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EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN KATSINA STATE

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Abstract
Human resource management practices and employee performance is an important aspect of any organization, if neglected, it can have a negative impact in the organization. The purpose of the study was to determine the effect of human resource management on employee performance in private secondary schools in Katsina metropolis. This study took a quantitative methodology, and survey research design and multiple linear regression analysis was adopted for the study. The population of the study was 1955 staff of 84 private secondary school, katsina state. A sample size of 367 was realised, using Taro Yamane (1967 formula. while random sampling technique was adopted for the distribution of the questionnaire. The findings of the study indicate that all the components of the independent variables that is training and development and compensation and incentives are significantly positively associated with employee performance. The findings also confirmed the human resources theory that was used to guide treatment of the variable of the study. The study concludes that human resource practices of training and development, and compensation and incentive have effect on performance of employees among private secondary schools in Katsina. The study recommended that Staff training and developments should be prioritized and, opportunity for educational advancement should be given to staff; while compensation and incentive should be progressive to staff to motivate them for higher productivity.
Key Words: Human resource management practices, Employee performance, private schools

Introduction
Every society is built on education, and this principle applies to the company as well. As a result, businesses today, regardless of the type of industry, are up against a lot of competition in the global market. Businesses must fully utilize their staff as a strategic weapon if they want to obtain a competitive advantage (Kryscynski, Coff, & Campbell, 2021). Therefore, developing a plan to increase labor performance in order to generate more value for the company has become crucial. In addition to achieving commercial objectives, businesses attempt to improve their personnel through comprehensive human resource management initiatives, most importantly for long-term survival and sustainability. Businesses will need to invest resources to make sure that staff have the information, skills, and attitude necessary to work to accomplish this objective.

In any organization, people are regarded as the most significant strategic asset. Therefore, if companies focus more on and invest in improving their workers' talents at work, employees and organization could

have a competitive advantage (Singh, Sharma, Foropon & Belal, 2022). In a similar vein, schools work to entice brilliant, educated, and motivated workers who are dedicated to research and education for the advancement of humanity (Otache & Inekwe, 2022). A successful application of specific human resource management practices (HRMP) has been demonstrated in prior empirical investigations to empower school personnel and enhance performance (Otache & Inekwe, 2022).

Kafka (2009) asserts that schools play a crucial and strategic role in elevating schools' prominence in crucial areas including quality of teaching, research quality, academic reputation, and community service. Human resource management best practices consequently encourage the performance of school workers, which in turn increases schools' performance. Therefore, schools understand how important it is to highlight the accomplishments of schools staff. Top management pays more attention to the HRMP than most schools do (Hargreaves, Parsley & Cox, 2015). To enhance the effectiveness of schools staff, schools should promote HRMP by hiring talented staff and administrative personnel.

In both developed and developing nations, the education industry is very active. Therefore, it is expected of schools to offer the local community a local and global market for exceptional alumni. Therefore, schools must find and keep top-notch staff.
This necessitates the use of "best practices" in human resource management. HRMPs also differ based on the individual and the organization (Jiang et al., 2012). Therefore, research should be done to determine how optimal practices in human resource management affect employee performance, especially in light of the secondary schools in Katsina state.

In the last decades, employees were not given attention they deserved in terms of management. They were treated with less significance than other resources in the organization. According to Subramanian, and Suresh, (2022), resources such as materials, finance were given more attention than human resource which is responsible for the coordination of these resources for an organization to achieve its objectives. The negligence of human element has resulted in the low morale of employees and also resulted to problem of low productivity and increasing organizational conflict (Subramanian, & Suresh, 2022).

Other problems include the increasing rate of labour turnover that emanate from job dissatisfaction and poor incentives, difficulty in identifying training priorities (Steers & Rhodes, 1978). These problems have nothing good to offer to the organization rather than decrease in service which in turn influence the overall performance and productivity of the organization. Consequently, based on these existing problems that the researcher is inspired to undertake this study in order to examine the problems and proffer workable recommendations for improvement. Nevertheless, this study found interest in investigating how effective human resource management can bring about increase in employees' performance in some selected Private Schools in Katsina State, Nigeria. Moreover, this work will bridge the gap between management and employees in private schools who are constantly having the challenge of lack of job satisfaction thereby moving from one private school to another and employers laying off staff because of lack of performance (Steers & Rhodes, 1978).

