



Human Resources Strategies and Employee Job Performance in Rivers State University

Queeneth Ifeoma Iromole

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria

Abstract

This study evaluated human resources strategies and employee job performance in Rivers State University. The study adopted a correlational design, which was aimed at a systematic plan to study the scientific problems identified in this study. This study's design was a framework to create and seek answers to the research questions proffered in this study. The sample size was 16.6% of the 3,000 staff which are currently on the pay roll of Rivers State University, Port Harcourt. A five-point Likert-type scale of strongly disagree (SD); disagree (D); undecided (U); agree (A); and strongly agree (SA). To test the face validity of the research instrument, the measuring instrument was presented to the dissertation supervisors and colleagues and feed-back will be used to measure the relevance of the instrument in measuring the variables it was designed to measure. The reliability of the instrument used was greater than 0.70. The study concluded that human resources increases the overall organizational efficiency and productivity. The study recommends that human resources is essential to educational productivity.

Keywords: Human Resources, Strategies, Employee, Job Performance, Rivers State University, Nigeria.

Reference to this paper should be made as follows:

Iromole, Q. I. (2019). Human Resources Strategies and Employee Job Performance in Rivers State University. *International Journal of Scientific Research in Education*, 12(5), 700-731. Retrieved [DATE] from <http://www.ij sre.com>.

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INTRODUCTION

Human Resources (HR) have been pivotal to the economic development of the majority of developed nations across the globe such as the United States of America and Britain, to mention a few. On the basis of this premise, it can therefore be adjudge that for a developing country like Nigeria, to experience such economic success, especially in the university system, it is expedient that attention or focus be given to the development of its vast human resources (Laing, 2009). Also, there is no doubt that institutions worldwide are striving for success and out-competing

those in the same industry. In order to do so, organizations have to obtain and utilize her human resources effectively (Aidah, 2013).

In order to manage and run an organization effectively and efficiently, whether large or small, it is essential that proper human resources strategies be put in place to manage personnel. Also, consequent to the fact that the development of human resource has become a fundamental strategy of organizations making their employees more adaptive to a changing environment, higher institutions of learning are undergoing critical changes due to globalization, growing competition for funding and staff as well as increasing institutional autonomy. These changes however, are associated with new responsibilities requiring greater managerial and leadership competences (Pellert, 2007).

According to Gürbüz (2009), human resource strategies and job satisfaction of employees have numerous important advantages to institutions because it helps them manage the challenges emanating from rivals and other external parties. For this reason, employers and researchers are progressively more apprehensive of both job satisfaction and employees' performance as among the major factors boosting any institutions competitive advantage. Alternatively, employees are concerned about whether their employers will compensate them adequately (Thomas, 2015).

Attempts to provide a practical framework in which practitioners may develop state-of-the-art human resources (HR) strategies in line with organizations' corporate planning processes is still a far-cry in most Nigerian universities because these institutions lack an operational human resources management department which is a fundamental requirement as it relates to implementing effective human resources strategies. In this light, it can be said that developing human resources in universities is becoming a major challenge in the face of unstable economies because they need to adapt to the fast paced changes in tasks, tools and technologies in order to achieve institutional goals and excellent service delivery (Thomas, 1996).

Another challenge is that very few scholars have hitherto put forward a frame-work within which human resources strategies can be organized (Thomas, 1996). Some have even suggested that, like human resources management, human resources strategy does not really exist and the danger is that it will be talked into existence. However, there are many variables that influence human resource development such as performance appraisal because now more than ever before, human resource development is recognized as being critical to the survival and success of institutions (Sarpong, 2012).

To effectively impact on employees to achieve greater results or productivity, organizations need to constantly orient employees on the "big-picture" organizational issues, such as culture, vision, values, mission, structure, ethics, policies, and confidentiality (Sarpong, 2012). Bleiklie (2005), further posited that because more management tasks have to be fulfilled at the institutional level than before, professional human resource strategy is a significant prerequisite if higher institutions of learning and to be precise universities are to perceive themselves as self-governing organizations instead of being subordinates to central government. Another important prerequisite to a successful university according to Pausits (2008), are the services that it renders which depends highly on the quality of the administration/management and the quality of management and academia conversely will depend on the quality of human resource management and functions.

Human resources strategies refer to a system of human resource practices for a particular job or collection of jobs aimed at the best employee performance possible to meet the

organizations ultimate goals (Wright, 2008). The chart below provides a comparison of strategic human resource management (HRM), HR Strategy and HR best practices; terms that are often used interchangeably but actually very different, they differ in their primary focus, HR involvement and ultimate goals (Wright, 2008). Zheng et al. (2007) also stated that the moment, institutions are competing through implementing unique human resource strategies and due to globalization and contemporary changing patterns; the organizations adopt the most up-to-date human resources strategies in order to accomplish their goals. The finest human resource strategies are always helpful and valuable for both employee and employers; in fact, it plays an important role in the constructive growth of any organization.

It is of utmost importance to emphasize that human resource strategies are essential and requisite tools for any institution's performance and for any organization or institution that wants to gain competitive advantages over others, human resource management needs to be given attention to (Muogbo, 2013). Incidentally, the contributions of a human resource strategy to university-wide organizational development should be well defined in the areas of strategic training and development, employee relations, performance evaluation, leadership development, and employee assistance programs (Evans & Chun, 2012). Particularly, in a university, a human resource strategy could perform a momentous function in managing talents and performance of employee by developing policies of human resource development. Furthermore, human resource needs to render itself as an important component in the university system and to accomplish this, there is a need for renewed human resource thinking and its operation.

Böckelmann, Reif and Fröhlich (2010) posited that universities can only develop in a planned strategic direction if individual professors, the research staff and the employees in administration at least partially align themselves with the institution's goals. To some other scholars, a human resource strategy is indispensable and needs to include: strategic recruitment of staff, professionally maintained recruitment techniques, transparent career options, competencies to use modern instruments of human resource development and systems of payment and incentives to sensibly reward employee performance (Balyasin & Gebremerkel, 2013). In this light, it seems that human resource management in universities has a long way to go especially as it related to Nigeria. Conversely, human resource offices on their own cannot change existing structures or formulate strategic objectives unless they are supported by the management in and outside of universities.

It is believe that the glory days of human resource strategies are imminent as universities these days are under pressure to realign their resources and programs to fulfill their educational mission on one hand and comply with external pressures on the other. Additionally, universities are in pressure to retain their talents in this mobile world that particularly needs strategic approach to human resource management (Balyasin & Gebremerkel, 2013). Studies have also shown the theoretical roles and interactions human resource management needs to have in universities. Particularly, if the human resource department has to contribute to today's universities, it needs to be transformed from routine human resource operations operation to having human resource strategies.

Statement to the Problem

With the increasing significance of the 'human factor' in an organization, human resource issues have become important to organization that identifies people as their most essential advantage in

achieving organizational goals, inclusive of the enhancement of employees' performance. Despite the increasing effects of training on organizational employees' performance, there is still limited literature on human resource development issues in developing countries.

A set of issues deeply in need of concentration is the identification of strategic HR practices. Also, the human resource management offices are not even empowered in terms of structure and they don't have significant decision making power which makes these offices unproductive.

Despite the existence of copious literature in the area of the importance of human resource management to organizations, it is clear that most public universities especially in the developing world do not yet understand their value.

The main purpose of the study is to examine the effects of human resources strategies on employees' job performance in Rivers State University, Port Harcourt. On the basis of the aforementioned purpose, the specific objectives of the study are to:

- Examine the influence of compensation on employee job performance in Rivers State University.
- Examine the influence of recruitment and selection on employee job performance in Rivers State University.
- Examine the influence of training and development on employee job performance in Rivers State University.
- Examine the influence of job rotation on employee job performance in Rivers State University.
- Examine the influence of management style/performance management on employee job performance in Rivers State University.
- Identify the human resource management problems and employee job performance shortfalls in Rivers State University.
- Identify ways in which human resources strategies can be successfully implemented in Rivers State University.

Research Questions

The study will attempt to provide satisfactory answers to the following research questions:

- What are the influences of compensation on employee job performance in Rivers State University?
- What are the influences of recruitment and selection on employee job performance in Rivers State University?
- What are the influences of training and development on employee job performance in Rivers State University?
- What are the influences of job rotation on employee job performance in Rivers State University?
- What are the influences of management style/performance management on employee job performance in Rivers State University?

