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HUMAN RESOURCES PRACTICES AND LECTURERS' JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN OYO STATE

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ABSTRACT

The study investigated human resource practices and job performance of lecturers in public universities in Oyo state. It adopted descriptive survey research design. The total population of the study comprises of all the 2,365 academic staff of the public universities in Oyo state. The theory adopted for this study is the Expectancy theory propounded by Victor Vroom in 1964. The findings of this study were analyzed using descriptive statistical tools of simple percentages, frequency counts, mean and standard deviation as well as inferential statistical tools were employed to test the formulated hypotheses such as Pearson Product Moment Correlation and Multiple Regression Analysis.. All the hypotheses were tested at 0.05 level of significance. Findings showed that the extent of lecturers' job performance is medium extent (weighted mean=3.13). It was also found that human resource practices are of medium extent (weighted mean=2.72). The correlation analysis showed that all the variables of human resource practices contributed significantly to lecturer job performance, the extent of job performance of lecturers in public universities of Oyo State is high. The researcher recommends capacity development programmes should be provided, safe work environment should be established and appraisals of responsibilities should be based on merit without bias.

Keywords: Human resource practices, Job performance, Lecturers, Public Universities, Oyo State.

Introduction

Every geographical region's public universities are only as good as the level of education they offer, which is mostly determined by how well its lecturers do their jobs which involves teaching, research, community service and other non-academic duties. Nigeria like, other countries of the world, recognizes education as the major instrument for sustainable national development, .Public universities in Oyo State, Nigeria, are essential to the region's

intellectual and socioeconomic advancement. Functional education is basically the source of hope and strength for the development of any nation. Amidst the three levels of education (i.e. primary, secondary and tertiary), tertiary education plays a more significant role in national development especially the university system (Jaiyeoba and Atanda, 2009). Qualitative outputs are majorly determined by the performance of lecturers in the tertiary institutions. Hence, the success or failure of the educational system depends on the roles they perform (FGN, 2004). However, there has been some concern about how well lecturers perform on the job at these institutions, and this concern is frequently related to the human resources practices that the universities adopt.

Recruitment, job performance reviews, compensation, employee relations, training and development are just a few of the human resource practices that are crucial for improving work output and retention of employees in any organization including the tertiary institutions. Higher work satisfaction, more motivation, and enhanced productivity among lecturers can result from effective human resources practices. On the other hand, insufficient HR procedures might lead to low morale, a high employee turnover rate, and inadequate output, which would eventually impact the universities' overall academic achievement. It is trite to note that job performance is a criterion that relates to organisational outcomes and success. It is the process of reaching an end, that is, organisational goals. Job performance is, therefore the qualitative and, quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively within a defined time limit. It could be an act of accomplishing or executing a given task (Robert and Tim, 2006). Lecturers' job performance refers to lecturers' efforts (action and behaviours) that are outside their job description, but, yet enhances organizational effectiveness (Borman and Motowidlo, 1993).

Jaiyeoba and Atanda (2009) observed that the day to day routines of lecturers in tertiary institutions is yet to meet with the expected outcome as stated in the National Policy on Education due to the perceived low teaching, research and community service experienced by all. Amidst these expected roles and responsibilities of the lecturers in the tertiary institution, this study will use teaching and research publications as indicators for lecturers' performance. Community service is more or less a consultant service which is not a core responsibility of lecturers in Nigerian tertiary institutions. Teaching involves a series of activities as well as processes in the dissemination and transfer of knowledge, skills and information to a target audience. Research writing and publications serve as another indicator of lecturers' performance and responsibility in tertiary institutions in Nigeria. The implications of the void or unavailability of these academic services(teaching and research) in necessary and appropriate measures has eventually resulted into the production of

unfit, unqualified and unemployable graduates in the society. Ige (2014) lamented that a sizeable number of Nigerian graduates are half-baked and non-employable in a formal employment setting. Scholars have emphasized that the worth of certificates of Nigerian institutions have diminished in Nigeria.