The general objective of this study is to examine the effect of the Human Resources Management Practices on Employee Performance of private secondary schools in Katsina State. The specific objectives include:

i. To examine the relationship between Employee Training and Development and employee performance.

ii. To assess the relationship between Compensation and Incentives and employee performance.

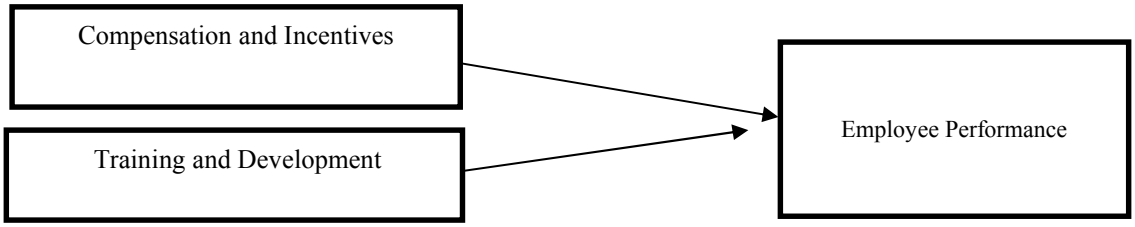
Literature Review

This section reviews previous studies carried out on HRMPs and employee performance. It also examines the conceptual and theoretical framework as well as empirical studies that relate to the subject matter.

In order to understand the relationship between HRMPs and employee performance better there is need for a conceptual framework that can link the concept of Human resources management and employee's performance. Hence, the conceptual framework for this study is depicted below:

Independent Variables Dependent Variables

Figure 2.1: Conceptual Framework



Sources: Researcher construct 2021

Employee Performance

Employee performance, according to Nmadu (2013), is the degree to which the task(s) that make up an employee's employment are completed. This definition was consistent with that provided by Business Dictionary (2010), which stated that an employee's performance is determined by how well they do a task in relation to pre-established standards for correctness, completeness, cost, and speed. The activity and output of employees at work must support the objectives of the company, according to managers. In order to improve employee morale and ensure that expectations are met, it is necessary to be aware of the activities and outputs that are planned, monitor their occurrence, and provide feedback (Nmadu, 2013; Raji, Ladan, Alam & Idris, 2021).

Empirical Review

The empirical review is discussed under these headings:

Training and Development and Employee Performance

Udeze (2010) postulated that Human Resources Management practices of training and compensation have a positive impact on employee's performance. Hence, it is proved that independent variables contribute positively towards change in the dependent variable. Similarly, Della-Torre and Solari (2013) study demonstrated a favourable relationship between successful training strategies and perceived employee and organizational performance. Previous studies have discovered empirical proof of the effect of training and development on business productivity and advantages for both employers and employees. Chipunza (2009) recognized training and development as the most crucial instrument for employees to exhibit and learn new knowledge and abilities. More so, Additionally, Arthur et al. (2003) study came to the conclusion

that training improves performance conduct at work. Sepasgozar, (2022) and Hassan (2016) studies came to conclusions that training significantly improves employee performance.

Flippo (1980) perceived training as an act of increasing the knowledge and skills of an employee for doing a particular job. Training involves the development of skills that are usually necessary to performance of work. It includes learning of such techniques as required for better performance of defined tasks. According to Grossman and Salas (2011), training is a structured task that results in better performance in certain circumstances by combining knowledge, abilities, and attitudes. Therefore, staff training and development come after recruiting and selection. It is important to incorporate both recent hires and current workers in this process.

The goal of training and development is to raise employee performance and competency levels, which will ultimately increase organizational performance. Additionally, training is a systematic method of learning and growth that increases the productivity of people, teams, and organizations (Baldwin, Ford, & Blume, 2009). Organizations are able to adapt, compete, extend skills, innovate, and evolve, increase employee safety, expand services, and accomplish organizational goals through training and development activities (Schoeb, LafrenièreCarrier, Lauzier & Courcy, 2021). In order to compete in the global economy, businesses must distinguish themselves based on the abilities, expertise, and motivation of their personnel as well as the significance of training and development and the effects it has on both individual and organizational performance (Aguinis and Kraiger, 2009).