- What are the human resource management problems and employee job performance shortfalls in Rivers State University?
- How can human resources strategies be successfully implemented in Rivers State University?

REVIEW OF RELATED LITERATURE

Theoretical Framework

This study seeks to explore the relationship between human resource strategies and employee self-report performance and the role well-defined strategies and human resource practices have in enhancing employee performance and the attainment of organizational objectives. Therefore, the theoretical foundation of this study is derived from the following human resource theories/models; enlarged ‘managerialism’ theory, ‘commitment’ and ‘control’ theory, resource based theory and Value Matrix Approach theory also known as integrative theory.

Enlarged Managerialism Theories

According to Enders, File, Huisman and Westerheiden(2005), the approach being adopted by public authorities with regard to the management of universities has basically changed, and the shift is towards enlarged ‘managerialism’. This shift has been seriously influenced by ideas of ‘academic capitalism’ (Slaughter & Leslie, 1997) and ‘entrepreneurial universities’ (Clark, 1998). Enders et al. (2005) developed three different scenarios for the future of higher education in Europe:

- a) The First Model** (The characteristics of Centralia): Which includes; a state-oriented organization, European integration, synchronization and big organizations.
- b) The Second Model** (Octavia): This harnesses institutional and economic developments on the way toward a network economy and focus on control by the academic community as its crucial identity.
- c) The Third Model** (In contrast to Centralia): Here, attention is focused on a market orientation, small organizations and high freedom for decision-making or integration to describe what Enders et al. called ‘Vitis Vinifera’.

Without forecasting the “model” that would become actuality, it is obvious that the wind of change has already dawned at the European higher education setting. File, Beerkens, Leišyte, and Salerno (2005) posited that the European higher Education Institutions will proceed in an environment which is far less secure than that of only a few decades ago. They further pointed out that these institutions will profit from new self-government, which deals with crucial issues such as student selection, influencing tuition fee levels, setting employees’ income policies and deciding autonomously which programmes to offer. These changes will be new features of the universities’ interior “management existence”. Methods of competition for students, staff and contracts will also increase considerably. More liberal regulations lead to greater financial independence, further chances and higher risks.

Human Resource Strategy Models

This section examines the link between organization strategy and HR strategy. ‘Human resource strategies’ are here taken to mean the patterns of decisions regarding HR policies and practices used by management to design work and select, train and develop, appraise, motivate and control workers (Armstrong, 2006; Bratton, 2011).

To appreciate the significance of the ‘typologies’, it is valuable to bring to mind the work of Max Weber. This sociologist built his theory through the use of abstractions he called ‘ideal types’, such as ‘bureaucracy’. Weber cautioned, however, that these ideal types never actually exist in the real world; they are simply useful narratives to aid us to understand the more complex and chaotic realities found in work organizations. The same is true of HR typologies – they are ideas that do not necessarily exist in places of work, but they help in understanding the nature of HR strategies.

Since the early 1990s, scholars have proposed at least three models to differentiate between ‘ideal types’ of HR strategies. The first model looked at here, is the control-based model, which is grounded in the way in which management attempts to monitor and control employee role performance (Armstrong, 2006; Bratton, 2011). The second model, the resource based-model, is built upon the nature of the employer–employee exchange and, more specifically, in the set of employee attitudes, in behaviours and in the quality of the manager–subordinate relationship. A third approach creates an integrative model that combines resource-based and control-based typologies (Bratton, 2011).

Strategic Human Resource Management

Strategic human resource management (SHRM) refers to the plans of an organization and intentions of how the business goals can be achieved with the use of human resources (Anyangwe, 2017). The concept of SHRM can be better understood or defined by looking at the basic propositions on which the concept is based on;

Firstly, it should be noted that the main source of competitive advantage to an organization is from human capital; secondly, the organization needs to define where it wants to go and how it intends to get there and this can be done only by first adopting a systematic approach; thirdly that every strategic plan is to be and would be implemented. SHRM is a process that is used by human resource managers to develop HRM strategies, which are integrated horizontally with other businesses and vertically with the business strategy of the organization (Anyangwe, 2017).

Objectives of Strategic Human Resource Management

SHRM is seen as a good management style because it has been proven worth implementing and a standard basis for managing people in the end. SHRM provides a very suitable alternative solution to the handling of critical success factors related to people management and a means for long-term decision making on issues related to human resources all with the aim to contribute to the overall success of the organization (Anyangwe, 2017). For an organization to achieve long term competitive advantage, it needs the right selection of human resources to ensure that the organization has skilled, motivated and well committed employees which are imperative for

strategic human resource management as this is the basic requirement for an organization to build and maintain its strategic capabilities necessary for the global market and for competition (Anyangwe, 2017).

Pfeffer (2005) defined SHRM as the comprehensive set of managerial activities and tasks related to developing and maintaining a qualified workforce. A latter definition was put forth by Bratton (2011), which defined SHRM as the process of linking the human resource function of an organization with the strategic objectives in order to improve performance. However, it is this latter definition that will guide the idea of SHRM in this study.

The Concept of Strategy

Strategy is about deciding where you want to go and how you mean to get there. A strategy is a declaration of intent. Strategies define longer-term goals but they are more concerned with how those goals should be achieved. Strategy is the means to create value. A good strategy is one that works, one that guides purposeful action to deliver the required result (Armstrong, 2006).

Strategy has been defined in other ways by different scholars, for example:

Chandler (1962) defined strategy as the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals. Faulkner and Johnson (1992), defined strategy as the long-term direction and scope of an organization. It is also crucially concerned with how the organization positions itself with regard to the environment and in particular to its competitors. It is also concerned with establishing competitive advantage, ideally sustainable over time, not by technical maneuvering, but by taking an overall long-term perspective.

A strategy, according to Richardson and Thompson (1999), whether it is an HR strategy or any other kind of management strategy, must have two key elements: there must be strategic objectives (things the strategy is supposed to achieve), and there must be a plan of action (the means by which it is proposed that the objectives will be met). Armstrong (2006) latter posited that the concept of strategy is based on three subsidiary concepts: competitive advantage, distinctive capabilities and strategic fit.

Human Resources Strategies

Human resources strategies set out what an organization intends to do about its human resource management policies and practices and how they should be integrated with the business strategy and each other. Figure 1 below illustrates this.

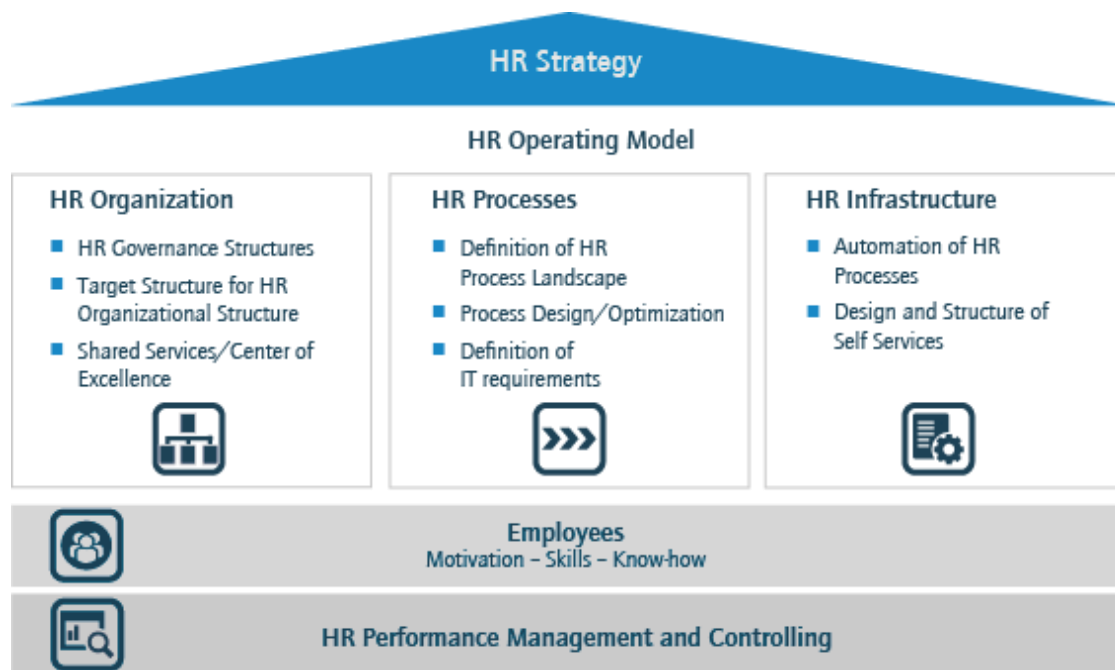


Figure 1: Human Resource Strategy. Source: Hecht, Hobson & Wang (2016).