Statement of the problem

Tertiary Institutions are expected to be most significant to national development of all the levels of education in performance of roles and responsibilities. This is mostly the last phase for career specialization after career had been chosen in the other levels. Employable and worthy manpower that will be relevant and responsible in the society are meant to be raised in the tertiary institutions of learning especially at the university level but this seems not to be the case of Nigerian tertiary institutions, especially in public universities in Oyo state. The commitment and dedication of the Academics or lecturers of these institutions are declining daily hence it hinders their performance and outcomes in the aspect of their teaching function and research publications. The main implication of lecturers' low performance is poor products which invariably have led to a high rate of unemployable graduates of these public universities. These graduates would not be fit and qualified for the career they chose to specialize in, therefore being irrelevant in meeting societal goals and needs. Also, there would be low dependence on academic research publications as a result of poor research outputs.

Purpose of the study

The main purpose of this study is to examine the relationship between human resource practices and lecturers' job performance in public universities in Oyo state.

Specifically, the study seeks to;

1. determine the extent of lecturers' job performance in public universities in Oyo state.
2. find out the extent of human resource practices(training and development, safety and security, staff reward system, grievance and conflict resolution and performance appraisal) carried out in public universities in Oyo state;
3. find out the relative influence of human resource practices(training and development, safety and security, staff reward system, grievance and conflict resolution and performance appraisal) on lecturers' job performance in public universities in Oyo state.
4. find out the composite relationship between human resource practices and lecturers' job performance in public universities in Oyo state.

Research Questions

The following research questions will guide this study:

1. What is the extent of lecturers' job performance in public universities in Oyo state?
2. What is the extent of human resources practices carried (training and development, safety and security, staff reward system, grievance and conflict resolution and performance appraisal) out in public

universities in Oyo state?

Hypotheses

The following null hypotheses will guide the study:

H_{01}: There is no significant relative influence of human resources practices on lecturers' job performance in public universities in Oyo State.

H_{02}: There is no significant composite influence of human resources practices on lecturers' job performance in public universities in Oyo state

Literature Review:

Lecturers' Job Performance in Public Universities

In an organizational concept, performance is usually defined as the extent to which an organizational member (employee) contributes to achieving the goals of the organization. Employee performance plays an important role for an organizational performance. Hence, employee performance is originally what an employee does or does not do. Armstrong (2012) is of the opinion that employee performance is normally looked at in terms of outcomes. Performance of an employee include: quality of output, quantity of output, timeliness of output, presence at work and cooperativeness (Gungor, 2011). In essence, lecturers' job performance could simply be understood as the related activities expected of lecturers and how well the activities are executed.

Lecturers' job performance has attracted different studies, for instance Alfagira, (2017) defined lecturers' job performance using the outcome dimension, thereby describing it as the extent to which academic staff members achieve educational outcomes expected of them. While this definition is valid, it was not applied in this study because of the difficulties associated with measuring educational outcomes. Taking the process dimension adopted in this present study, Victor and Babatunde (2014) described lecturers' job performance as the degree to which academic staff members complete their teaching responsibilities, which include lecture planning, research, and community service. Although these researchers' approach is used in this present study, they related the process dimensions of lecturers' job performance to motivation but not instructional leadership. Asuru and Ikpa (2020) argue that the quality of lecturers' job performance in tertiary institutions entails adequate teaching, learning process, qualitative and quantitative academic research publications and ensures credible outcomes through the realization of the stated educational goals and objectives. Based on this, the roles of lecturers in the university include quality teaching and research publications.

Quality Teaching

Teaching is an interactive process through which knowledge and skills are shared with students, with a view to improving students' understanding and ability to manipulate the social, economic, political and physical environment to enhance their survival. Teaching skills entails practical experience

from and the ability to contribute to student learning by leading, organizing, planning, implementing, examining, developing and evaluating different types of teaching and education levels and producing teaching materials (Ubulom and Ikpa, 2019).The teaching skills of a teacher can be measured based on the teacher's abilities around comprehension and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013).

Research Publications

Another area of lecturers' performance in the field of education is that of research publication in quality and quantity. This field of performance is concerned with the implementation of education and learning, guidance and practice of skills to its students. Based on this, one of the goals of university education is to expand the frontiers of knowledge through quality research which in no doubt contributes greatly to national development. At the same time, the productivity level of academic staff in universities is measured by the quality research, community service and teaching they carried out. Supporting this statement, Atanda and Jaiyeoba (2009) opined that any productive staff is expected to have carried out a number of quality researches that can be of benefit in sustaining national development. Research is an organized and systematic way of finding answers to questions, it is systematic because there is a definite set of procedures and steps which must be followed; organized in that there is a structure or method in going about conducting it and finding answers is all the end of all research (Popoola, 2008).