Training and development for employees is so crucial that it is not just required but ongoing. In truth, no business can decide whether or not to train people. No organization can do away with it as a program and as a process. Regardless of prior training, education, or experience, all new employees need to be introduced to their new workplace and given instructions on how to carry out certain jobs. When employees are transferred, promoted, or their roles change and new skills need to be learnt, there may also be specific opportunities for training. The shaping of employees to merge organizational needs with other qualities can be considered as training and development. The goals of both training and development are to raise performance and skill levels.

Compensation, Rewards, Incentives and Employee Performance

The term "compensation" refers to the wages given to employees of the company. The organization's compensation plan determines how internal personnel are compensated. It is crucial for motivating worker performance and raising productivity (Kramer and Briffault, 1991). The strategy of an organization and its business requirements are key factors of its compensation practices (Jouda, Ahmad & Dahleez, 2016). Similar to this, a person's incentives may be affected by a variety of things depending on their requirements, education, social standing, or environment (Aboramadan & Albashiti, 2020). According to Chavez, and Weisinger (2008), it is crucial for a company to establish and sustain a successful reward system. As a result, by integrating employee performance and the remuneration structure, the organization as a whole will perform better. Therefore, rewards, incentives and benefits must be provided to workers to improve their performance (Aboramadan & Albashiti, 2020).

The method by which employees are rewarded financially for the effort they put into carrying out their jobs is known as compensation. All sorts of payments, financial incentives, bonuses,

commissions, time off, incentive programs, flexible work schedules, and health insurance have been referred to as employee compensation and benefits (Wright & Snell, 1998). Any monetary advantage given to an individual, including intangible services and perks, is another way to define compensation (Wright & Snell, 1998). Reward systems, according to Wright, and Snell (1998) motivate employees to work toward corporate objectives. In addition, it's often believed that paying employees is the most expensive component of operating a corporation. Similar to this, reward programs serve as tools for increasing employee motivation (Wright & Snell, 1998). It has been amply shown in numerous earlier studies how remuneration and benefits affect employee performance. The best HRM strategies promote high levels of employee performance, and these are called excellence-based compensation systems.

Additionally, systems of pay that are based on performance are thought to be the best predictors of employee performance at both the individual and group levels (Weibel, Rost & Osterloh, 2010). Similar to this, Bregn, (2013) found that when pay are linked to individual or group performance metrics, employees tend to seek out efficient job performance. Huselid's (1995) research revealed a substantial correlation between pay and worker performance. Wright (2003) asserts that good performance-compensation integration can boost worker productivity. Additionally, Shahzad, Sarmad, Abbas & Khan (2011) also found that teachers in higher education perform better with increased salary. Additionally, Hassan (2016) came to the conclusion that there is a strong link between employee salary and performance.

This viewpoint is supported by Pfeffer (1994), who emphasizes the effect of performance bonuses on business performance. However, there are two important problems about employee performance and its connection to compensation schemes that have been raised in the literature. They are: How are results assessed? and how can the right performance level be determined? A performance-based reward system must be carefully designed for a business to succeed. As a result, Carrier (1994) highlighted rewards and pay plans as crucial personnel practices that significantly improve both individual and organizational performance. Carlson et al. (2006) looked into monetary and non-monetary benefits in family-owned small companies in another study. They discovered that in order to grow income, additional financial incentives were required at every level of the business.

Theoretical Review

This section reviews the theoretical perspective that is relevant to this study, which in this case the study dwells on Social Exchange Theory. Social Exchange Theory is a sociological and psychological concept that helps explain the dynamics of human relationships and interactions by considering the costs and benefits associated with those interactions. In the context of your study on job performance in private schools in Katsina, Social Exchange Theory can provide valuable insights into how employees' perceptions of rewards and costs influence their job performance.

Social Exchange Theory, often associated with scholars like George Homans and Peter Blau, posits that individuals engage in social interactions and relationships because they seek to maximize rewards while minimizing costs. Key concepts in this theory include:

Rewards: These are the positive outcomes or benefits individuals receive from a social interaction or relationship. Rewards can include financial compensation, emotional support, recognition, opportunities for growth, and more.

Costs: These are the negative aspects or sacrifices associated with a social interaction or relationship. Costs can include time and effort expended, stress, conflicts, and any disadvantages or inconveniences.
Comparison Level (CL): People evaluate their relationships and interactions by comparing the outcomes they receive to a personal standard known as the Comparison Level. If the outcomes exceed their CL, they perceive the relationship as favorable.
Comparison Level for Alternatives (CLalt): Individuals also consider the alternatives available to them. If they believe they can find a better or more rewarding relationship elsewhere, they may be more inclined to leave the current relationship.