Dyer and Reeves (1995) described human resource strategies as ‘internally consistent bundles of human resource practices’. Richardson and Thompson (1999) suggest that a strategy, whether it is an HR strategy or any other kind of management strategy must have two key elements: there must be strategic objectives (things the strategy is supposed to achieve), and there must be a plan of action (the means by which it is proposed that the objectives will be met).

Wright (2008) in his definition of human resource strategy saw it as a system of human resources practices for a collection of jobs aimed at the best employee performance possible to meet the organizations ultimate goals. This means getting employees to; have something (skills, competencies, abilities), feel something (commitment, engagement, motivation) and do something (come to work, be productive, serve customers which in this case are students and stay with the organization). If proper human resource strategies are correctly put in place, an institution will get the best possible overall employee performance as well.

According to Natalie and Joo-Hyun (2014), human resource strategies encompass a comprehensive approach to enhance staff with cutting edge skills, knowledge and abilities within a challenging and dynamic context for better performance in service delivery. Hence, they provide the opportunities to learn new skills, progress in career, and distribution of resources for employees’ tasks and other developmental activities. This particularly becomes important within an academic environment in light of changing and challenging tasks necessitated by changing internal and external business environments. However, the profound ripple-effects of synergy make human resource development a strategic tool for flexibility and adaption.

Human Resource Management and Human Resources Strategy

Due to the confusion that arises when ever human resource strategy is mentioned, as it relates to whether it is different form human resource management or whether they mean the same thing, it

is important to differentiate between the two before human resource strategy is looked at in detail.

The concept of human Resource Management

Human Resource Management (HRM) is concerned with all aspects of how people are employed and managed in organisations. It is the process through which management builds the workforce and tries to create the human performances that the organisation needs (Boxall & Purcell, 2016:7). According to Storey (2007:6), HRM in its generic, broad and popular sense simply refers to the system of people management' that pertains in an organization.

The Concept of Human Resource Strategy

According to Darwish, Singh, and Mohamed (2013), 'strategy is understood as a set of coordinated choices and actions that focus where one wants to go and how to get there'. A strategy therefore goes beyond simple decision-making to include how to put choices into practice. Storey further pointed out that in some organizations a HR strategy may exist without necessarily being deliberate or even written down. It may simply exist in the collective minds of the relevant people. However, obviously this is something of a precarious situation and most organisations evolve to a situation whereby their strategy is somewhat more deliberate and planned, while also being responsive to changing circumstances and the environment.

Armstrong (2016) identifies three types of HR strategy that can exist in organizations, they include:

- A broad statements of intent with regard to human resources in an organization. This is occasionally discussed as an 'umbrella strategy'. The core components of these may include items such as building a strong performance culture or developing leadership capability or attracting and retaining talent.
- Another is human resource strategies based around specific models of human resource such as 'High-performance management'
- The third is human resource strategies in respect of specific areas, for example a talent management or learning and development strategy. Since all organizations differ, HR strategies are different. There is no such thing as a standard strategy. However, Armstrong and Taylor (2015) provide some general criteria with regard to HR strategies which were also buttressed by. In other words, since all human resources strategy set out to achieve a number of objectives and seeks to prove the efficiency of its programmes and to be effective, the main criteria for any human resource strategy should be based on the following:
 - They must satisfy organization needs – that is, the strategy must contribute to the development of the organization and satisfy its needs;
 - They must be research and evidence-based, not just wishful thinking. That is, they must be founded on detailed analysis and studies, not just assumptions;
 - They can be turned into actionable initiatives or programmes that anticipate implementation requirements and problems;

- Their components are coherent and integrated, being composed of components that fit with and support each other;
- They take account of the needs of all employees and at the same time, the other stakeholders' needs.

Reilly (2012) further emphasises the importance of a HR strategy being informed by both external factors and the values of the organization, and of on-going monitoring and reviews.

According to Armstrong and Taylor (2015, p. 26), 'the main argument for articulating HR strategies is that unless you know where you are going, you will not know how to get there or when you have arrived'. HR strategies articulate what the organisation's overall convictions are in respect of its people and provide a framework for future decision making and action. However, it's important for those developing HR strategies to remind themselves of Fombrun et al's (1984) long-standing dictum that organizations and managers should perform well in the present to succeed in the future. In other words, 'there is no great strategy, only great execution' (Gratton, 2000, p. 30).

The Link between Human Resource management and Human Resource Strategies

The human resource management system consists of strategies, policies and procedures and practices. For instance, whenever an organization seeks to improve their people management arrangements they will typically consider developing a HR Strategy. This is because a HR strategy sets out what the organization wants to do about its human resource management policies and how delivering on these will help to achieve the overall objectives of the organization (Storey, 2007). Nagaraj and Kamalanabhan (2005) reveal the need to have a link between strategic planning and HRM. By implication, HRM need to be approached from strategic point of view, which calls for a link between HRM practices and HR strategies.

Benefits of Having Efficient Human Resource Strategies in Place

The efficiency of a human resource strategy can be very advantageous especially in relation to the achievement of the goals of an institution. The following are some of the benefits that an organization can relish if an effective human resource strategy is in place.

Firstly, a human resource strategy can help improve the operations and the daily corporate processes of an organization. If proper strategies are implemented, as it relates to employee retention and relationship development, the workforce can feel more taken care of and appreciated which will in turn promote a healthy and friendly work environment. Hence, a human resource strategy can promote the efficiency and effectiveness of the workforce.

Secondly, a human resource strategy can guide the human resource department when it comes to the programs and activities that it needs to implement. All the employees in the human resource department need to be aware of the strategies that will be implemented to make sure that they are knowledgeable of their responsibilities for the full execution of the plan of the department.

Functions of Human Resource Strategies

According to McLagan's human resource wheel, human resources strategies embrace three different functions: training and development, organization development and career development.

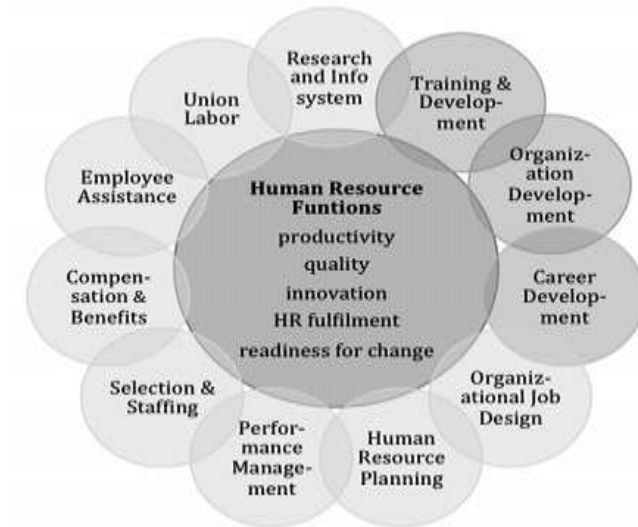


Figure 2: Functions of Human Resource Strategies Human resource wheel.

Source: McGuire and Jorgensen (2011)

Human Resource Strategic Plan

According to SHRM (2014), steps in creating a human resource strategic plan should consist of five major components of the Human Resource Strategy. This is illustrated in figure 3 below:



Figure 3: Functions of Human Resource Strategies

Source: Society for Human Resource Management - SHRM (2014) www.hrsummitexpo.com

Human Resource Strategic Framework

Thomas (1996), proposed a four-step approach involving: development of a strategic framework; generating of human resources mission statement; application of a SWOT (Strengths, Weaknesses Opportunities, Threats) analysis; and making strategic planning decision between human resources options. He also outlined a four-dimensional structural focus embracing culture, organization, people and systems. In addition, he concludes with a discussion of characteristic of “good” strategic objectives.