Concept of Human Resource Practices

There are numerous definitions of the term human resource practices as there are many experts in the field and it is called by different terminology for example, in certain public enterprises it may be called personnel administration, employee relations or manpower. Armstrong (2002) defined human resource practices as the strategic and coherent approach to the management of an organization's most valued assets; the people working there who individually and collectively contribute to the achievement of the objectives of the organization. French (2011) defined human resource practices as the recruitment, selection, development, utilization, compensation and motivation of human resources (that is people) by the organization. However, Alarape (2017) is of the opinion that the following HR practices within the context of the organization with tertiary institution not in exception include: training and development, staff reward schemes, Safety and security, grievance and conflict management and performance appraisal.

Human resource management (HRM) includes tasks like HR preparation, human resources management, strategic recruiting, employee training, growth compensation management, efficiency, worker relations, health care, employee satisfaction as well as provision of employee services. It includes policies and practices set to improve organizational efficiency, engagement of employees and work quality (Khan and

Abdullah, 2019). Having HRM practices in place, would positively improve the firm's performance; such as, revenue returns, benefit, competitiveness and market share. Sustained competitive advantage is possible for a company is the way that takes advantage of an organization's human resources.

Training and development

Training programs helps in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the functions and basics of newly introduced technical equipment (Robert and Arocas, 2007). Training not only mentally develops the employee but also prepare them to make better their health in order to be with active mind and more productive thought for the organization (David, Steve and John, (2006).

Staff Rewards System

Reward system means the available employer tools that are affected so as to attract, hold, stimulate and gratify workers (Armstrong, 2013). In the view of Thompson (2002), reward is an appreciation that may be monetary or otherwise extended to workers for their extra output to the firm. It is also viewed as overall gratification that may be an association of monetary and other rewards in an identified reward system (Armstrong, 2009).In tertiary institution, lecturers who are effective and efficient are likely to be limited if they are not motivated to Perform. Mendonca (2002) sees reward and compensation system that is based on the expectancy theory, which suggests that employees are more likely to be motivated to perform when they perceive there is a strong link between their performance and the reward they receive.

Grievances and Conflict Management

Grievances refers to any genuine or imaginary feeling of dissatisfaction or injustice which an employee experiences about his job and its nature, about the management policies and procedures which are expressed by the employee and brought to the notice of the management and the organization (Juneja, 2018). As observed by Uchendu, Anijaobi and Odigwe (2013), since conflict is inevitable in organizations, its management determines whether it will generate positive or negative effect on the organizational performance The grievances occurrence in an institutions perhaps has an attribution with an immediate impact onto the collective employee dissatisfaction. Tertiary institutions instill guidelines to ascertain and add value to the set goals and structure plans for achievement and attainment where applicable.

Performance Appraisal

Performance appraisal according to Adeyanju and Odunlami (2009) is known as employees' appraisal which is a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost and time). The performance-based system allows to determine the actual contribution of the employees, as it objectively captures the roles employees have contributed in the organization in the financial year (Selvarajan et al., 2018)

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Theoretical Framework (Vroom's Expectancy Theory)

The theory adopted in the course of this study is the Expectancy theory which was propounded by Victor Vroom in 1964.According to Vroom (1964), an employee performs or is motivated to do so according to the expected result of the work done. Vroom concluded that people will be motivated to the extent that they can perceive links between effort, performance and rewards available.

Conceptual Framework

The model in figure 1 shows the variables in the study and they are conceptualized to show the relationship between lecturers' job performance and human resources practices.

