improve employee capabilities and organisational capabilities.

HRM activities will be incomplete without mechanism for evaluating individual employee performance. Effective performance management system allows the organisation to objectively and systemically rate employee performance while providing the tools necessary to take that performance level and equate it to compensation actions. How effectively organisation maintains a quality of employees is linked to its ability to manage its staff and recognize the contribution of each actor. Performance appraisal programmes are used to evaluate employees' job-related performance with the primary objective being an improvement of the individual's performance (Oladipo & Abdalkedar, 2011).

On the other hand, employees' performance, in the case of lecturers' job performance is an index of lecturers' effectiveness which refers to the relationship between the characteristics of teaching and its effect on educational outcomes in the classroom (Alabi, et. al., 2012). The tripartite goals of higher education including colleges of education are teaching (instructional delivery), research and community service, these are to be achieved through the job performed by lecturers (FRN, 2014). According to Adepoju (2017), the variables of lecturers' job performance such as effective teaching, lesson preparation, effective use of schedule of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which lecturers should uphold effectively in the school system. In this regard, the lecturers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation and lesson presentation, mastery of subject matter, competence, lecturers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the lecturers. Thus, effective job performance by the academic staff can lead to the realization of the broad objectives for which the universities are established namely, knowledge delivery, research and community services.

Series of studies were found in literature on HRM/HRMPs in relation to lecturers' and organisational performance. Among those studies was the one carried out by Charles (2024) who examined human resources management practices as a correlates of job performance and commitment of academic staff in Nigerian Universities. The findings revealed that HRM practices (recruitment procedure and training and development) significantly predict job performance and commitment of business educators. This study focused on academic staff in the Nigerian Universities while the present study is on academic staff of colleges of education in Kwara State. Similarly, Okpara and Wynn (2018) examined the extent to which organisation in Nigeria use various HRMPs and perceived challenges and prospects of these practices. Their findings reveal that human resource management practices, such as training, recruitment, compensation, performance appraisal and reward system are still in place and that issue of tribalism, AIDs, training and development and corruption are some of the challenges facing human resource management in Nigeria. The findings also revealed that training, recruitment, compensation, performance appraisal and reward system have significant relationship with the level of employees' performance. Thus, it should be noted that, Okpara and Wynn only investigated extent to which organisation in Nigeria use various HRM practices without any consideration on the sector. This present study filled this gap by focusing on colleges of education in Kwara State to find out if the situation is the same or otherwise.

In addition, Ojimadu (2015) appraised personnel management practices of secondary education management boards in South East Nigeria: A case study of Abia State Secondary Education Management Board. The study was conducted to appraise the personnel management

practices of the Abia State Secondary Education Management Board. The results indicated that the Abia State Secondary Education Management Board comply to a very great extent with Personnel Management Manual on recruitment and posting of staff, staff development and training to a very great extent, staff welfare services to a great extent, staff discipline to great extent and staff appraisal to a great extent. Furthermore, the findings revealed that there is significant difference between the mean scores of secondary school principals and senior administrative staff of the Board on staff recruitment and posting, there is also a significant difference on staff development and training, there is significant difference on welfare services provided for personnel, there is significant difference on staff discipline and there is also significant difference on appraisal of staff by the Board. Again, this study was carried out in secondary education management board while this present study concentrates on colleges of education. Charles (2012) conducted a study on resource management and job involvement among university lecturers in South-South Nigeria. The purpose of this study was to find out the relationship between resource management and job involvement of university lecturers in the South – South zone of Nigeria. The results of the study revealed that lecturers' perception of human, physical/material and financial resources management significantly correlated with their job involvement. The result of the study further showed that the job involvement of university lecturers was significantly high. Also, Charles' study focused on resource management as a whole on lecturers' job involvement while this study is explicitly on HRMPs on lecturers' job performance in colleges of education in Kwara State.