Purpose of Human Resources Strategies

According to O’Donnell, McGuire and Cross (2006), the three core functions of HRS perfectly illustrate that HRS affects both the development of individuals and organizations. Therefore, the purpose of HRS is twofold. One the one hand it provides opportunities for employees to improve their skills on the other hand it aims for an efficient utilization of human resource in order to meet organizational objectives. The HRS discourse is dominated by the instrumental understanding of HRS that puts emphasis on organizational goals and economic performance. Some scholars criticize that HRS puts the interests of the organization above the individual benefit and thus turning the organization into the main beneficiary of HRS activities. At best, organizational and personal needs match, resulting in a mutual gain agenda.

Techniques for Human Resources Development

Thomas (1996) highlighted various strategies for human resources development such as; on-the-job training, apprenticeship, simulation and supplementary training programme, more regular in-service programmes, workshops, seminars and conferences for both academic and non-academic staff to inform them of new development in their discipline. He further suggested that human resources strategies should be aligned with the strategic goals of universities because this will advance staff members competencies and skills to assume tasks aligned with the strategic direction of the universities.

Strategies and Directions to Develop Human Resource in Universities

Human resources strategies strive towards activities that advance staff members’ competencies so they have the skills to assume tasks aligned with the strategic direction of the university. If the strategic direction is not clear or human resource development activities are not in alignment with the strategy, human resource development activities become inefficient and useless, even if they are excellent. Therefore, it is crucial to understand the role of higher education and the current flow of their change to figure out what role human resource development should play in universities (Natalie & Joo-Hyun, 2014).

In general, universities carry out two functions: research and teaching. Teaching includes academic education as well as vocational education. Vocational education is more likely to be included in human resource development, but also teaching can be included in human resource development in a large sense. Nowadays, the governments and universities emphasize the function of research in universities more and more. Popular ranking systems are considering the

performance of research more than teaching when they assess the competitiveness of universities. Also, the evaluation of faculties takes research achievements more into account than teaching achievements. Under these circumstances universities and professors put a greater focus on research to achieve a good reputation and good evaluation results (Natalie& Joo-Hyun, 2014).

The importance of human resource development strategies for employees has already been recognized in the university context and universities are already in progress of developing adequate measures. Many universities have even established special human resource development departments and their activities range from mentoring new employees to developing leadership skills of administration (Natalie & Joo-Hyun, 2014).

Challenges of Human Resource Strategies in the University Context

Regardless of the high financial overheads of universities on their staff in terms of scholarships and study grants for researches, a systematic application of strategic planning, managing and developing of human resources is only poorly established in the university context (Pellert, 2007). Consequently, human resource development is mainly carried out indirectly, aimlessly and spontaneously and it is this unconventional behaviour that makes it especially difficult for universities to apply human resource strategies.

Furthermore, Weick (1976) described universities as fragmented, loosely coupled organizations with a lack of shared institutional standards. The rationale lies in the frail identification of academics with the university at which they are engaged. Typically, most academics identify more with their discipline and international scientific community than with their department, faculty or university.

What's more, the majority of human resources development strategies such as induction, training and development are still carried out informally and through socialization within the discipline (Pellert 2007). These specific academic conditions contradict the concept of human resource development that is strongly oriented towards the organization. However, more universities are establishing human resource development (HRD) units to prepare their staff adequately for current or future position. However, human resource development (HRD) in most cases affects only young university staff, because it is assumed or rare that a professor takes advantage of training and development activities.

METHODS

Research Design

This study adopted a correlational design, which is aimed at a systematic plan to study the scientific problems identified in this study. This study's design was a framework to create and seek answers to the research questions proffered in this study.

Population of the Study

The population for the study comprised of the staff (Academic and Non-academic) of Rivers State University, Port Harcourt. It comprises the Administrative unit, Accounts unit, Sports unit, Security unit, the seven faculties (Agriculture, Engineering, Environmental Sciences, Law,

Management Sciences, Science and Technical and Science Education), the Postgraduate School, Institutes (Institute of Foundation Studies, Pollution Studies, Education, RIART, Geosciences and Space Technology and Centres (for Continuing Education, Centre for Special projects, Information and Communications Technology Centre). In all, the study population comprises the 3000 staff on RSU pay roll. (<http://en.m.wikipedia.org/wiki/RiversStateUniversity>)

Sample and Sampling Technique

The sample of 500 was drawn from the 3000 staff within the study area – Rivers State University, making up 16.6% of the total population. That is, the various units, faculties, institutes, centres and administration. A carefully selected sample can provide data representative of the population from which it is drawn. Burns and Grove (2003) refer to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study. Polit et al. (2001) confirm that in sampling a portion that represents the whole population is selected. Sampling is closely related to generalizability of the findings. In this study a probability sampling technique was utilized. The sample for the study was administered using simple random sampling techniques.

Sampling Size

The sample size was 16.6% of the 3, 000 staff which are currently on the pay roll of Rivers State University, Port Harcourt.

Instrument for Data Collection

The instrument used for data collection is a questionnaire which was developed by the researcher called Human research strategies (HRS) and employee self-report performance in Rivers State University (RSU). The instrument consists of two sections A and B. Section ‘A’ of the instrument sought information on the demographic data of the respondents. Section ‘B’ of the instrument sought information on the following questions; the influences of compensation, recruitment and selection, training and development, job rotation and strategic human resources management on employees’ self-report performance in Rivers State University (RSU), the human resource management problems and employee performance shortfalls in Rivers State University and how human resources strategies be successfully implemented in Rivers State University. The response options was measured using a five-point Likert-type scale of Strongly Disagree (SD); Disagree (D); Undecided (U); Agree (A); and Strongly Agree (SA). In answering the research questions, the mean score of each item and cluster mean was compared with the real limit of numbers: $5 + 4 + 3 + 2 + 1 = 15 \div 5 = 3$.

Validity of Instrument

The questionnaire designed for the study was subjected to a validation process for face and content validity. Face and content validity have been defined by McBurney (1994) as following:

- Face validity is the idea that a test should appear superficially to test what it is supposed to test; and

- Content validity is the notion that a test should sample the range of behaviour represented by the theoretical concept being tested.

To test the face validity of the research instrument, the measuring instrument was presented to the dissertation supervisors and colleagues and feed-back will be used to measure the relevance of the instrument in measuring the variables it was designed to measure.

In order to ascertain content validity of the research instrument, the dissertation supervisors and other experts on the subject matter of this study was given the measurement tool (questionnaire) and copies of the research question in order to provide feedback on the effectiveness of each question in measuring the constructs (Ghauri & Gronhaug, 2002). Informed decisions were made based on their feedbacks.

Reliability of Instrument

In order to measure the reliability of the research instrument for this study, the questionnaire was subjected to a pilot test by distributing 10 copies of the instrument to staff of Rivers State University based on convenience method. The Cronbach Alpha for internal consistency of the items of the questionnaire was conducted using the reliability procedure in Statistical Package for Social Sciences version 22. The values of α range from 0 – 1 hence, the closer the value of α to 1, the more accepted the reliability of the data (Fisher, 2010). The test to determine the internal consistency of the research instrument was conducted on the retrieved questionnaire with the aid of the Cronbach Alpha Reliability procedure. The reliability of the instrument used was greater than 0.70. In social researches, an alpha value which is around 0.70 is accepted as adequate for reliability; (Malmi, 2001). Because of that, the reliability of measurement used in this research is at the acceptable level.

Administration of Instrument

The questionnaires for the study were administered on a one-on-one basis. In other words, they were delivered by hand to the respondent and collected on a later date which was convenient for both the interviewer and the respondents. Copies of questionnaire was administered to Academic and non-academic staff of Rivers State University Port Harcourt. A total of 500 questionnaires was administered randomly in each faculty and amongst the various units, centres and institutes to 16.6% of the total study population. Semi structured interviews was used to collect data from some administrative staff of the above mentioned university.