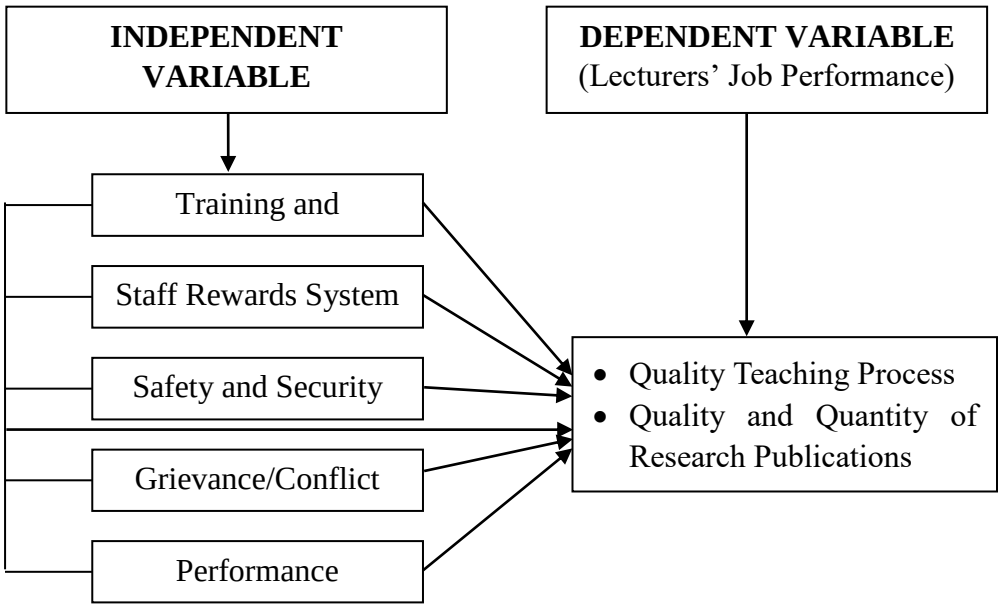


Figure 1: Conceptual model on Human Resources Practices and Lecturers' Job Performance

Research Method

This study adopted descriptive survey research design. The total population of the study comprises of all the 2,365 academic staff of the public universities in Oyo state (University of Ibadan, Ladoke Akintola University of Technology, Ogbomosho and First Technical University, Ibadan). Multi-stage sampling procedure was used; at the first stage, the public universities in Oyo state were sampled; at the second and third stage disproportionate to size sampling technique was used to select two faculties and two departments from each of the universities selected. Then, proportionate to size sampling technique was used to sample 50% (lecturers) and 40% (students) of the selected department making 685 (72lecturers and 613students) respondents out of 1666 (134 lecturers and 1532

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students) of the total population. Human Resource Practices Questionnaire (HRPQ) and Lecturer Job Performance Questionnaire (LJPQ) were used as instruments for data collection. The statistical tools used were both descriptive and inferential such as frequency count, mean, PPMC and regression analysis. All the hypotheses were tested at 0.05 level of significance.

Results and Discussion

Research question 1: What is the extent of lecturers' job performance in public universities in Oyo state?

Table 1: Extent of lecturer's job performance in public universities in Oyo State

S/N	ITEMS	HE	ME	LE	NE	MEAN
Research						
1	I carry out research with other lecturers within the department	28 (41.2)	21 (30.9)	10 (14.7)	9 (13.2)	3.00
2	I carry out research with lecturers from other institutions	21 (30.9)	37 (54.4)	10 (14.7)	0 (0)	3.16
3	I publish educational research in local journals	27 (39.7)	23 (33.8)	14 (20.6)	4 (5.9)	3.07
4	I incorporate research findings into the problems of education	34 (50.0)	28 (41.2)	6 (8.8)	0 (0)	3.41
5	I allocate adequate time to students' project supervision	42 (61.8)	22 (32.4)	0 (0)	4 (5.9)	3.50
6	I write and publish quality articles in international journals	47 (69.1)	17 (25.0)	0 (0)	4 (5.9)	3.57
7	I allow students to consult me regularly on issues relating to research	48 (70.6)	16 (23.5)	0 (0)	4 (5.9)	3.59
8	I am not friendly with my students on project supervision because of lack of quality research knowledge	8 (11.8)	11 (16.2)	10 (14.7)	39 (57.4)	1.82
9	My articles and publications are published within a year	31 (45.6)	23 (33.8)	13 (19.1)	1 (1.5)	3.24
10	I attend conferences and the conference papers are reviewed, submitted and presented	21 (30.9)	28 (41.2)	19 (27.9)	0 (0)	3.03
Weighted mean = 3.14						
Teaching						
11	My lecturers adhere strictly to the school time-table and prepare lesson plan in line with the syllabus	262 (43.2)	213 (35.1)	124 (20.5)	5 (0.8)	3.20
12	My lecturers possess good mastery of the subject matter they want to deliver.	369 (60.9)	203 (33.5)	30 (5.0)	2 (0.3)	3.54
13	My lecturers effectively use instructional materials is facilitated during teaching-learning process in my university.	163 (26.9)	255 (42.1)	175 (28.9)	7 (1.2)	2.93
14	My lecturers ensure adequate participation of students in learning activities	270 (44.6)	251 (41.4)	73 (12.0)	9 (1.5)	3.28

