

Human Resource Management Practices as Predictors of Business Educationists' Perceived Contextual Performance in Edo and Delta States

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Abstract

The study was on human resource management practices as predictors of business educationists' perceived contextual performance in Edo and Delta States. The major goal of this study was to determine how well human resource management strategies predict the contextual performance of business educators in the states of Edo and Delta. To direct the study, five research questions were posed and addressed. Four hypotheses were developed and evaluated at the significance level of 0.05. A correlational survey research design was used for the investigation. The total number of business educators in Edo and Delta States' institutions of education—128 business educators—constituted the study's population. The instrument used was a questionnaire entitled 'Human Resource Management Practices and Contextual Performance Questionnaire (HRMPCPQ).' The instrument was validated by two experts. A pilot study involving 19 business educators in Kogi State was conducted and the reliability of the instrument was determined using the Cronbach alpha, which produced a reliability coefficient of .86. Regression analysis and the Pearson product moment correlation coefficient were used to examine the information gathered from the respondents. Based on a survey on 109 business educationists, the results showed that recruitment and selection is a significant predictor of business educationists' perceived contextual performance ($R^2 = .155$, $F(1, 107) = 19.574$, $P < .05$). The findings also revealed that human resource management practices are significant predictors of business educationists' perceived contextual performance ($R^2 = .216$, $F(3, 105) = 9.647$, $P < .05$). Accordingly, education institutes are encouraged to keep establishing the necessary environment that will support contextual performance in light of the findings.

Keywords:

Training and development, recruitment and selection, reward, human resource management practices and contextual performance.

INTRODUCTION

The output of an employee is a major index in measuring the productivity of employees in an organization. This output is often referred to as job performance. In the educational sub-sector, the educationists play a significant role in the implementation of the educational policy; as no educational system can rise above the quality of its educationists (FRN, 2013). That is to say that the implementation of the curriculum content of educational program largely depends on the educationists. The educationists that are primarily saddled with the mandate of driving the implementation of business education program are known as business educationists. This

category of educationists have been exposed to the curriculum content of business education programme and have been certificated by various institutions of higher learning. The performance of this category of educationists is very vital in capacity and nation's building

Performance is defined as the effort put forth by staff members to further the institution's objectives (Ediagbonya & Ezeani, 2021). This performance could either be in the form of behaviour or actions (Ediagbonya, 2020). The educationists/employees, is expected that such individual displays the kind of behaviour or actions that will help organization in the realization of stated goals. Task performance and contextual performance have been used to characterize job performance (Koopmans et al, 2014; Tabiu, Pangil & Othman, 2016; Tabiu, 2019; Yamoah, 2019; Ediagbonya, 2020; Imeokparia & Ediagbonya, 2021). Scholars such as Koopmans et al, (2014), Ediagbonya and Ezeani (2021), have equally highlighted other dimensions of job performance including counterproductive behaviour and adaptive performance

Contextual performance remains one of the domains of job performance that has been attracting researchers in recent times. Contextual performance is described as an employee's discretionary actions that are thought to directly advance the efficient operation of an organization without necessarily having a direct impact on an employee's productivity (Podsadoff, et al, 2000). Contextual activities, however, are common to many (or all) jobs and are less role-prescribed. They assist in fostering the psychological, social, and organizational conditions necessary for task performance (Hetzler, 2007). Behaviours such as volunteering, helping, persisting and so on are probably better predicted by volitional variables related to individual differences in motivational characteristics and predisposition or person – organization fit (Kalia & Bhardwaj, 2019). They are less role-prescribed; and also discretionary in nature because it is not spelled out in the job description of the employee. It is also described as the extra-role performed by an employee that is capable of helping the organization in achieving its goals (Ediagbonya & Ezeani, 2021). The adoption of Human Resource Management (HRM) procedures inside the institutions has a significant impact on business educators' performance.

Human resource management (HRM) is a systematic and coherent approach to managing people in organizations (Ediagbonya & Ezeani, 2021). It is the proper management of the employees that guarantee their performance; and the overall realization of the goals of the institution. There must be deliberate efforts made to adopt pertinent HRM practices, such as training and development, recruitment and selection, and reward, if the institutions are to achieve their aims. According to Irungu, Njongoro and Kariuki (2019), recruitment is an organization's process of attracting applicants to jobs within the organization. On the other hand, Richard (2013) asserted that selection is the process of selecting, the best candidates out of the available and rejecting the unsuitable candidates. This is made possible by the utilization of different selection or assessment tools (Irungu, Njongoro & Kariuki, 2019). It is interesting to note that recruitment and selection exercise may not necessarily produce the 'perfect' applicant(s) but it will go a long way in reducing the chances of engaging low performing employees (e.g. business educationists) in the services of the institution. The employees that will eventually be successful at this stage may be subjected to some form of training and development programme in order to align their competencies and goals with that of the institution/organization.