Data Analysis

Data analysis means to organize, provide structure and elicit meaning. Analysis of Quantitative and qualitative data is an active and interactive process (Polit et al., 2001). The researcher conducted a literature review to be familiar with the content of the phenomenon under investigation, and collected data using various means so that results can be analyzed to come up with conclusions that answered the research questions. The qualitative and quantitative data was be generated through the questionnaire. The researcher made use of Statistical Package for Social Sciences (SPSS) version 22 to process the data for analysis. The analysis consisted of the computation of percentages through frequency distributions after the grouping of responses to

items in the questionnaire for the study. Descriptive and inferential methods of analysis were utilized for this study. The descriptive methods involved the use of frequency tables, mean, and percentages. Descriptive statistical tools were used to present the demographic characteristics of the respondents, while inferential statistical tools were used to test the formulated hypotheses. The data collected was analyzed using the descriptive statistics technique and Spearman Rank Correlation was employed to test the stated hypotheses at 0.05% significance level in order to examine the effect of the independent variable on the dependent variable.

RESULTS

Answers to the research question

Response Rate

The data for this study was collected using questionnaire and 500 respondents within the Rivers State University received the questionnaire. Questionnaires were distributed to the identified staff cadres of the university out of which 465 questionnaires were successfully completed and returned to the researcher. The response rate was therefore 93% of the sample and, 15.5% of target population.

Demographic data of the Respondents

The study sought to establish the background of the respondents in the study. In view of this the respondents were asked to state their gender, age bracket, marital status, education, duration of service and work status. The results were as shown in the tables below:

Table 1: Demographic Profile of Respondents

| Demographic Variable | Categories | Frequency | Percentage (%) |
|-----------------------|-----------------|-----------|----------------|
| Gender | Male | 279 | 60.0 |
| | Female | 186 | 40.0 |
| | Total | 465 | 100.0 |
| Age Bracket | 20 – 30 years | 47 | 10.1 |
| | 31 – 40 years | 93 | 20.0 |
| | 41 – 50 years | 186 | 40.0 |
| | 51 – 60 years | 93 | 20.0 |
| | 60 – 70 years | 46 | 9.9 |
| | Total | 465 | 100.0 |
| Marital Status | Single | 93 | 20.0 |
| | Married | 347 | 74.6 |
| | Divorced | 10 | 2.2 |
| | Widowed/Widower | 12 | 2.6 |
| | Separated | 3 | 0.6 |
| | Total | 465 | 100.0 |
| Education | SSCE O’Level | 20 | 4.3 |
| | A’ Level/ | 15 | 3.2 |
| | Post-Secondary | | |
| | Diploma/HND | 37 | 8.0 |
| | First Degree | 93 | 20.0 |

| | | | |
|------------------------------------|---------------------|-----|-------|
| | Masters | 248 | 53.3 |
| | PhD | 52 | 11.2 |
| | Total | 465 | 100.0 |
| Duration of Service (years) | 5 or less | 47 | 10.1 |
| | 6 - 10 | 75 | 16.1 |
| | 11 - 15 | 45 | 9.7 |
| | 16 - 20 | 160 | 34.4 |
| | > 20 | 138 | 29.7 |
| | Total | 465 | 100.0 |
| Work Status | Management | 46 | 9.9 |
| | Academic Staff | 279 | 60.0 |
| | Non- Academic Staff | 140 | 30.1 |
| | Total | 465 | 100.0 |

As shown in the Table 1 above, majority of the respondents that is 279 (60%) were male while 186 (40%) were female. This is likely due to the nature of work in the university environment.

Answers to the Research Questions

Research Question 1: What are the influences of compensation, recruitment and selection, training and development, job rotation and performance management on employees' job performance in Rivers State University (RSU)?

Research Question 1: What are the influences of compensation on employee job performance in Rivers State University?

Table 2: Participants answer to items on influence of compensation on employee job performance.

| Variable/Item | SA | A | U | DA | SD | Mean | SD |
|---------------------|--|----------------|----------------|----------------|----------------|----------------|--------------|
| Compensation | | | | | | | |
| QA1 | Compared with people in similar jobs in other institutes, I feel my pay package is fair. | (94) 20.2% | (234) 50.3% | (48) 10.3% | (87) 18.7% | (2) 0.4% | 3.71 1.01 |
| QA2 | I will be rewarded financially or otherwise if I go beyond what is expected of me in my job. | (139) 29.9% | (188) 40.4% | (48) 10.3% | (87) 18.7% | (3) 0.6% | 3.80 1.08 |
| QA3 | In this university good performance does not necessarily get rewarded. | (90) 19.4% | (54) 11.6% | (142) 30.5% | (177) 38.1% | (2) 0.4% | 3.11 1.13 |
| QA4 | To raise performance standards, performance based remuneration/salary system should be implemented in RSU. | (180) 38.7% | (190) 40.9% | (48) 10.3% | (47) 10.1% | - | 4.08 1.00 |
| QA5 | Management provides excellent incentives and rewards to every employee at all levels. | (48) 10.3% | (96) 20.6% | (94) 20.2% | (188) 40.4% | (39) 8.4% | 2.84 1.16 |
| QA6 | Employees in RSU are satisfied with the recognition they receive for doing good jobs. | (9) 1.9% | (139) 29.9% | (190) 40.9% | (43) 9.2% | (84) 18.1% | 2.88 1.09 |
| QA7 | The performance appraisal process in RSU is linked to reward system. | (5) 1.1% | (47) 10.1% | (3) 0.6% | (326) 70.1% | (80) 17.2% | 2.07 0.83 |
| QA8 | Promotions and pay increases in RSU | (7) 1.5% | (46) 10.0% | (3) 0.6% | (280) 60.4% | (129) 27.7% | 1.97 0.90 |

| | | | | | | | | |
|-----|--|-------|-------|------|-------|-------|------|------|
| | are based on achieving documented performance objectives. | 1.5% | 9.9% | 0.6% | 60.2% | 27.7% | | |
| QA9 | Managers (Departmental Heads) consistently tell employees about the standards used to evaluate job performances. | (150) | (92) | (44) | (141) | (38) | 3.38 | 1.41 |
| | | 32.3% | 19.8% | 9.5% | 30.3% | 8.2% | | |

The data presented in table 2 summarizes respondents' cross tabulation and mean score analyses of the nine key items on the influences of compensation on employees' job performance in Rivers State University (RSU). The table revealed that respondents agree that compensation for work has influence on employee job performance. In respect to the area of pay, respondents were of the view that compared with people in similar jobs in other institutions; they feel their pay package is fair (mean = 3.71, SD = 1.01). Respondents when asked if they will be rewarded financially or otherwise if they go beyond what is expected of them in their job gave a positive response (mean = 3.80, SD = 1.08). However, as it relates to the reward of good performance, the respondents were of the view that good performance does not necessarily get rewarded in RSU (mean = 3.11, SD = 1.13). Respondents were in support of the view that to raise performance standards, performance based remuneration/salary system should be implemented in RSU (mean = 4.08, SD = 1.00). They were opposed to the view that management provides excellent incentives and rewards to every employee at all levels (mean = 2.84, SD = 1.16). Respondents were opposed to the view that employees in RSU are satisfied with the recognition they receive for doing good jobs (mean = 2.88, SD = 1.09). They were also divergent to the view that the performance appraisal process in RSU is linked to reward system (mean = 2.07, SD 0.83). The item that had the lowest mean was that which states that promotions and pay increases in RSU are based on achieving documented performance objectives. The results show that most of the respondents were in disagreement to this view (mean = 1.97, SD = 0.90). However, respondents concluded that managers (Departmental Heads) consistently tell employees about the standards used to evaluate job performances (mean = 3.38, mean 1.41).

Research Question 2: What are the influences of recruitment and selection on employee job performance in Rivers State University?