15	My lecturers conduct regular continuous assessment and mark tests/assignments promptly	344 (56.8)	193 (31.8)	61 (10.1)	4 (0.7)	3.43
16	My lecturers keep accurate and adequate records of instructional activities.	174 (28.7)	293 (48.3)	129 (21.3)	5 (0.8)	3.03
17	My lecturers complete the syllabus in their subjects within the stipulated time.	230 (38.0)	212 (35.0)	147 (24.3)	14 (2.3)	3.08
18	My lecturers employ the best pedagogical approach during lesson delivery	134 (22.1)	294 (48.5)	161 (26.6)	13 (2.1)	2.89
19	My lecturers give performance feedback to students promptly.	113 (18.6)	205 (33.8)	252 (41.6)	35 (5.8)	2.65
20	My lecturers conduct regular continuous assessment and marks tests/assignments promptly	274 (45.2)	225 (37.1)	103 (17.0)	3 (0.5)	3.27
Weighted mean = 3.13						
Ground weighted mean = 3.13						

Decision rule: *0.01 - 1.49 – Very Low,1.50 - 2.49 – Low,2.50–3.49 – High, 3.50–4.00 – Very High*

The study on lecturers' job performance in public universities in Oyo State, as reflected in Table 1 above highlights positive assessments in both research and teaching aspects. Notably, lecturers received commendation for their involvement in collaborative research within and outside their institutions, publishing in local and international journals, and integrating research findings into educational challenges.

In terms of teaching, lecturers were praised for adhering to schedules, lesson planning, subject mastery, effective use of instructional materials, encouraging student participation, and conducting timely assessments. The only area identified for improvement was providing prompt feedback to students.

The overall high weighted mean value of 3.13 suggests a commendable job performance by lecturers, surpassing the 2.50 threshold. This outcome signifies a positive perception of the teaching and research activities of lecturers in public universities in Oyo State, reflecting a dedication to both academic and professional growth.

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Research question 2: What is the extent of human resources practices carried out in public universities in Oyo state?