Job performance can be seen as an outcome of the social exchange process within the workplace. Employees evaluate the rewards and costs associated with their jobs and then decide how much effort and commitment they are willing to invest in their roles. Rewards in this context can encompass not only financial compensation but also opportunities for professional growth, job security, work-life balance, and recognition within the school community. The two independent variables in your study, "Training & Development" and "Compensate & Incentives," can be viewed as elements of the social exchange process. Employees may perceive training and development as rewards that enhance their skills and job satisfaction, ultimately leading to better job performance. Conversely, compensation and incentives represent tangible rewards, and how they are structured and perceived can impact employees' perceptions of fairness and the balance between rewards and costs.

In summary, Social Exchange Theory provides a useful framework for understanding the motivations and behaviors of employees in private schools in Katsina. It underscores the importance of creating a workplace environment where the perceived rewards outweigh the costs, ultimately leading to improved job performance and employee retention. Your study's findings can be interpreted in the context of this theory to inform HR practices and management strategies in these schools.

Methodology

The study employed descriptive survey design hence it allows a sample to be drawn for a study, and the findings from such sample can be generalized as the valid opinion of the entire population of the study. The design is appropriate because it allows the survey of small sample to discover relative incidence and facts about the entire population under study. The study's population is made up 1955 of 84 private schools within katsina metropolis. The sample size was determined using Taro Yamane (1967) formula. Thus:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size; N = Population size; e = Sample error level of significance; 1 = Constant

Therefore

$$= \frac{1955}{1 + 1955\ (0.05)^2}$$

$$= \frac{1955}{}$$

$$= \frac{1 + 1955 \times 0.0025}{5.8875}$$

$$= 333$$

The sample size of 333 staff at 95% confidence level was realized. 10% of 333 which is approximately thirty 34 was added to the sample size to take care of response bias and improper filling of the questionnaire, as suggested by Israel (2013), totaling 367 copies of questionnaires that were administered across the respondents in the schools by means of simple random sampling technique. Primary data were collected by structured closed-ended questionnaire using 5-points Likert's rating scale. of strongly agree, to strongly disagreed. The questionnaire was formulated in line with the research questions aimed at capturing responses in conformity with the research objectives.

Data collected from the respondents were checked to ensure regularity and accuracy. The data was analyzed through multiple regression using SPSS version 22.0, while the hypothesis was tested at 5% level of significance.

For Validity, three experts in the field of this study vetted and cross-checked the items generated in the questionnaire in order to ensure accuracy and clarity of the instrument. In order to test for the reliability, a pre-testing technique of validity test was used. This provides a trial run for the questionnaires, which involves testing the wording of the questions and identifying the ambiguous questions. Cronbach's alpha coefficient was used to assess the reliability and Instrument with coefficient of 0.7 or above, was considered high level of internal consistency for the scale in all the variables.

The model for the study is expressed as follows:

$$\mathbf{EP} = \beta_0 + \beta_1 \text{ETD} + \beta_2 \text{CI} + \mu_t \ldots\ldots\ldots\ldots\ldots\ldots 1$$

Where:

EP = Employee Performance; ETD = Employee Training and Development;
CI = Compensation and Incentives: $\beta_1 - \beta_1 = \text{coefficient}$; $\beta_{0-Intercept}$; $\mu_t = Error\ Term$

Result and Discussion

The section presents analyses of the data collected which includes descriptive analysis of demography data, reliability test, regression results, test of hypotheses. and discussion of the findings.

Demography of the Respondents

The study's socio-demographic data obtained from the respondents are presented as follows:

Age and Gender Distribution of the Respondents

The respondents'age and gender distribution is dipicted in the table 4.2 indicated their gender.

Table 1: AGE & GENDER DISTRIBUTION OF RESPONDENTS

		Gender	
		Male	Female
Age	20-29	2	3
	30-39	26	53
	40-49	71	38
	50 & above	29	15
	5.0	9	17

Source: Author's compilation (2023) using SPSS

Table 4.1 above shows that 2 malea and 1 female falls within age range of 20-29, 26 males and 53 females are within age range of 30-39; 71 males and 38 females are within the age range of 40-49, while 29 male and 15 female are under the age range above 50 years.

