

Influence of Training and Development on Lecturers' Performance in Nigerian Polytechnics: A Case of Federal Polytechnic, Bauchi

Babagana, S. A.

*Lancashire Business School
University of Central Lancashire, United Kingdom*

ABSTRACT

This study attempts to establish whether or not training and development has impact on lecturers in Higher Education Institutions (HEI) particularly the Polytechnics in Nigeria and subsequently identifies various training methods that are employed for that purpose. The aim is to know if there is any connection between HR practice of training and development on the perceived performances of lecturers in the Polytechnic and; more precisely, the degree to which lecturers recognize training and development improving performances on the job? Consequently, the study engages case study technique using Federal Polytechnic, Bauchi, Nigeria to achieve its objective. Qualitative research methods is engaged for this study and qualitative semi structured interviews is used in generating data required while engaging thematic analysis in analysing data collected. The study reveals that there is in place a sound on the job and off the job training and development policy in the institution even though there are reservations on decisions by management on whom are sent on training and in what area particularly overseas training. That notwithstanding, it is obvious from the study that the human resource (HR) practice of training and development has impact on lecturers performances as their skills and knowledge are being updated to meet up with present day challenges. Finally, the study recommends to the management of the polytechnic under study to consider holistic implementation of this practice so that the challenges associated with observing it as found out by this study are addressed especially those to be trained and the mode to be engaged.

Keywords: *Training, Development, Human Resource Management, Performance*

INTRODUCTION

A number of studies on Human Resource (HR) practices and job performance have been carried out and specifically on some universities in Africa, Asia, and some European countries (Olufemi, 2009; Molefe, 2010; Shahzad, Bashir and Ramay, 2008; Smeenck, Teelken, Eisinga and Doorewaard, 2008). That notwithstanding, there is the need to explore more on the area, particularly, Higher Education Institutions (HEIs). One shortcoming of previous studies that made this study imperative was that the polytechnics were not considered or incorporated despite the fact that for example, in Nigeria; they constitute a substantial percentage of HEIs. Although researches were carried out on some selected HR practices in relation to performance evaluation in some universities in Nigeria and South Africa

Babagana, S. A. is a Research Degree Student at Lancashire Business School, University of Central Lancashire, United Kingdom. He may be reached at sbabagana@fptb.edu.ng.

(Olufemi, 2009 and Molefe, 2010), there is no empirical evidence to support the existence of similar research that the polytechnics were involved. Thus, the findings of previous studies on selected universities in African countries mentioned on this area could have made more interesting revelations or perhaps make interesting revelations if the polytechnics were included or researched on. In Nigeria, for example, despite the fact that both the universities and polytechnics are considered HEIs, there exist some disparities among which are; the objectives for which they were established in terms of their mandate, nomenclature and status of teaching staff and even patronage in terms of students intake and admission policy among others.

Making reference to Boselie, Dietz and Boon (2005) where they emphasise on how organisations' policies and strategies are executed to deal with issues relating to employees management based on their requirements and objectives, this study focuses on the level to which one of the HR practices recognized by Boselie, Dietz and Boon (2005); that is, training and development is observed in a Polytechnic in Nigeria and is able to find out if there is any connection that exists between this practice and observed lecturers' performances as well as assessing the effect of this practice on the level of lecturers' expertise. To achieve this, Federal Polytechnic, Bauchi, Nigeria is engaged for the study. Hence, the purpose of this study is to find answers to the research questions as to if there is any connection between HR practice of training and development on the perceived performances of lecturers in the Polytechnic and; more precisely, the degree to which lecturers recognize training and development improving performances on the job?

Despite the fact that there are indications of certain dissimilarity and semblance between nations concerning the manner this HR practice affect the lecturers' quality (Smeenk, Teelken, Eisinga and Doorewaard, 2008), conversely, cohesion exist (Buckson and Watson, 2002; Shahzad, Bashir and Ramay, 2008; Olufemi, 2009; Ahmad and Shahzad, 2011). Consequently, the significance of the study is to report findings with reference to lecturers' perceptions on training and development influencing performances that can assist management on how best to take decisions on implementing this HR practice to enhance lecturers' performances (Shahzad and Bashir and Ramay, 2008) particularly concerning polytechnic education in Nigeria.