Table 2: Extent of human resource practices in public universities in Oyo State

S/N	ITEMS	HE	ME	LE	NE	MEAN
	Training and development					
1.	Training and development enhances interpersonal relationship between lecturers and their superiors	53 (77.9)	0 (0)	15 (22.1)	0 (0)	3.78
2.	Lecturers find training more innovative and impactful on their teaching skills	53 (77.9)	0 (0)	15 (22.1)	0 (0)	3.78
3.	Lecturers find the in-service training stressful and time consuming.	0 (0)	7 (10.3)	39 (57.4)	22 (32.4)	1.78
4.	Lecturers in tertiary institution enjoy additional training from other institutions either locally or internationally.	34 (50.0)	25 (36.8)	9 (13.2)	0 (0)	3.37
5.	Training and development expands knowledge of career path and options of the lecturers	55 (80.9)	0 (0)	13 (19.1)	0 (0)	3.81
		Weighted mean = 3.30				
	Staff Reward Scheme	**HE**	**ME**	**LE**	**NE**	**MEAN**
6.	Lecturers are rewarded for the value they create in the institution	5 (7.4)	26 (38.2)	26 (38.2)	11 (16.2)	2.37
7.	Lecturers have opportunities for salary with provision of welfare packages and bonuses	6 (8.8)	20 (29.4)	37 (54.4)	5 (7.4)	2.40
8.	Promoting staff on merit motivates tertiary institution lecturers	52 (76.5)	15 (22.1)	1 (1.5)	0 (0)	3.75
9.	Lecturers are given financial support by the government during in-service training	0 (0)	26 (38.2)	26 (38.2)	16 (23.5)	2.15
10.	Compensation schemes are readily available to lecturers.	0 (0)	20 (29.4)	22 (32.4)	26 (38.2)	1.91
		Weighted mean = 2.52				
	Safety and Security	**HE**	**ME**	**LE**	**NE**	**MEAN**
11.	Job security gives lecturers confidence to work extra hard	31 (45.6)	12 (17.6)	15 (22.1)	9 (13.2)	2.93
12.	I get scared of my job when I remember that I can be sacked at any time	8 (11.8)	15 (22.1)	23 (33.8)	22 (32.4)	2.13
13.	Lecturers in this university work in a conducive environment	11 (16.2)	22 (32.4)	12 (17.6)	19 (27.9)	2.25
14.	Learning equipment are of qualitative standards	16 (23.5)	22 (32.4)	11 (16.2)	19 (27.9)	2.51
15.	I come to work always because I feel that my job has retirement benefits.	5 (7.4)	16 (23.5)	17 (25.0)	30 (44.1)	1.94
		Weighted mean = 2.35				
	Grievances and Conflict Management	**HE**	**ME**	**LE**	**NE**	**MEAN**
16.	The management of my university adopts decision of the superior as the final solution to grievances	6 (8.8)	36 (52.9)	26 (38.2)	0 (0)	2.71
17.	Lecturers in my university can readily display their dissatisfaction using their pressure groups.	12 (17.6)	23 (33.8)	22 (32.4)	11 (16.2)	2.53

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18.	Grievances and conflicts are minor issues to be discarded amidst lecturers in my university.	14 (20.6)	27 (39.7)	14 (20.6)	13 (19.1)	2.62
19.	Grievances are resolved early before escalating to the point of argument	22 (32.4)	34 (50.0)	12 (17.6)	0 (0)	3.15
20.	Lecturers are given freedom of expression amidst conflicts at work.	28 (41.2)	29 (42.6)	10 (14.7)	1 (1.5)	3.24
		Weighted mean = 2.85				
	Performance Appraisal	**HE**	**ME**	**LE**	**NE**	**MEAN**
21.	Performance appraisal increases my university lecturers' productivity	33 (48.5)	21 (30.9)	9 (13.2)	5 (7.4)	3.21
22.	Performance appraisal provides information for the lecturers about their past performance in my university.	14 (20.6)	39 (57.4)	14 (20.6)	1 (1.5)	2.97
23.	Performance appraisal is majorly an instrument of sentiments used by top administrators in my university.	8 (11.8)	3 (4.4)	20 (29.4)	37 (54.4)	1.74
24.	Reports from performance appraisal are not reliable.	1 (1.5)	4 (5.9)	41 (60.3)	22 (32.4)	1.76
25.	Lecturers are mostly recommended for promotion or demotion using appraisal reports in this university.	37 (54.4)	17 (25.0)	5 (7.4)	9 (13.2)	3.21
		Weighted mean = 2.58				

Ground weighted mean = 2.72

Decision rule: *0.01 - 1.49 – Very Low, 1.50 - 2.49 – Low, 2.50–3.49 – High, 3.50–4.00 – Very High*

The findings in Table 2 above shed light on the extent of human resources practices in public universities in Oyo State. Notably, the training and development aspect received high praise, with lecturers acknowledging the effectiveness of programs in enhancing relationships, offering innovative training, and providing exposure to local and international opportunities.

However, the staff reward system was perceived as moderately effective. While there was agreement on the merit-based promotion as a motivating factor, concerns were raised about the lack of recognition for value creation, inadequate welfare packages, insufficient financial support, and limited compensation schemes.

Safety and security practices were considered relatively low, with mixed perceptions on job security, the quality of learning equipment, and concerns about the threat of termination, inadequate work environment, and the absence of retirement benefits. On the positive side, the grievance and conflict management aspect received commendation for providing a platform for expression, early resolution of grievances, and the perception that superior decisions are final solutions. However, there were concerns about dissatisfaction expressed through pressure groups.