Educational Qualification Distribution of Respondents
The respondents' highest educational level is shown in table 4.2 below

Table 2:Years of Experience and Highest Educational Level of Respondents

		Highest Educational Level					Total
		Secondary Level	Diploma	Bachelor	Masters	Ph.D.	
Years of Experience	1-4	13	17	38	2	3	73
	4-9	24	22	26	3	0	75
	10-14	16	21	15	9	0	61
	15 & above	13	17	24	0	0	54
							263

Source: Author's compilation (2023) using SPSS

Table 3: Reliability Test

Variables	Cron ach's Alpha	No. of Items
Training & Development	. .862	4
Compassion & Incentives	.783	4
Performance (Task & Contexual)	.930	8

Source: SPSS Output, 2023

As shown above the variable measurements are reasonably reliable. Cronbach's alpha of 0.86, 0.78 and 0.93; depicting high reliability.

Regression Results
The fit of the model statistics as displayed in the model summary (Table 4.4) below. The multiple

regression coefficients of determination, denoted by R^2, adjusted R^2, and R^2-change. R^2 represents the proportion of the total variation in the dependent variable that is explained by the overall regression model. Its value is between 0 and 1 inclusive. Values close to 1 indicate high predictive quality, while 1 means complete predictive accuracy (Hair, et al., 2014).

Table 4 Regression Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	862[a] [a]	.743	.737	.53186	.743	123.220	6	256	.000	1.306

Source: SPSS 23 Output 2023

According to the Chin (1998) rule, the significance of R^2 may be 0.19, 0.33, or 0.67 being 'weak', 'moderate', or 'substantial,' respectively. In table 4.7, R, adjusted R^2, and R^2-change are shown as 0.862, 0.745 and 0.737, respectively. This means that the model is capable of predicting about 74% of the variations in the dependent variable. That is, the combination of training and development, and incentives and rewards, explain in 74.7% of employee performance in the organization. The overall quality of the model is depicted by the F-statistic. Keller (2008) posited that the overall quality of a model is determined by the F-change. The critical value of F at the 0.05 level of significance is 2.21, and computed values of F = 123.220 is above the critical value are deemed significant (p = .000).

The extent to which the independent variables affect the dependent variables is shown by the regression coefficients, β. The values of β, t-statistics and significance (sig.) for the independent variables in the regression model are shown in Table 6.

Table 5 Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
Model	B	Std. Error	Beta	T	Sig.		
(Constant)	-.356	.211		-1.684	.093	.445	2.247
Training & Development	.280	.056	.213	5.024	.000	.377	2.656
Compensate & Incentives	-.219	.070	-.157	-3.107	.002	.300	3.335

Dependent Variable: Job performance
Source: SPSS 23 Output 2023,

From table 4.7,
The research model is restated here with the beta statistics:
$TP = \beta_0 + \beta_1 ETD + \beta_2 CI + \mu_1$ Model I

β_0 = -0.356

β_1 = 0.280

β_2 = -0.219

EP = -0.356 + 0.280 ETD + -0.219 RS - 0.0 + μ_1

The model is therefore, restated as the standard regression equation: These equations satisfy the assumptions stated in section three of this report. More so, Table 4.5 above, substantiates the assertion that the tolerance limits (TL) and variance inflation factors (VIF) for the variables are within the required limits of 0.10 for the tolerance limits and less than 10 for the variance inflation factors (Pallant, 2005).

Hypotheses Testing

The research model fully satisfies the stated conditions and has significant predictive relevance. This implies that the statistics generated from the analysis on the model can be used to test the research hypotheses. The results of the t-tests incorporated in tables 4.8 above provide evidence for determining the hypotheses of the study. A summary of the information for the respective hypotheses is presented in table 4.6 below.

Table 6 Summary of the Research Findings

Hypotheses		t-value	Sig	Decision
Ho1	Employee training and development is not positively associated with employee performance	5.024	.000	Reject
Ho2	Compensation and incentives are not positively associated with employee performance	-3.107	.002	Reject

Source: Research output 2023.

As shown in table 4.6, there is evidence to reject all the two hypotheses. This implies that the hypotheses displayed positive association with employee performance, that is Ho1 and Ho2 show strong positive association at the 5% significant level.