In addition, bearing in mind the contributions of lecturers towards training the required skilled work force for organizations, it is pertinent to aspire for more skills for enhanced lecturers' performances to attain that objective (Guest, 2002; Harley, 2002; Gould-Williams, 2003; Tessema and Soeters, 2006) as well as that of organizations (Wright and McMahan, 1992; Huselid, 1995; Boselie Dietz and Boon, 2005). It is the main function of the human resource (HR) managers to be able to among other things manage employees in organisations considering the role they play in the attainment of organisational objectives (Inyang, 2011). The ability to carry out this function has to take into cognisance, the employees' ability to their implement potentialities in order to attain capabilities so as to realize individual and organisational objectives. Thus, Huselid (1995) and Shahzad, Bashir and Ramay (2008) aver that, exploiting HR practices offers considerable benefits to organisations, particularly, enhancing both employees and organisational performances.

Studies reveal that engaging comprehensive HR practices impact on organisational commitment (Pfeffer and Veiga, 1999). Therefore, HR managers contend with the challenges of ensuring that the best practices are observed in order to meet up with the demands of organisations particularly managing employees for smooth organisational operations.

Training and Development

Human Resources (HR) practice of training and development plays a significant role by making it possible for organisations to have and maintain competent personnel for the operations of organisational activities. Though the terms are substitutable, their connotations and purpose vary. While training is meant to give employees the requisite knowledge and skills on the present job, the latter goes beyond that, as its purpose is to provide employees with the skills that will enable them handle any likely challenges connected to their jobs (Mondy, Noe and Premeaux, 2002). However, the duo is anticipated to complement each other to attain organisational set objectives. It was found out that; improved learning outcomes on students have been observed following the training lecturers have undergone (Schon, 1987; Gibbs and Coffey, 2004). Thus, Boxall, Purcell and Wright (2007) uphold that the dominant intention of embarking on employees training is ensuring that the employees cultivate as well as possess the necessary expertise for accomplishing expected roles and responsibilities.

Basically, organisations engage either or both of the two major types of training which are, on the job and off the job training (Mondy, Noe and Premeaux, 2002; Labour Force Survey, 2008). Mondy, Noe and Premeaux (2002) posit that the type of training that is associated with planning, structuring and executing training plan, carried out within the employees' working environment is 'on the job training' whereas 'off the job training' is planned and executed by internal or external providers to employees outside the working place. However, deciding on the type of training to be offered to employees is reliant upon the availability of resources, objectives of training, the contents and previous experiences consequent of the outcome of past training programmes organized by the organisation (Binstead, 1978). The form and method of training implemented for employees, although, is dependent on the objective it is intended to achieve.

Table 1 illustrates in tabular form, training and development methods that organisations may employ in implementing training programmes to realize training objectives. Some benefits accruable from training and development organised and conducted are; development in skills base, proficiency in relevant areas and positive shift *in tandem* with assigned tasks (Redman and Wilkinson, 2009). A well planned and executed training and development afterwards, induces employees to perform in accordance with the overall organisational mission (Koonce, 1997). Previous studies reveal that training apart from improving knowledge and skills of employees, also impacts on the job and organisational performances (Russell, Terborg and Powers, 1985; Bartel, 1995; Iddekinge, 2009). However, Human Resources managers are guided by factors such as budgets, benefits, the likelihood of learning transfer to the workplace, the profile of the learner group, applicability of method, organisational culture and strategic goals in deciding the method of

training to be engaged for employees (Marchington and Wilkinson, 2008). Hence, training is a HR practices component that organisations must embrace to be able to maintain an efficient and effective workforce to keep the organisation live up to expectations.

Table 1: Training and Development Methods

Utilised Generally for Method	Utilised Generally for			Conducted Primarily	
	Managers and Professionals	Operative Employees	All Employees	On the Job	Off the Job
Coaching and mentoring					
Business games	X			X	X
Case study	X		X		X
Video tapes			X		X
In-basket training	X			X	X
Internships	X				
Role playing			X		X
Job rotation			X	X	
Computer-based training			X	X	
Web-based training: the internet, intranets, and just-in-time training			X	X	
Distance learning and video conferencing			X		X
Classroom programmes			X		X
On the job training			X	X	
Apprenticeship training		X		X	
Simulators			X		X
Vestibule training		X			X
Corporate universities			X		X
Community colleges training			X		X

Adapted from Mondy, Noe and Premeaux (2002)