Table 3: Participants answer to items on influence of Recruitment and Selection on employee job performance

| Variable/Item | SA | A | U | DA | SD | Mean | SD | |
|----------------------------------|---|------|-------|-------|-------|-------|------|------|
| Recruitment and Selection | | | | | | | | |
| QA10 | Employment in RSU is, as a rule, based on public notice of vacant positions. | (12) | (44) | (10) | (149) | (250) | 1.75 | 1.05 |
| QA11 | In this RSU, the selection system selects those with the desired knowledge, skills and attitudes (Appointments in this organization is based on merit). | (59) | (139) | (133) | (55) | (17) | 3.10 | 1.26 |
| QA12 | The recruitment process in RSU is transparent enough to allow for the recruitment of qualified employee that can enhance organizational performance. | (40) | (209) | (92) | (114) | (10) | 3.33 | 1.01 |
| QA13 | I would recommend others to work for this | (50) | (203) | (49) | (132) | (31) | 3.23 | 1.17 |

| | | | | | |
|--|-------|-------|-------|-------|------|
| university because recruitment and selection is based on equal employment opportunity principle. | 10.8% | 43.7% | 10.5% | 28.4% | 6.7% |
|--|-------|-------|-------|-------|------|

Table 3 summarizes respondents' perception on the influence of recruitment and selection on employee job performance. The results show that most of the mean scores are above 3 except for that item which states that employment in RSU is, as a rule, based on public notice of vacant positions (mean = 1.75, SD = 1.05). Most of the respondents disagreed with this view but were in favour of the view that, the selection system in RSU selects those with the desired knowledge, skills and attitudes for appointment (That is, appointments in RSU are based on merit) mean = 3.10, SD = 1.26. They maintained that the recruitment process in RSU is transparent enough to allow for the recruitment of qualified employee that can enhance organizational performance (mean = 3.33, SD = 1.01). They were also of the opinion that they would recommend others to work for this university because recruitment and selection is based on equal employment opportunity principle (mean = 3.23, SD = 1.17).

Research Question 3: What are the influences of training and development on employee job performance in Rivers State University?

Table 4: Participants answer to items on influence of Training and development on employee job performance

| Variable/Item | SA | A | U | DA | SD | Mean | SD |
|---|---------------|----------------|----------------|----------------|----------------|------|------|
| Training and Development | | | | | | | |
| QA14 The university provides ample opportunities for career development and support on going professional development. | (43) 9.2% | (30) 6.5% | (9) 1.9% | (258) 55.5% | (112) 26.2% | 2.17 | 1.17 |
| QA15 The procedure for selecting employees for training and development programs are transparent and equitable. | (41) 8.8% | (97) 20.9% | (8) 1.7% | (286) 61.5% | (33) 7.1% | 2.63 | 1.15 |
| QA16 Training and development RSU is based on merit and is open and objective. | (44) 9.5% | (92) 19.8% | (9) 1.9% | (284) 61.1% | (36) 7.7% | 2.62 | 1.17 |
| QA17 The university has an appraisal system that is used to identify training needs periodically. | (8) 1.7% | (51) 11.0% | (129) 27.7% | (148) 31.8% | (129) 27.7% | 2.27 | 1.04 |
| QA18 RSU provides continuous training programmers to update existing employee skills and knowledge. | (6) 1.3% | (23) 4.9% | (13) 2.8% | (373) 80.2% | (50) 10.8% | 2.06 | 0.67 |
| QA19 RSU invests in my development and education, promoting my personal and professional growth in a broad manner (e.g., full or partial sponsorship of undergraduate degrees, postgraduate programs, other courses, etc.). | (49) 10.5% | (103) 22.2% | (46) 9.9% | (234) 50.3% | (33) 7.1% | 2.79 | 1.18 |
| QA20 Training and development activities of the university are satisfactory as compared to other scientific institutes. | (56) 12.0% | (95) 20.4% | (5) 1.1% | (188) 40.4% | (121) 26.0% | 2.52 | 1.38 |

Table 4 summarizes respondents' opinions on the influence of Training and development on employee job performance. The results in this table show that all the mean scores are below 3. Most of the respondents were opposed to the view that the university provides ample opportunities for career development and support on going professional development (mean = 2.17, SD = 1.17). The also opposed that statement that the procedure for selecting employees for

training and development programs are transparent and equitable (mean = 2.63, SD = 1.15). Respondents hold the view that the university does not have an appraisal system that is used to identify training needs periodically (mean = 2.27, SD = 1.04). The respondents were also opposed to the opinion that RSU provides continuous training programmers to update existing employee skills and knowledge (mean = 2.06, SD = 0.67). They opined that investment in the development and education, promotion of personal and professional growth in a broad manner (*that is*, full or partial sponsorship of undergraduate degrees, postgraduate programs, other courses, etc.) was low (mean = 2.79, SD = 1.18). As it relates to training and development activities of the university being satisfactory as compared to other scientific institutes, most of the respondent were of the view that they were not (mean = 2.52, SD = 1.38).

Research Question 4: What are the influences of job rotation on employee job performance in Rivers State University?

Table 5: Participants answer to items on influence of Job rotation on employee job performance

| Variable/Item | SA | A | U | DA | SD | Mean | SD | |
|---------------------|---|----------------|----------------|---------------|---------------|--------------|------|------|
| Job Rotation | | | | | | | | |
| QA21 | Job rotation will improve the planning and organizing skills of employees in RSU. | (170) 36.6% | (272) 58.5% | (1) 0.2% | (16) 3.4% | (6) 1.3% | 4.26 | 0.75 |
| QA22 | Job rotation enhances knowledge of organization goals, policies, procedures and practices. | (123) 26.5% | (317) 68.2% | (3) 0.6% | (10) 2.2% | (12) 2.6% | 4.14 | 0.76 |
| QA23 | There will be increasing knowledge, skills and competences as the result of job rotation. | (124) 26.7% | (323) 69.5% | (3) 0.6% | (9) 1.9% | (6) 1.3% | 4.18 | 0.66 |
| QA24 | There is a need to organize workshops or seminars by management in RSU to demonstrate the value of job rotation; need for job rotation. | (49) 10.5% | (236) 50.8% | (48) 10.3% | (93) 20.0% | (39) 8.4% | 3.35 | 1.16 |

The information on table 5 summarizes the respondents' perceptions on influence of Job rotation on employee job performance. Their opinion depict that Job rotation will improve the planning and organizing skills of employees in RSU (mean = 4.26, SD = 0.75) and that Job rotation enhances knowledge of organization goals, policies, procedures and practices (mean = 4.14, SD = 0.76). Likewise, opined that there will be increasing knowledge, skills and competences as the result of job rotation (mean = 4.18, SD = 0.66). Finally, they were of the view that there is a need to organize workshops or seminars by management in RSU to demonstrate the value of job rotation; need for job rotation (mean = 3.35, SD = 1.16). The results in table 5 showed that all means scores are above 3.

Research Question 5: What are the influences of management style/performance management on employee job performance in Rivers State University?

Table 6: Participants answer to items on influence of performance management on employee job performance

| Variable/Item | SA | A | U | DA | SD | Mean | SD | |
|-------------------------------|---|----------------|----------------|----------------|----------------|----------------|------|------|
| Performance Management | | | | | | | | |
| QA25 | Duties and responsibilities are clearly defined in RSU. | (167) 35.9% | (235) 50.5% | (3) 0.6% | (29) 6.2% | (31) 6.7% | 4.03 | 1.10 |
| QA26 | The university has an appraisal system which includes a component where employees are given feedback on their assessment. | (142) 30.5% | (233) 50.1% | (12) 2.6% | (73) 15.7% | (5) 1.1% | 3.93 | 1.03 |
| QA27 | The appraisal system assists employees in setting work-related goals. | (80) 17.2% | (285) 61.3% | (17) 3.7% | (72) 15.5% | (11) 2.4% | 3.76 | 0.99 |
| QA28 | RSU is covered by a formal strategic HR plan which sets out objectives and how they will be achieved. | (33) 7.1% | (55) 11.8% | (285) 61.3% | (72) 15.5% | (20) 4.3% | 3.02 | 0.86 |
| QA29 | The following issues are covered in the plan: Employee development, Employee job satisfaction, Employee diversity, Service development, Improving quality of service, and Forecasts of staffing requirements, | (41) 8.8% | (48) 10.3% | (292) 62.8% | (40) 8.6% | (44) 9.5% | 3.00 | 0.96 |
| QA30 | Employee - supervisor relationship enhances team spirit in RSU. | (49) 10.5% | (272) 58.5% | (35) 7.5% | (61) 13.1% | (48) 10.3% | 3.46 | 1.16 |
| QA31 | There is a need to reinforce work ethics and integrity in RSU. | (26) 5.6% | (34) 7.3% | - | (139) 29.9% | (266) 57.2% | 1.74 | 1.14 |

The statistical presentation in table 6 summarizes respondents view on the influence of performance management on employee job performance. Respondents were of the view that duties and responsibilities are clearly defined in RSU (mean = 4.03, SD = 1.10) and that the university has an appraisal system which includes a component where employees are given feedback on their assessment (mean = 3.39, SD = 1.03). They were also of the view that the appraisal system assists employees in setting work-related goals (mean = 3.76, SD = 0.99) and that RSU is covered by a formal strategic HR plan which sets out objectives and how they will be achieved (mean = 3.02, SD = 0.86). Similarly, the respondents were of the view that employee development, employee job satisfaction, employee diversity, service development, improving quality of service, and forecasts of staffing requirements, are covered in the plan (mean = 3.00, SD = 0.96) and that employee - supervisor relationship enhances team spirit in RSU (mean = 3.46, SD = 1.16). Finally, the respondents' were opposed to the view that there is a need to reinforce work ethics and integrity in RSU (mean = 1.74, SD = 1.14).