According to Adesola (2017), training is described as a planned and systematic effort by management aimed at altering behaviour of employees, in a direction that will achieve organizational goals. The emphasis here is 'change'. That is, after training programme,

organizations expect that employees' output should justify the expenditure invested in training. Similarly, Training and development are described by Quartey (2012) as a planned educational program aiming at educating the workforce about the company's culture. Though training is met to address immediate issues, but development is futuristic in nature (Amadi, 2014). Employees (e.g. business educationists) are exposed to different training and development programme with a view to empowering them to be more productive; and display acceptable behaviour that will help the institution in realizing its goals (Imeokparia & Ediagbonya, 2021).

An employee (e.g. business educationist) who has been exposed to some form of training and development programme is expected to perform well; and upon which his/her output is rewarded. Armstrong (2014) described rewards as anything, be it financial or non-financial that is needed in acknowledging the impacts of employees in the organization. Rewards is described as financial if the contributions of the employees in the organizations are tied to monetary terms – money (Imeokparia & Ediagbonya, 2020) while it is non-financial if employees' contributions are not tied to money.

There is a strong correlation between HRM practices and overall job performance, according to several researches. It therefore underscores the importance of HRM practices in boosting job performance. Tabiu, Pangil and Othman (2016) and Adeel, Ali and Madni (2017) established a significant relationship between HRM and contextual performance of employees in organizations. Studies by Dysvik and Kuvaas (2008), Daryoush, Silong and Omar (2013), Hassan, Asad and Hoshino (2016), Tabiu, Pangil and Othaman (2016), and Budhiraja (2020) have also discovered a strong connection between employee performance in the context of their enterprises and training and development. In a similar vein, Durrah, Khdour and Al-Abbadi (2014), and Tabiu, Pangil and Othaman (2016) established a relationship between reward and contextual performance. From the literature reviewed, studies in this area are yet to sufficiently address the core aspects of job performance which is contextual performance. Most of the studies that have been done in the field addressed job performance holistically without much emphasis on the domain of contextual performance which is a vital aspect of employee job performance. Most of the studies were done outside this scope, and most of the target population was not business educationists in colleges of education in Edo and Delta States. This is an obvious gap which this study has filled by investigating the extent to which HRM practices predict business educationists' contextual performance in colleges of education in Edo and Delta States. The following hypotheses were tested in the study:

- i. training and development is a significant predictor of business educationists' perceived contextual performance in colleges of education in Edo and Delta States;
- ii. recruitment and selection is a significant predictor of business educationists' perceived contextual performance in colleges of education in Edo and Delta States;
- iii. reward is a significant predictor of business educationists' perceived contextual performance in colleges of education in Edo and Delta States; and
- iv. Human resource management practices (training and development, recruitment and selection and reward) are significant predictors of business educationists' perceived contextual performance in colleges of education in Edo and Delta States.

THEORETICAL FRAMEWORK

The Ability, Motivation, and Opportunity theories form the foundation of this study (AMO) theory which was initially proposed by MacInnis and Jaworski (1989). The AMO theory as set out by Boxall and Purcell (2011) express that performance is a component of Ability + Motivation + Opportunity. According to the study by Appelbaum, Bailey, Beger and Kalleberg (2000), performance is considered as an element of employees' Ability (A), Motivation (M) and Opportunity/chance to take part or contribute (O). The AMO theory applies to this study; the recruitment and selection practices of HRM plays a significant role in ensuring that high performing business educationists are engaged in the institution. When the recruitment and selection process is well organized and void of sharp practices, there will be likelihood of engaging business educationists with the necessary ability to perform. The ability of business educationists can also be increased by virtue of the training and development programme they are exposed to. With this training and development programme, the ability (competency) of business educationists is enhanced and there by leading to higher job performance (that is, contextual performance). The motivation component in the theory depicts reward system and other benefits that are capable of propelling business educationists to display more of contextual performance (Ediagbonya, 2020). The issue of reward system has been a major thing the nation's industrial and labour relation. Business educationists will be encouraged to perform when they are aware that their contributions to the institution will be recognized, either financially or non-financially. It is also interesting to note that business educationists will be encouraged when they are given the opportunity to exercise discretions, and this makes them to be more committed to the institution even when there are challenges. The end product of this is a greater commitment to the organization which in turn will lead to improving job performance (that is, contextual performance).