Lecturers' Performance in Higher Education: Professional Competencies

Shahzad, Sarmad, Abbas and Khan (2011) see job performance as the result of employees' determination in carrying out an activity in order to accomplish goals set by organisations over a specified period. Hence, it is of paramount importance for Human Resources managers to be able to observe the performances of employees in order to meet up with the challenges of attaining targets set by organisations. For instance, to guarantee vigorous performance management in Higher Education Institutions, South African Higher Education Institutions, overhauled its HR strategies and practices deliberately, focussing on the development and maintenance of competent, motivated and expert lecturers (McCloy, Campel and Cudeck, 1994; Molefe, 2010) and thus, exposed lecturers to performance management and quality assessment (Mapesela and Strydom, 2004). Consequence of the peculiarity connected with the lecturers' jobs, is best interpreted in terms of professional competencies thus, researchers recognize having universally acknowledged benchmarks for attainment (Arreola, 2000; Spitzer, 2007; White, 2008). Consequently, this study relies on the universal measurements (dimensions) of professional competencies as acknowledged by Molefe (2010) and Robbins, Odendaal and; Roodt (2007) and thus, the vital lecturer competencies which constitute; subject mastery, testing (assessment

procedures), student-lecturer relations, organisational skills, communication skills, subject relevance and utility of assignments are of relevance in this study. Molefe (2010) sees competencies as the open, perceptible and observed behaviour exhibited which thus, allows an individual to execute any given responsibility assertively with slight or no hindrance. From Molefe's (2010) understanding, dimensions can be in this framework linked to behaviours collections, though precise; which are obvious and verifiable. In addition, Williams (2002) held that competencies are connected with performance measurements stressing that 'the behavioural interpretation of the term competency is simply a replacement for performance dimensions'.

METHOD

For this study, qualitative research techniques were engaged and seen to be appropriate. The worth can be appraised due to its reliability and validity (Guba and Lincoln, 1994). Making reference to its reliability, the conditions for evaluating qualitative research are; confirmability, credibility, dependability and transferability. However, it is said to be so because such matters like fairness, ontological authenticity and educating authenticity are involved in establishing the worth of the technique. Thus, Mason (2002a) maintains that qualitative research techniques are flexible, which affords the researcher the benefits of exploring unforeseen issues as they emerge in the course of the research which Lewis (2003) also affirms.

The instrument used to gather data was qualitative interviews because it has the ability to meet up with the criteria of reliability and validity (Bryman and Bell, 2007). In addition, to be able to generate enough information to meet the objective of this study, semi structured, open-ended interviews were engaged and seen to be appropriate for its capacity to offer in-depth account (Seale, Gobo, Gubrium and Siverman, 2004) covering all aspects that may be of interest for the study (Mason, 2002a). Notwithstanding the fact that they take time to accomplish and the information gathered may be large (Bryman, 1989), consistent and better organised interviews offer the advantage of the process being led by the interviewer (Corbetta, 2003) and hence, allowing the objects to respond freely discussing their views and opinions without any interference. It is therefore the main motivator for engaging this technique to be able to address the research questions for this study and thus, *in tandem* with constructivist-interpretivist paradigm.

Prior to the interview, the schedule and questions were organised in advance of the scheduled time for the engagement. Therefore, all responses were consequent upon the administered questions that were followed up, while the interviews were being conducted and devoid of any impediment or inducement (Biggam, 2008). Thematic analysis was engaged by grouping into main themes the required information that were gathered (Coffey, 1999) and for ease of analysis; notable quotes, sentences, expressions, and where essential, the whole piece were coded (Miles and Huberman, 1994). Reference was made to literature reviewed and the study's objectives in analysing data generated while connecting and matching them to the main themes identified in the process (Coffey, 1999). Consequently,

as posited by Mason (2002a) literal, interpretive and reflexive position was engaged in analysing data. This was done so as to be able to reflect on the interview process to ensure all vital facts were absorbed to form part of the analysis. Conclusions were drawn from findings made as a result of the data that were grouped with similar themes and then analysed. In order to realize the objective this study seeks to achieve, interviews were conducted with ten staff in the institution under study that are deemed to be in the position to give essential information for the research. Those interviewed were purposively selected. They were the Polytechnic Registrar, Deputy Registrar (Establishment Matters) that are responsible for HR functions of the institution, two Deans of Academic Schools with each school having a minimum of four Academic Departments under its purview whom are lecturers themselves, two lecturers from the ranks of Senior Lecturer to Chief Lecturer, and finally, four lecturers from the ranks of Assistant Lecturer to Lecturer I.