Research Question 6: What are the human resource management problems and employee job performance shortfalls strategies in Rivers State University?

Table 7: Participants answer to items on their job performance

| Variable/Item | SA | A | U | DA | SD | Mean | SD | |
|---------------------------------|--|----------------|----------------|--------------|----------------|-------------|------|------|
| Employee job performance | | | | | | | | |
| QA32 | My job provides the major source of gratification when compared to all other activities. | (131) 28.2% | (282) 60.6% | (42) 9.0% | (10) 2.2% | - | 4.15 | 0.66 |
| QA33 | My overall performance level at work is in relation to my actual capacity. | (235) 50.5% | (94) 20.2% | (2) 0.4% | (131) 28.2% | (3) 0.6% | 3.92 | 1.30 |
| QA34 | I am satisfied with my overall work performance. | (267) 57.4% | (194) 41.7% | (1) 0.2% | (3) 0.6% | - | 4.56 | 0.54 |

| | | | | | | | | |
|------|--|----------------|----------------|-------------|----------------|----------------|------|------|
| QA35 | I am highly attracted to my work and I always come to work on time. | (6) 1.3% | (4) 0.9% | - | (189) 40.6% | (266) 57.2% | 1.48 | 0.68 |
| QA36 | I always finish assigned jobs within the allotted time frame. | (286) 61.5% | (179) 38.5% | - | - | - | 4.62 | 0.49 |
| QA37 | I perceive the importance of being identified with my work and I evaluate others' worth on that basis. | (382) 82.2% | (82) 17.6% | (1) 0.2% | - | - | 4.82 | 0.39 |

The information on Table 7 below summarizes respondents' perception on their job performance. All the means except one were above 3. Their opinion depict that their jobs provides the major source of gratification when compared to all other activities (mean = 4.15, SD = 0.66) and that their overall performance level at work is in relation to their actual capacity (mean = 3.92, SD = 1.30). They were also of the view that they were satisfied with their overall work performance (mean = 4.56, SD = 0.54). They were opposed to the view that they were highly attracted to their work and always come to work on time (mean = 1.48, SD = 0.68). Most of the respondents claimed that they always finish assigned jobs within the allotted time frame (mean = 4.62, SD = 0.49) and perceive the importance of being identified with my work and I evaluate others' worth on that basis (mean = 4.82, SD = 0.39).

Research Question 7: How can human resources strategies be successfully implemented in Rivers State University?

The information on table 8 summarizes respondents' perception on the problems of implementing HRS in RSU. Their perceptions depicted that the appraisal system in RSU is used for demotion decisions (mean = 3.37, SD = 1.18). They were also of the view that the university is not very production oriented. A major concern is with getting the job done. People are not very competitive and achievement oriented (mean = 3.14, SD = 1.44) and that the university is an overly formalized and structured place. Too many bureaucratic procedures generally govern what people do (mean = 3.04, SD = 1.19). To the respondents, the leaders of the university are generally not considered to be mentors, facilitators, or parent figures (mean = 3.11, SD = 1.11). However, they were opposed to the opinions that the leaders of the organization are generally not considered to be coordinators, organizers, or efficiency experts (mean = 2.90, SD = 1.20). They were also divergent on the view that the management style in the organization is not characterized by teamwork, consensus and participation, innovation, flexibility, and uniqueness (mean = 2.88, SD = 1.14). With regards to the last item in this section, the respondents were opposed to the opinion that the spirit that holds the organization together is not based on loyalty and mutual trust. (that is, commitment to this university is weak); mean = 2.82, SD = 1.29).

Table 8: Problems of implementing HRS IN RSU

| Variable/Item | SA | A | U | DA | SD | Mean | SD | |
|---|---|----------------|----------------|----------------|----------------|---------------|------|------|
| Problems facing the implementation of HRS in RSU | | | | | | | | |
| QC38 | The appraisal system is used for demotion decisions. | (92) 19.8% | (127) 27.3% | (141) 30.3% | (70) 15.1% | (35) 7.5% | 3.37 | 1.18 |
| QC39 | The organization is not very production oriented. A major concern is with getting the job done. People are not very competitive and achievement oriented. | (138) 29.7% | (44) 9.5% | (91) 19.6% | (131) 28.2% | (61) 13.1% | 3.14 | 1.44 |
| QC40 | The organization is an overly formalized and structured place. Too many bureaucratic procedures generally govern what people do. | (50) 10.8% | (144) 31.0% | (93) 20.0% | (132) 28.4% | (46) 9.9% | 3.04 | 1.19 |

| | | | | | | | | |
|------|--|---------------|----------------|---------------|----------------|---------------|------|------|
| QC41 | The leaders of the organization are generally not considered to be mentors, facilitators, or parent figures. | (23) 4.9% | (199) 42.8% | (95) 20.4% | (101) 21.7% | (47) 10.1% | 3.11 | 1.11 |
| QC42 | The leaders of the organization are generally not considered to be coordinators, organizers, or efficiency experts. | (37) 8.0% | (138) 29.7% | (92) 19.8% | (135) 29.0% | (63) 13.5% | 2.90 | 1.20 |
| QC43 | The management style in the organization is not characterized by teamwork, consensus and participation, innovation, flexibility, and uniqueness. | (17) 3.7% | (178) 38.3% | (51) 11.0% | (171) 36.8% | (48) 10.3% | 2.88 | 1.14 |
| QC44 | The spirit that holds the organization together is not based on loyalty and mutual trust. Commitment to this university is weak. | (84) 18.1% | (46) 9.9% | (92) 19.8% | (190) 40.9% | (53) 11.4% | 2.82 | 1.29 |

DISCUSSION

In dealing with the first question of the study, the statistical results from the previous sections show how the five independent variables of compensation, recruitment and selection, training and development, job rotation and performance management impact job performance. On the basis of results obtained from the analysis of data, there were indications that positively predicted employee job performance. Findings from Table 2 which has to do with compensation reveal that a higher percentage favour being financially rewarded for hard work which implies that if workers are rewarded financially or otherwise if I go beyond what is expected of them in their job, employee job performance would likely improve. Findings also show that to raise performance standards, performance based remuneration/salary system should be implemented in RSU (Table 2) were in favour. Findings in this section show that the Management of RSU did not provide excellent incentives and rewards to every employee at all levels and that employees in RSU are not satisfied with the recognition they receive for doing good jobs. This is an indication that the university needs to review its reward system so as to develop a satisfied staff structure which will in turn enhance employee job performance. These results mirror the conclusions by Ajila and Abiola (2004) that a reward system can affect employees' job performance.

The findings from Table 3 shows that with regards to the recruitment and selection, participants that took part in this study testified that employment in RSU is, as a rule, not based on public notice of vacant positions and it was concluded from the study that in this RSU, the selection system is based on merit in that it selects those with the desired knowledge, skills and attitudes to fill vacant positions. Findings also revealed that the recruitment process in RSU is transparent enough to allow for the recruitment of qualified employee that can enhance organizational performance.