METHOD

The correlational survey methodology was employed in this study to determine how well human resource management methods, the independent variable, predict contextual performance, the dependent variable. All business educators from the six schools of education in the states of Delta and Edo made up the study's population. There were 128 people in total. The study included all of the business educators who made up the population. A standardized questionnaire served as the study's main tool. The questionnaire was used in eliciting information from the respondents and it was titled: Human Resource Management Practices and Contextual Performance Questionnaire (HRMPCPQ). It was divided into two parts – A and B. Part A was made up of the personal data of the respondents such as sex and institution; while Part B was made up of twenty one (21) opinion statements designed in a 5-Point Rating Scale showing: Strongly Agree (SA). A weight of 5, 4, 3, 2, 1 was assigned to Strongly Agree (SD), Undecided (U), Disagree, and Agree, accordingly. The training and development, recruitment and selection and reward components were adapted from Demo, Neiva, Nunes & Rozzett (2012) while the contextual performance component was adapted from Koopmans, Bernaards, Hilderbradt, & Buuren, Beek, van der vet, (2014).

After distributing the instrument to some industry professionals and incorporating their feedback into the draft instrument to create the final questionnaire, the validity of the instrument was determined. The Cronbach alpha method was used to assess the instrument's dependability, and it produced a coefficient of .86. With the aid of a research assistant, the researchers administered the instrument to the concerned respondents. The researcher was able to retrieve 109 questionnaires from the respondents which was equivalent to 85 per cent of the population. The analysis made use of SPSS version 23.0, the Statistical Program for Social Sciences. Research question 1 was answered

using Pearson Product Moment Correlation; while hypotheses 1 - 3 were tested using Simple Linear Regression Analysis. Hypothesis four was analyzed using Multiple Regression Analysis.

RESULTS AND DISCUSSION

The information in Table 1 displays the correlation coefficients between business educators' perceived contextual performance and human resource management practices. The correlation coefficients range from .157 to .498 among the variables. There was a negligible relationship between reward and business educationists' perceived contextual performance ($r=.157$, $n=109$). There was a moderate positive relationship between training and development and business educationists' perceived contextual performance ($r=.369$, $n=109$). There was a moderate positive relationship between recruitment and selection and business educationists' perceived contextual performance ($r=.393$, $n=109$).

The results of the correlation analysis suggests that contextual performances could be linked to the application of HRM practices (recruitment and selection, and training and development). The findings also corroborate the findings of Tabiu, Pangil and Othman (2016) and Adeel, Ali and Madni (2017) who discovered a favorable relationship between contextual performance and human resource management techniques.

Table 1. Correlation between human resource management practices and business educationists' perceived contextual performance (N=109)

Variables	<i>M</i>	<i>SD</i>	Training and Development	Recruitment and Selection	Reward	Contextual Performance
Training and Development	3.561	1.202	1			
Recruitment and Selection	3.763	1.100	.410**	1		
Reward	3.655	1.301	.498**	.398*	1	
Contextual Performance	3.843	1.222	.369	.393**	.157	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Researcher's Field work

The results of the regression analysis in Table 2 indicated that training and development explained 13.6% of the variance ($R^2 = .136$, $F(1, 107) = 16.824$, $P < .05$). Thus, the result from H1 confirmed that training and development is a significant predictor of business educationists' perceived contextual performance in Edo and Delta States colleges of education. It therefore explains the fact that if business educationists are well exposed to the necessary training and development programmes, they will be able to put in extra role and efforts in further ensuring that the overall goals of the programme is achieved. This finding corroborates the findings by Dysvik and Kuvaas (2008), Daryoush, Silong and Omar (2013),

Hassan, Asad & Hoshino (2016) and Budhiraja (2020) who found that training and development significantly predict the contextual performance of staff in institutions. The findings however contradict the findings by Tabiu, Pangil and Othman (2016) and Durrah, Khmour and Al-Abbadi (2014) who discovered no correlation between business educationists' contextual performance in institutions and their training and development.

Table 2. Training and development predicting business educationists' contextual performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.264	1.861		13.039	.000
	Training and Development	.413	.101	.369	4.102	.000

Dependent Variable: Contextual Performance
 Note: $R^2 = .136$, $F = 16.824$, $P < .05$, $Df = 1, 107$
 Source: Researcher's Field work

The results of the regression in Table 3 indicated that recruitment and selection explained 15.5% of the variance ($R^2 = .155$, $F(1, 107) = 19.574$, $P < .05$). The result from H2 revealed that recruitment and selection is a significant predictor of business educationists' perceived contextual performance. Though there are scanty empirical studies on these areas but earlier studies such as Ediagbonya (2020) and Imeokparia and Ediagbonya (2020) have demonstrated a beneficial correlation between recruitment, selection, and performance as a whole.