RESULTS AND DISCUSSION

The motivation behind training is to afford employees with the required information, skills and expertise related to their jobs so as to derive improved performances (Mondy, Noe and Premeaux, 2002). Hence, it is important that organisations schedule and conduct training periodically for their employees in order to meet up with the dynamics and challenges associated with accomplishing the objectives set for themselves and thus, guaranteeing availability of talents that may be required for their smooth operations (Boxall, Purcell and Wright, 2007). Considering the fact that the institution engaged for this study is an academic institution and the participants being academics, the relevance of training and development is vital for the attainment of organizational objectives. Hence, Schon (1987) contends that even though embarking on training and development programmes is a herculean task, yet, if backed up with theoretical models of professional progression, it was observed to have a positive effect on lecturers' performances, especially making reference to how students are taught and the learning outcomes achieved (Gibbs and Coffey, 2004).

It was gathered from the responses of the participants that, apart from training enhancing their skills and knowledge, it is an element that is a prerequisite for career progression as training received or undergone is at a certain point tied to lecturers' promotion and thus, lecturers endeavour to pursue it at any given opportunity. It was evident that there is in place a sound Human Resources (HR) practice of training and development that gives every lecturer the opportunity to get developed as submitted by the institution's registry and further confirmed by the lecturers, it was also observed that from the year 2011, there had been a deliberate determination by the institution to apart from the on the job training that is periodically observed, lecturers are encouraged to improve on their knowledge and skills as the institution sponsors them for short, medium and long term training within and outside Nigeria with all expenses paid and this has been acknowledged by the lecturers. Making reference to on the job training; this is observed in the form of mentoring and coaching where individuals recruited as lecturers irrespective of their positions are attached to a more senior and experienced lecturer to get them acquainted with the demands of the job and the environment. Thus, making integration into the environment

and system easy. It was also found out that the institution sponsor lecturers for conferences, seminars and workshops locally and internationally [Fieldwork interview, Lecturer I, 2012]. Gibbs and Coffey (2004) submit that, though it is easy to realise and recognise the positive effect of training and development, however, the implications of not observing it are not comprehended by individual employees and organisations. Notwithstanding the fact that most respondents opine that there exists a sound training and development policy being observed in the institution, few were critical as they submit that while some training are available in Nigeria at less cost, some individuals prefer going abroad to the detriment of others that their needs can be met in the country. Nonetheless, it is apparent that training and development is embraced and any other shortcoming about its implementation can be addressed by the management.

Boselie, Dietz and Boon (2005) causal model established on the link between Human Resource Management (HRM) and performance submits that Human Resources (HR) practices are anticipated to generate outcomes that will lead to enhanced in-house performance, thus advocating that the HR practice of training and development have to endeavour to pursue the realization of the set objectives by the institution. The analysis, notwithstanding some shortcomings reported by some of the interviewees, indicated the existence, practice and implementation of training and development policy in the institution thus, enhancing lecturers' skills and knowledge related to their proficiency yielding improved performance. Consequently, it is established, making reference to responses of the participants for this study and previous literature reported, training is important for the realization of organisational objectives (Koonce, 1997; Russell, Terborg and Powers, 1985; Bartel, 1995; Iddekinge, 2009) thus, Higher Education Institutions in Nigeria should embrace wholeheartedly, Human Resources Practices for improved performance.

CONCLUDING REMARKS

An overview of the Human Resource Management area, pinning down to Human Resources practice of training and development as recognized by Boselie, Dietz and Boon (2005) was evaluated. Contributions of researchers in this field were engaged in the literature review. Previous studies have found training and development to have positioned and impacted the required knowledge and skills to employees to be able to carry out tasks assigned to them (Mondy, Noe and Premeaux, 2002; Bartel, 1995; Iddekinge, 2009), even though decisions on who benefits from training, type and mode of how the training should be conducted for employees is reliant on the training objectives and results of previous training to them (Binstead, 1978). It is clear based on the findings of this study that the HR practice of training and development has significant influence on the performances of lecturers. Nonetheless, management of the institution and the Federal Government of Nigeria should further review the training and development policy of the institution with a view to realigning it to meet the yearnings and aspirations of the employees so that the objectives set can be realized by the institution. It is further evident that there is a good working relationship between the management and lecturers in the institution which signifies effective relationship management which is evident from the institution's drive towards

continuously training the lecturers at whatever expense and this should be sustained for better lecturers' performance. This cordial relation observed and reported will further boost the lecturers' competencies which will ultimately have impact on the institution in realizing the objective for which it was established. Lastly, it is suggested that a comparative study on this topic should be carried out, using public and private polytechnics. The findings that could be made may be interesting and will add to the body of knowledge.