Performance appraisal practices were viewed as moderately effective, with acknowledgment of its role in increasing productivity and serving as the basis for promotions or demotions. Nevertheless, skepticism existed regarding its reliability

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and its potential use as a sentimental tool by top management.

The overall ground mean of 2.57 suggests that the human resources practices in public universities in Oyo State fall into the medium extent category. This indicates a mixed landscape, with areas of strength, such as training and conflict management, alongside areas requiring improvement, such as staff reward systems and safety and security practices.

Testing of Hypotheses

The hypotheses that were formulated were tested at $P < 0.05$ Alpha level.

H_{06}: There is no significant relative influence of human resources practices on lecturers' job performance in public universities in Oyo State.

Table 3: Regression coefficient of relative influence of human resource practices and lecturers' job performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.050	.081		.614	.539
	Training and development	1.482	.144	.418	10.324	.000
	Staff Reward system	2.272	.109	.498	20.927	.000
	Safety and Security	-1.698	.109	-.352	-15.609	.000
	Grievance and Conflict management	.875	.124	.214	7.042	.000
	Performance appraisal	.978	.133	.218	7.357	.000

a. Dependent Variable: lecturer job performance

The regression analysis in Table 3 above provides insights into the relative influence of human resource practices on lecturer job performance in public universities in Oyo State. The results indicate that staff reward system, training and development, and performance appraisal significantly contribute to lecturer job performance. In summary, the findings highlight the crucial role of the staff reward system, training and development, and performance appraisal in influencing the job performance of lecturers in public universities in Oyo State. This information provides valuable insights for university administrators and policymakers in optimizing human resource practices to enhance the overall effectiveness of academic staff.

H_{07}: There is no significant composite influence of human resources practices on

lecturers' job performance in public universities in Oyo state

Table 4 Regression Analysis and Model Summary showing composite influence of human resource practices and lecturers' job performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.	Remark
1	Regression	204363.681	1	204363.681	28011.388	.000[b]	Sig.
	Residual	4406.624	604	7.296			
	Total	208770.305	605				

R = .989[a]
R Square = 0.978
Adjusted R Square = 0.979
Std. Error of the Estimate = 2.70106
a. Dependent Variable: Lecturer Job Performance
b. Predictors: (Constant), Human Resource Practices

The results from Table 4 above indicate a significant composite influence of human resource practices on the job performance of lecturers in public universities in Oyo State. In summary, the findings demonstrate that human resource practices collectively have a significant composite influence on the job performance of lecturers in public universities in Oyo State. The high R Square value emphasizes the substantial explanatory power of these practices in understanding and predicting variations in lecturer job performance. This information is valuable for university administrators and policymakers, emphasizing the importance of a comprehensive and effective human resource management approach to enhance the overall performance of academic staff.

Discussion of Findings

Extent of lecturer's job performance in public universities in Oyo State

The findings on the extent of lecturer job performance (teaching and research) in public universities in Oyo State revealed that the level of lecturer job performance (teaching) was high while the teachers' task (research) performance was low. On the average, teachers' tasks (teaching and research) performance was high in public universities in Oyo State.

The findings is in support of the finding of Igudia (2022) who examined employee training and development and organizational performance, with the submission that several unsystematic approach to employee training impacted good organizational performance as well as training delivery style. This result also agreed with the findings of Chiyem and Onome (2017) which emphasized that said job performance among non-academic staff of polytechnic was significantly high.

However, the findings of this study contradicts the findings of Faremi (2021) and Adepoju(2021) who found out that teachers' task performance was low in the schools as performance appraisal was adjudged by the administrators and some other significant educational stakeholders. The scholars stressed that poor task performance is not only frustrating to the educators, administrators and the students but its effects are equally grave on the society in terms of the consequences.

Extent of human resource practices in public universities in Oyo State

The extent of human resources practices (training and development, staff reward system, safety and security, grievance and conflict management, performance appraisal) carried out in public universities in Oyo State is of high extent. Explicitly, all the variables were found to be high.