Table 3. Recruitment and selection predicting business educationists' contextual performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.623	1.649		14.929	.000
	Recruitment and Selection	.500	.113	.393	4.424	.000

Dependent Variable: Contextual Performance
 Note: $R^2 = .155$, $F = 19.574$, $P < .05$, $Df = 1, 107$
 Source: Researcher's Field work

Regression analysis on Table 4 revealed the following results: Reward explained 2.4% of the variance ($R^2 = .024$, $F(1, 107) = 2.687$, $P > .05$). The result from H3 revealed that reward is not a significant predictor of business educationists' perceived contextual performance in Edo and Delta States colleges of education. This finding shows that reward only has little explanatory power over contextual performance. There are so many aspects that make up a business educationists' job. It is obvious that these categories of academics may be more influenced by other variables such as working environment and autonomy. Observation has equally shown that a worker's attitude to work is not necessarily because of the worker's high earnings. This finding also corroborates the findings by Durrah, Khmour and Al-Abbadi (2014) and Tabiu, Pangil and Othman (2016). However, the results go against those of Scott and Motowidlo (1999), who discovered a beneficial link between reward and contextual performance.

Table 4. Reward predicting business educationists' contextual performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.376	1.504		19.534	.000
	Reward	.156	.095	.157	1.639	.104

Dependent Variable: Contextual Performance

Note: $R^2 = .024$, $F = 2.687$, $P > .05$, $Df = 1, 107$

Source: Researcher's Field work

Regression analysis's findings in Table 4 showed that human resource management practices explained 21.6% of the variance ($R^2 = .216$, $F(3, 105) = 9.647$, $P < .05$). The result from H4 revealed that human resource management practices collectively predict business educationists' perceived contextual performance in colleges of education in Edo and Delta States. This study verified the significant positive influence of training and development ($\beta = .332$, $p < .05$) as well as recruitment and selection ($\beta = .405$, $p < .05$) on contextual performance of business educationists. However, reward ($\beta = -.117$, $p < .05$) does not have a significant influence on contextual performance. This finding also corroborates the findings by Tabiu, Pangil and Othman (2016) and Adeel, Ali, and Madni (2017) who discovered a favorable correlation between contextual performance and HRM practices.

From a theoretical perspective, this study partially supports the AMO theory that explains the influence of Ability, Motivation, and Opportunity on contextual performance of employees. In terms of recruitment and selection, this human resource management practice could help organizations to hire motivated employees who will perform in their jobs better than unmotivated employees. Moreover, providing suitable training to employees will support the Ability aspect of the AMO theory. This is because, employees who continuously improve their knowledge and skills related to the jobs will consequently perform their jobs more effectively and efficiently. Despite that, this study found insignificant influence of reward on contextual performance, which contradicts with the AMO theory. The Nigerian white-collar employees' work-related knowledge and skills could rationally explain such finding. Rather than being

influenced by better extrinsic and intrinsic reward to improve contextual performance, business educationists appreciate more training to increase their job performance. In simple terms, the increase in reward could not improve contextual performance if those employees are not equipped with adequate knowledge and skills to enhance their contextual performance.

Table 5. Human resource management practices predicting business educationists' contextual performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.746	2.038		10.670	.000
	Training and Development	.332	.116	.297	2.868	.005
	Recruitment and Selection	.405	.124	.318	3.258	.002
	Reward	-.117	.102	-.118	-1.145	.255

Dependent Variable: Contextual Performance

Note: $R^2 = .216$, $F = 9.647$, $P < .05$, $Df = 3, 105$

Source: Researcher's Field work (2021)

CONCLUSION

This study analyzed the relationship and influence of human resource management practices (recruitment and selection, training and development and reward) on Nigerian business educationists' perceived contextual performance. The results indicate that the most important predictor of contextual performance is recruitment and selection; and also HRM practices jointly predicted the contextual performance of business educationists in colleges of education in Edo and Delta States. It therefore implies that when there is effective implementation of the HRM practices together, the organizations will have well-equipped and prepared business educationists that will help in the realization of the overall goals of the organizations in the states. This in turn will engineer better performances on the parts of the workers who will make meaningful impact in the world of work and thereby guaranteeing better outputs or productivity. However, this study also found insignificant influence of reward on contextual performance. Therefore, future researchers are recommended to perform further investigation, for example using qualitative method to understand the perception of business educationists in Nigeria towards reward and contextual performance.

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