Findings on the impact of training and development on employee job performance reveal that the university does not provide ample opportunities for career development and support for ongoing professional development (Table 4). Findings from table 4 also showed that the procedure for selecting employees for training and development programs are not transparent and equitable and that training and development in RSU is not based on merit and are not open and objective. Findings from the table also suggest that the university does not have a well-established appraisal system that is used to identify training needs periodically. Most of the respondents were also of the view that RSU does not invest in their development and education, promoting their personal and professional growth in a broad manner. Finally, results showed that training and development activities of the university are not satisfactory as compared to other

scientific institutes and as such, the human resources department needs to review existing structures so that all employees will have a sense of being carried along since this impacts on employee job performance.

Table 5 shows that job rotation positively affects employee job performance and should therefore be strongly encouraged in RSU. This is because the findings revealed that most of the respondents were of the view that Job rotation will improve the planning and organizing skills of employees in RSU; enhance knowledge of organization goals, policies, procedures and practices and be increase knowledge, skills and competences of the staff. The findings also revealed that there was a need for management to organize workshops or seminars to demonstrate the value of job rotation; and need for job rotation.

As it related to the influence of performance management on employee job performance, findings as shown on Table 6 reveal that duties and responsibilities are clearly defined in RSU. It also showed that the university has an appraisal system which includes a component where employees are given feedback on their assessment. Findings also suggest that the appraisal system assists employees in setting work-related goals and that good employee - supervisor relationship enhances team spirit in RSU. However as it relates to RSU being covered by a formal strategic HR plan which sets out objectives and how they will be achieved, findings suggest the contrary.

Table 7 presents findings on employee job performance in Rivers State University. Findings reveal that most of the employees see their job as the major source of gratification when compared to all other activities. Most of the employees sampled believe that their overall performance level at work was in relation to their actual capacity and they were satisfied with their overall work performance. However, most were not highly attracted to their work which could be as a result of work environment or conditions of work. Findings further revealed that most of those sampled endeavor to finish assigned jobs within the allotted time frame and perceive the importance of being identified with their work and also evaluate others' worth on that basis.

Findings from Table 8 show that how management tracks/rewards successful accomplishment of performance objectives in workplace environment play an important role in positively influencing the employees' job performance. The study showed that the university was not rated badly with regards to how it treats employees with regards to promotion. Findings also reveal that the university does not necessary acknowledges the long hours employees devote to work. It is believed that if hours devoted to work is acknowledge, it would boost the employees' performance. However, long hours spend on a task does not necessary mean high productivity. As it relates to how the university rewards the excellence in performance through promotion system, the university did not fair badly but received an average rating. In regards to thee university having an appraisal system that is used for promotion decisions and for making salary adjustments, the study found out that employees were not satisfied with the appraisal system of their organization, denoting that the appraisal system needs to be beefed up.

Lastly, the study found that if performance assessment/evaluations are checked by an independent source other than the primary assessor for accuracy and fairness, this would significantly affect employee performance.

Table 9 presents findings on the problems facing the implementation of human resource strategies in Rivers State University showed that a majority of those sampled believe the university is not very production oriented. And that a major concern is with getting the job done

while staff is not very competitive and achievement oriented. It was also found out that the university is an overly formalized and structured place with too many bureaucratic procedures that generally govern what people do. Other challenges identified were that the management style in the organization is not characterized by teamwork, consensus and participation, innovation, flexibility, and uniqueness. I was also discovered that the university is not held together based on loyalty and mutual trust. That is, Commitment to this university is weak. This has a way of slowing down decision making and accomplishment of set objectives. If the employees are involved in decision making and are given a feeling of the involvement in the activities of the university, they will be motivated to perform better at work. The findings correspond with Storey (2004) who found out that leadership style which is composed of ideals, influence, inspirational motivation provides high performance of employees. However the study revealed that the leaders (management) of the organization are generally considered to be mentors, facilitators, or parent figures. These results show that management style of an organization can affect employees' performance.

CONCLUSION

This study was prepared in order to examine the effects of human resources strategies on employees' job performance in Rivers State University, Port Harcourt. The main factors appropriate with the determined samples were selected among a variety of factors. These factors are the influences of compensation, recruitment and selection, training and development, job rotation and performance management, successful tracking/rewarding of performance objectives, management problems, and on employee job performance.

Firstly, reliability of the questionnaire was analyzed and it was found out that alpha for all the items was greater than 0.70. This ratio showed that reliability of this questionnaire is of an adequate level.

Secondly, the means and standard deviation of the various item scales were analyzed to determine how the various factors affect employee job performance. This study has shown a positive and significant relationship among compensation, recruitment and selection, training and development, job rotation and performance management, tracking/rewarding of successful accomplishment of performance objectives, and human resource management problems on employee job performance in the RSU.

Spearman correlation analysis was applied to the four hypotheses proposed in this study. According to the correlation analysis among the various factors, significant correlation results were obtained which made the researcher to reject the null hypothesis. For instance, from the analysis of the impact managements provision of excellent incentives and rewards to every employee at all levels, a statistically significant effect on employee job performance was obtained.

Thirdly, since assessment of employee job performance in RSU must be by all means performed in order to achieve greater academic excellence as an educational institution, it was concluded that the performance appraisal system which exist in the institution should be reviewed such that it rewards the excellence in performance through a promotion system, it is used for making salary adjustments, and evaluations are checked by an independent source other than the primary assessor for accuracy and fairness. In this way, the use of human resource should be made more result oriented. Major problem that were seen to impact on HRS in the

management of human resources in RSU included challenge that the employees were not generally seen to be very competitive and achievement oriented; another was that the university is an overly formalized and structured place with too many bureaucratic procedures and that the management style in the university is not characterized by teamwork, consensus and participation, innovation, flexibility, and uniqueness. As a result of this, performance management will help to determine beforehand, the best ways to achieve greater result from the human resources.

Finally, in this research, while giving attention to the concepts of employee job performance and performance management, emphasis was put on how human resource strategies can be successfully implemented in RSU. In this, general attributes of the system were assessed while proffering criteria for the performance appraisal system HRS to be used such as; having a well-documented and easily accessed human resource development plan and SMART objectives to guide employee performance in RSU, the appraisal system putting adequate emphasis on team performance and defining success on the basis of development of human resources, teamwork, and concern for people, employees being provided adequate training on how to actively participate in the appraisal process, the appraisal system focusing more on positive aspects of performance than on negative aspects of performance and finally on the appraisal system providing information concerning how the employee compares to other employees in the same job family.

Recommendations

Many institutions of learning have come to the realization of the importance of the role of human resources as it increases their overall organizational efficiency and productivity. In order to achieve the benefits of having proper human resources strategies instituted to guide what employees do and enhance job performance, the following suggestions needs to be implemented for continuous monitoring of employee job performance. They include:

- The setting up of a well-documented and easily accessed human resource development plan and SMART objectives to guide employee performance in RSU.
- Definition of employee responsibility and set smart objectives; that is, the university should establish milestones and schedules for all employee to enhance performance;
- Having an appraisal system that is operated by professional human resource personnel and manned by a human resource department;
- Provision of adequate measure/guideline for assessment and reporting of results for control; and introducing external assessment to enhance the acceptability of assessment and reduce bias;
- Putting in place a grievance procedure should in case any employee wish to challenge assessments if necessary.
- Making sure training and development programmes are available to all staff who desire to further develop themselves in their chosen area of specialization, and to upgrade their skills on a continuous basis to make them more competent in the delivery of educational services and to meet required standards;
- Having a transparent procedure for the selection of staff for training programmes to enhance inclusiveness and the feeling of belonging to promote job performance;

- In addition, there is need to have a general staff audit once in a while, say biennially to ensure that the staff regularly meet the requirement to work in an academic institution of higher learning and to improve customer satisfaction and academic excellence and so that the staff will be competitive and competent enough to compete effectively in this constantly changing academic environment.
- Government should, therefore, intensify its efforts in monitoring learning achievement in higher institutions of learning and likewise provide institutions with adequate facilities so as to enhance the effectiveness and efficiency of staff of higher institutions and to ensure high standards in service deliver.
- In conclusion, the management of higher institutions of learning in Nigeria should imitate their counterparts in the developed world by having well publicized human resource strategies that they can be held accountable for. The management structure of our higher institutions should also be upgraded by the government to be at par with current trends globally.

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