Furthermore, Alabi, et. al. (2012), investigated lecturers' work stress on job performance in Kwara State Colleges of Education, Nigeria. The study sought to find out the coping strategies that would enable higher job performance among lecturers in the process of carrying out their duties. The Findings of the study revealed that lecturers experienced excess workload in academic activities. Also, lecturers' job performance was negatively influenced by physiological, psychological and behavioural work stress. In another study, Abubakar and Abubakar (2013) assessed the effects of HRPs on employee job performance in Usman Danfodiyo University Sokoto. The findings revealed that there were significant relationship between recruitment/selection, training/development, employee involvement, maintenance and separation, and employee job performance. The only exception was reward/compensation, which had no relationship with employee job performance according to the result of the study. It was concluded that the HRM practices in Usmanu Danfodiyo University, Sokoto are very much related to the employee job performance as the results of the test. *It was however suggested that constant review of the HRM practices for organisations to move with time should be employed. Even though, the study was on HRMPs and employee (lecturers) job performance, it was a case study of a university while this present study aimed at colleges of education in Kwara State. This is necessary to bridge the gaps in the findings for generalization.*

Methodology

The research design adopted for this study was descriptive research of correlational type. The population for the study comprised all the 428 lecturers (including HODs) in the three Kwara State Government-owned Colleges of Education that is, College of Education Ilorin (197), College of Education Oro (123) and College of Education (Technical) Lafiaji (108). The choice of state colleges of education is to moderate the exogenous effect of other colleges of education that are not directly in state control. Using the Research Advisor (2006) sample determinant, a total of 196 respondents was suggested for the population of this size. However, to ensure adequate representation of the subjects, 260 lecturers were selected to participate in the

AJAO, Rasheed Lanre, GABRIEL, Deborah, OLAGUNJU, Oluwaseun Cecilia, YUSUF, Abubakar, SALMAN, Sikirat study. Thus, the Multistage sampling technique was used to select the 260 lecturers for the study. At stage one, proportional sampling technique was used to select 110 lecturers in College of Education Ilorin, 87 lecturers in College of Education Oro and 63 lecturers in College of Education (Technical) Lafiji. At stage two, simple random sampling technique was used to select the respondents so as to give equal chance to participants.

The instruments used for this study were self-designed questionnaires titled “Human Resource Management Practices Questionnaire” (HRMPQ) and “Lecturers' Job Performance Questionnaire” (LJPQ). To ensure validity of the instruments, the copies were reviewed by expert in the field of measurement and evaluation for contents and construct validities. Also, Cronbach Alpha reliability testing method was adopted to determine the reliability of the instruments. A pilot study was undertaken to administer HRMPQ to 30 lecturers and LJPQ to 15 HODs who were not part of the sample of the study. Hence, the reliabilities of the instruments of HRMPs sub-variables yielded 0.78 for recruitment, 0.81 for reward system, 0.77 for training and development and 0.72 for performance appraisal. On the other hand, lecturers' job performance sub-variables yielded 0.88, 0.76 and 0.77 for instructional delivery, research and publication, and community services respectively. The results of reliabilities for all the values calculated for all the variables used were above acceptable range, this make the instruments reliable for the study. The researchers administered the instruments to the respondents in the sampled schools at their various locations and the instrument was collected on the spot after responses have been provided. Therefore, the 260 copies of the questionnaire that were administered were all retrieved. This gave a response return rate of 100%. The data collected were analyzed using both descriptive and inferential statistics with the use of Statistical Package for Social Sciences (SPSS). Specifically, descriptive statistic mean was used to answer the research questions raised while inferential statistic of Pearson Product-moment correlation statistics was used to test the formulated hypotheses at 0.05 level of significance.

Presentation of Results and Discussion

Answering Research Questions

Research Question One: What are the human resource management practices in colleges of education in Kwara State?

Table 1

Human Resource Management practices in colleges of education in Kwara State

S/N	Items	Mean
1	Recruitment Process	2.77
2	Reward System	2.79
3	Training and Development	2.86
4	Performance Appraisal	2.83

Decision Range: Mean score of 2.50 and above is significant, while mean score below 2.50 is not significant.

Table 1 shows the human resource management practices in colleges of education in Kwara State. The responses to items that sought information on this revealed that, all of the human resource management were practices in colleges of education in Kwara State.

Research Question Two: What is the level of lecturers' job performance in colleges of education in Kwara State?**Table 2****Level of lecturers' job performance in colleges of education in Kwara State**

S/N	Constructs	Mean	Level
1	Instructional Delivery	2.81	High
2	Research and Publications	2.78	High
3	Community Service	2.85	High
Weighted Mean Score		2.81	High

Decision Rule: Mean score of 2.50 and above is high, while mean score below 2.50 is low.