The result corroborated the findings of Odunayo (2022), Okechukwu and Onyia (2022) who worked on organizational reward system on employee performance in selected hotels in Lagos Metropolis and occupational health safety practices and employee performance in manufacturing firms in Enugu State respectively. They posited that benefits had significant effect on adaptive performance, and that safety greatly increase planning and manufacturing output in their various studies. The findings of this study however contradicts the finding of Ifeyinwa, Francisca, Peter and Rosemary, (2018) who found that job security and disciplinary measures had no effect on job performance of Librarians in South-East Nigeria.

Relative influence of human resource practices and lecturers' job performance

Findings on the relative influence of human resources practices on lecturer's job performance in public universities in Oyo State Nigeria showed that of all the elements of human resources practices examined staff reward system had the highest influence on job performance, followed by training and development, grievance and conflict management and performance appraisal respectively which are all significant. Thus, there is relative influence of staff reward system, training and development, performance appraisal to lecturer job performance public universities in Oyo State.

The result is in line with the findings of Ichniowski, Shaw and Prennushi (1995) that a coherent system of new work practices produces significantly higher levels of productivity than do more traditional approaches involving narrow job definitions, flexible job assignments, employment security, training in multiple jobs, and extensive reliance on incentive pay. The empirical results consistently support the following conclusion: the adoption of a coherent system of these new work practices, including work teams, flexible job assignments, employment security, training in multiple jobs, and extensive reliance on incentive pay, produces substantially higher levels of productivity than do more 'traditional' approaches involving narrow job

definitions, strict work rules, and hourly pay with close supervision.

Composite influence of human resource practices and lecturers' job performance

Findings on the composite influence of human resources practices on lecturer's job performance in public universities in Oyo State Nigeria showed a linear multiple correlation among indicators of human resources practices and lecturer job performance, human resource practices contributed to lecturer job performance to some extent, which is an indication that elements of human resource practices accounted for significant value of the total variance observed in the dependent variable (lecturer job performance). The study equally showed that the combination of the variables also allowed reliable prediction of lecturer job performance. In summary, there is significant composite influence of human resource practices to lecturer job performance in public universities in Oyo State Nigeria.

The result is corroborated by the findings of Nabi, Syduzzaman and Munir(2016) that the outcomes of human resource management practice a positively and significantly correlated with job satisfaction. Job satisfaction retains the present employees and attracts the competent employees that relates to the higher productivity and organizational long-term performances. On the other hand human resource management practice and job satisfaction are negatively correlated with Absenteeism and turnover. It corroborates the study of Benkowski (2017) who found a correlation between staff absenteeism and administrative effectiveness in high school students in rural central Wisconsin and the study of Leovigildo and Mallillin (2017) who noted that staff absenteeism significantly affects administrative effectiveness. In a similar vein, it is also in line with that of Adebayo (2017) who found that workers administrative effectiveness was affected by staff absenteeism in Ekiti State tertiary institutions Academic Staff Lateness to Work and the Administrative Effectiveness. However, the results of human resource management practice, Job performances and job satisfaction are strongly influenced by the predictors, Absenteeism and turnover.

Conclusion

The following conclusions were drawn in light of the data gathered, analyzed, and study findings:

(i) The extent of lecturer job performance in public universities of Oyo State was high. Both their research and teaching performances were high. This implies that job performance in public universities of Oyo State is not taken for granted by the lecturers in the state owned universities. The study highlights the importance of various human resource practices in influencing job performance among lecturers in public universities of Oyo State.

(ii) There is a positive relationship

between elements like training, staff rewards, and performance appraisal with job performance which suggests the significance of these practices.

(iii) The acknowledgment of recruitment factors, organizational culture, and work environment contributing to task performance in public universities emphasizes the broader impact of human resource practices on the education sector in Oyo State.

Recommendations

The following recommendations were made:

(i) Emphasis should laid on the importance of continuous capacity development through training, workshops, and seminars to enhance task performance among teachers in public secondary schools in Oyo State. It recognizes the crucial role of a conducive work environment, emphasizing the need to sustain such conditions for better teacher performance.

(ii) There is the need for improvements in the security and safety aspects of the work environment which underscores their significant impact on encouraging effective task performance. Overall, these recommendations aim to foster an environment that supports and enhances the professional growth and effectiveness of lecturers in public universities in Oyo State.

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