Discussion of Findings

The results shown in section 4.2 demonstrate that effective investment in human resources is crucial for the employee performance in selected private schools in Katsina metropolis. The result affirms that employee performance is strongly hinged on the nature of training and development, and compensation and incentives practices in the schools. In effect therefore, the schools are able to gain competitive advantage by leveraging on the workforce, thereby corroborating the finding of Kryscynski, Coff and Campbell (2021) that the workforce could be a competitive weapon for firms. The differential commitment of private schools' staff to obtaining higher value for their firms could be premised on the firm concern for improving the workforce performance through effective human resource practices of training and development and compensation and incentive as shown by this study.

Generally, organizations seek to enhance their workforce through comprehensive human resource management programs not only to attain business goals but most importantly for a long-term survival and sustainability. As explained by Becker (2020), and Yu and Yu (2021), and affirmed by this study, the private schools expend resources to ensure that employees have the

requisite knowledge, skills and attitude through employee training and development, and compensation and incentive as shown to significantly affect the employee performance, which also confirm the theoretical bases of this study.

Organizational efficiency, performance and productivity are reflective of the quality of its staff. The study shows that effective alignment of the schools' objectives with their human resource management and employee development will lead to positive outcomes. The effect of high involvement and commitment based on human resources management strategies to productivity is well informed by applying an integrated human resource framework. Human resource management policies and practices motivate employees to cherish continuous learning and to apply their skills and tactical knowledge of work routines and technologies in innovative ways for improved organizational goal attainments.

Conclusion and Recommendations

This study examined the effect of human resource management practices on employees' performance in private secondary schools in Katsina State, Nigeria. Specifically, two research objectives and hypothesis guide the study. The study reviewed extant literature in related fields and presented the views under various sub headings along with human resource theory to underpin the study. The study adopted descriptive research design which belonged to the generic family research design type called survey design. From population of staff in the private schools this study obtained a sample size of 334 to which 10% was added as provision against non-responsive. Thus, 367 copies of questionnaire were administered to a select sample of respondents across the private schools in Katsina metropolis with the view to give fair representation.

The study Presented and analyzed the data collected using multiple regressions. The discussion of the findings showed that effective investment in human resources is crucial for the employee performance in any organization. Hence, integrated human resources management strategies would lead to high productivity.

Based on the findings as summarized in above section, this study concludes that:

i. Human resource management practices are significantly positively associated with the employee performance among private schools in Katsina metropolis. The independent variables comprising training and development, and compensation and incentives, account for above seventy percent (74%) improvements in the quality of the employees' performances. The model adopted for the analyses provides a significant fit, deeming it good and appropriate for achieving the study objectives.

ii. Furthermore, significant positive relationship was indicated between training and development which determines the output or performance of staff of private schools in Katsina in terms of productivity. In the same vein, there is a significant positive relationship was also indicated between compensation and incentive that leads to quality of work in private schools in Katsina metropolis. This has made the study to draw a conclusion that allowing staff of private school to further their education will enhance their teaching ability and give them the required knowledge and capability to discharge their duties more effectively. Furthermore, the study concluded that quality of work is a function of good staff training. This implies that when an employee is highly productive, he/she is capable of bringing to bear quality of work that will further enhance the

productivity of the organization.

Recommendations

The study therefore makes the following recommendations:

1. Staff training and human development programmes should continue to be given adequate priority by the owners of private schools in Katsina state. Also, opportunity for staff educational advancement should be made available to all staff, particularly the teaching staff in the private schools in Katsina in order to enhance and facilitate a high level of productivity in the various institutions.

2. Compensation and incentives should be progressive so staff would continue to seamlessly put more effort in their job. When staff positively associates rewards to efforts, they are more motivated towards quality and higher productivity.

3. Investing in Training & Development: Private schools in Katsina should consider investing in training and development programs for their staff. The positive relationship between "Training & Development" and "Job Performance" suggests that employees who receive training and development opportunities tend to perform better in their roles.

4. Practical steps may include providing workshops, seminars, and professional development opportunities for teachers and administrative staff. This can enhance their skills, knowledge, and ultimately, their effectiveness in the school environment.

5. Compensation and Incentives Strategy: The negative relationship between Compensate & Incentives" and "Job Performance" indicates that the way compensation and incentives are structured and provided may not be effectively motivating employees in private schools.

6. Private schools should review their compensation packages and incentive systems to ensure that they align with employees' needs and motivations. This could involve conducting surveys or focus groups to understand what types of incentives are most valued by staff.

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