Table 2 reveals the level of lecturers' job performance in colleges of education in Kwara State, Nigeria. The weighted mean score for the responses was 2.81 which is above 2.50 benchmark. This indicates that the level of lecturers' job performance was high in colleges of education in Kwara State, Nigeria.

Hypothesis Testing

Ho₁: *There is no significant relationship between recruitment process practice and lecturers' job performance in colleges of education in Kwara State.*

Table 4**Recruitment Process Practice and Lecturers' Job Performance**

Variables	N	Mean	SD	r	Sig (2tailed)	Decision
Recruitment Practice	260	2.77	.49			
				.826	.000	Ho₁ Rejected
Lecturers' Job Performance	260	2.81	.23			

***Significant, P < 0.05**

Table 4 shows that the Pearson correlation analysis value yielded .826 which is significant with p-value .000 less than 0.05. Hence, the null hypothesis which stated that there is no significant relationship between recruitment process practice and lecturers' job performance in colleges of education in Kwara State was rejected. This indicates that there is significant relationship between recruitment process practices and lecturers' job performance in colleges of education in Kwara State.

Ho₂: *There is no significant relationship between reward system practice and lecturers' job performance in colleges of education in Kwara State*

Table 5**Reward System Practice and Lecturers' Job Performance**

Variables	N	Mean	SD	r	Sig (2tailed)	Decision
Reward System	260	2.79	.29			
				.682	.000	Ho₂ Rejected
Lecturers' Job Performance	260	2.81	.23			

***Significant, P < 0.05**

Table 5 reveals that the Pearson correlation analysis value yielded .682 which is significant with p-value .000 less than 0.05. Hence, the null hypothesis which stated that there is no significant relationship between reward system practice and lecturers' job performance in colleges of education in Kwara State was rejected. This means that there is significant relationship between reward system practice and lecturers' job performance in colleges of education in Kwara State.

Ho₃: *There is no significant relationship between training and development programmes practices and lecturers' job performance in colleges of education in Kwara State*

Table 6

Training and Development Programmes Practice and Lecturers' Job Performance

Variables	N	Mean	SD	r	Sig (2tailed)	Decision
Training and Development	260	2.86	.31			
				.491	.000	Ho₃ Rejected
Lecturers' Job Performance	260	2.81	.23			

***Significant, P < 0.05**

Table 6 reveals that the Pearson correlation analysis value yielded .491 which is significant with p-value .000 less than 0.05. Hence, the null hypothesis which stated that there is no significant relationship between training and development programmes practice and lecturers' job performance in colleges of education in Kwara State was rejected. This implies that there is significant relationship between training and development and lecturers' job performance in colleges of education in Kwara State.

Ho₄: *There is no significant relationship between performance appraisal practice and lecturers' job performance in colleges of education in Kwara State*

Table 7

Performance Appraisal Practice and Lecturers' Job Performance

Variables	N	Mean	SD	r	Sig (2tailed)	Decision
Performance Appraisal Practice	260	2.83	.36			
				.114	.066	Ho₄ Accepted
Lecturers' Job Performance	260	2.81	.23			

***Significant, P > 0.05**

Table 7 shows that the Pearson correlation analysis value yielded .114 which is significant with p-value .066 greater than 0.05. Hence, the null hypothesis which stated that there is no significant relationship between performance appraisal practices and lecturers' job performance in colleges of education in Kwara State was upheld. This means that there is no significant relationship between performance appraisal practice and lecturers' job performance in colleges of education in Kwara State.

Discussion of Findings

The findings revealed that all the human resource management practices (recruitment

process, reward system, training and development and performance appraisal) were in existence in colleges of education in Kwara State. That is, colleges of education in Kwara State are practice these use of human resource management in the administration of their institutions. This finding is in line with Okpara and Wynn's (2018) study who discovered that training, recruitment, compensation, performance appraisal and reward system are still in place in human resource management in Nigeria. Similarly, the finding validated the finding of Ojimadu (2015) who discovered to a very great extent with Personnel Management Manual on recruitment and posting of staff, staff development and training to a very great extent, staff welfare services to a great extent, staff discipline to great extent and staff appraisal to a great extent in Abia State Secondary Education Management Board. Thus, these practices can be said to be related to the high level performance discovered in the other findings of this study where it was indicated that the level of lecturers' job performance was high in colleges of education in Kwara State. Again, this corroborated the finding of Charles (2024) that discovered that job performance and commitment level of business educators in Nigerian universities is positively moderate.

Furthermore, the finding revealed that there was a significant relationship between recruitment process practice and lecturers' job performance in colleges of education in Kwara State. The implication of this finding is that, colleges of education in Kwara State hired the right people through reaching out via internal and external sources to get the best out of the applicants to fill in their work force, extensive employee selection and immediate replacement of vacant position which resulted to the high level of lecturers' performance in the institutions. This finding corroborated Charles (2024) and Akram, Ungku and Khalid's (2016) studies who discovered a positive relationship among recruitment, selection and lecturers' job performance and commitment in higher institutions.

Also, the findings revealed that there was a significant relationship between reward system practice and lecturers' job performance in colleges of education in Kwara State. This implies that the reward system adopted by colleges of education in Kwara State positively affects the performance of lecturers. That is, the higher the reward system, the higher the lecturers' performance. As posited by John (2013), reward system has a profound effect on the quality of work life as well as on the effectiveness of the organisation. This is in agreement with Dubrin (2008) who discovered that compensation system leads to employees' performance and invariably to overall firm's performance. Thus, maintaining and establishing an effective compensation system is an important function of an organisation. Therefore, to motivate employees to join the organisation, to motivate employees to perform effectively and to motivate employees to come to work with zeal, the reward system should be religiously constructed.

In addition, the findings revealed that there was significant relationship between training and development programmes practices and lecturers' job performance in colleges of education in Kwara State. This implies that, training and development programmes practices in colleges of education positively impact on lecturers' job performance. The result of this study is in line with Wong's (2014) study, where the provision of adequate training and support for lecturers enhances the retention of more competent, qualified and confident lecturers in schools which also translates to an appreciable level of performance. In other words, when lecturers engage in training, their performance is likely to improve. As also noted by Wong, adequate training enhances retention of not only the new lecturers but also the experienced ones.

Finally, the findings indicated that there was no significant relationship between performance appraisal practice and lecturers' job performance in colleges of Education in Kwara State. That is, the performance appraisal mechanism in the colleges of education in Kwara State has no effect on the performance of their lecturers. This is contrary to the position of Oladipo and Abdalkedar (2011), that performance appraisal programmes are used to evaluate employees' job-

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related performance with the primary objective of being an improvement of the individual's performance. The prime consideration in the performance appraisal system is enhancement in overall performance which is not true to the findings of this study on colleges of education. As noted earlier, performance evaluation is conducted between an employee and his or her supervisor, in which the supervisor evaluates the performance of the employee. The supervisor provides the feedback to the employee regarding his or her performance and areas of concern.

Conclusion

Based on the findings of this study, it can be concluded that the human resources management practices (recruitment process, reward system, training and development and performance appraisal) are important factors which predict lecturers' job performance in colleges of education. Thus, the high level of performance of lecturers in colleges of education in Kwara State is as a result of effective implementation of HRM mechanism in the management of the institutions.

Recommendations

Based on the findings and conclusion drawn from this study, the following recommendations were made:

1. Colleges of education should improve on human resources management practices by ensuring that due process of recruitment, compensation, training and development and performance appraisal are strictly adhered to so as to further increase the level of lecturers' job performance in the institutions.
2. Lecturers in colleges of education are encouraged to further demonstrate a high level of performance in the tripartite goals of higher education; that is, teaching (instructional delivery), research and community service.
3. Colleges of education should constantly review the recruitment processes and requirements so as to get the best 21st century lecturers to the system to meet up with innovation and change.
4. Colleges of education should ensure payment of lecturers' salaries and allowances as at when due and other incentives like promotion and welfare packages. It should ensure that motivation is actually made the hallmark for hard work and productivity.
5. Colleges of education should constantly invest in their lecturers in the area of capacity development (training) to meet the challenges inherent in 21st century work careers and organisations. Also, lecturers are encouraged to continuously update their knowledge, skills and work habits through collaborative efforts with colleagues around the world.
6. The performance appraisal practised by the colleges of education in Kwara State should be reviewed thoroughly so as to achieve its primary objective of improving lecturers' job performance.

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