REFERENCES

- Ahmad, S. and Shahzad, K.** (2011). HRM and Employee Performance: A Case of University Teachers of Azad Jammu and Kashmir (AJK) In Pakistan). *African Journal of Business Management*, 5(13), 5249-5253.
- Armstrong, M.** (2004). *A Handbook of Human Resources Management Practice* (9th Edn). India: Kogan Publishers.
- Arreola, R. A.** (2000). *Developing a Comprehensive Faculty Evaluation System*. Bolton, Ma: Anker Publishing Company, Inc.
- Bartel, A. P.** (1995). Training, Wage Growth and Job Performance: Evidence from a Company Database. *Journal of Labour Economics*, 13 (3), 401-425.
- Biggam, J.** (2008). *Succeeding With Your Masters Dissertation: A Step-By-Step Handbook*. Maidenhead: McGraw Hill.
- Binstead, D.** (1978). A Framework for the Design of Management Learning Events. *Journal of European Industrial Training*, 2:5, 25-28.
- Boselie P., Dietz G and Boon C.** (2005). Commonalities and Contradictions in HRM and Performance Research. *Human Resource Management Journal*, 15(3), 67-94.
- Boxall P., Purcell J. and Wright P.** (2007). *The Oxford Handbook of Human Resource Management*. Oxford: University Press
- Bryman, A.** (1989). *Research Methods and Organization Studies*. London: Unwin Hyman.
- Bryman, A. and Bell, E.** (2007). *Business Research Methods*. Oxford: Oxford University.
- Buckson, J. M. and Watson, J. L.** (2002). Retaining Staff Employees: The Relationship Between Human Resources Management Strategies And Organizational Commitment. *Innovative Higher Education*, 26: 175 - 193.
- Coffey, A.** (1999). *The Ethnographic Self: Field Work and the Representation of Identity*. London: Sage.
- Corbetta, P.** (2003). *Social Research: Theory, Methods and Techniques*. London: Sage Publications.
- Education** (nd). US Diplomatic Mission to Nigeria. Directory of Polytechnics and Colleges in Nigeria. Available at: http://nigeria.usembassy.gov/nigeria_polycolleges.html [Accessed 24th August 2012].
- Gibbs, G. and Coffey, M.** (2004). The Impact of Training of University Teachers on their Teaching Skills, their Approach to Teaching and the Approach to Learning of their Students. *Active Learning in Higher Education*, 5(1), 81-100.
- Gould-Williams, J.** (2003). The Importance of HR Practices and Workplace Trust in Achieving Superior Performance: A Study of Public Sector Organizations. *International Journal of Human Resource Management*, 14(1), 28-54.
- Guba, E. G. and Lincoln, Y. S.** (1994). *Competing Paradigms in Qualitative Research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (Pp. 105–117). Thousand Oaks, CA: Sage.
- Guest, D. E.** (2002). Human Resource Management, Corporate Performance and Employee Wellbeing: Building the Worker into HRM. *Journal of Industrial Relations*, 44(3), 335.
- Harley, B.** (2002). Employee Responses to High Performance Work System Practices: An Analysis of the AWIRS 95 Data. *Journal of Industrial Relations*, 44(3), 418-434.

- Huselid, M. A.** (1995). The Impact of Human Resource Practices on Turnover, Productivity and Corporate Financial Performance. *Academy of Management Journal*, 38(3), 635-672.
- Iddekinge, C. V.** (2009). Effects of Selection and Training on Unit-Level Performance Over Time: A Latent Growth Modelling Approach. *Journal Of Applied Psychology*, 94(4), 829 – 843.
- Inyang, B. J.** (2011). Creating Value through People: Best Human Resource (HR) Practices in Nigeria. *International Business and Management*, 2(1), 141-150.
- Jones, G. R. and Wright, P. M.** (1992). *An Economic Approach to Conceptualizing the Utility of Human Resource Management Practices*. In K. Rowland & G. Ferris (Eds.). *Research In Personnel and Human Resources Management*, (10, 271-299). Greenwich. GT: JAI Press.
- Koonce, R.** (1997). How to Find the Right Organisational Fit. *Training and Development*, 51, 44.
- Labour Force Survey** (2008). Labour Force Survey Historical Quarterly Supplements. Office for National Statistics, Available At: www.statistics.gov.uk/downloads/theme_labour/lfs_hqs_cq.pdf
- Lewis, J.** (2003). *Design Issues*. In Ritchie, J. and Lewis, J. (Eds). *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (Pp. 47-76). London: Sage Publications.
- Marchington, M. and Zagelmeyer, S.** (2005). 'Foreword: Linking HRM and Performance-A Never-Ending Search?'. *Human Resource Management Journal*, 15(4), 3–8.
- Marchington, M. and Wilkison, A.** (2008). *Human Resource Management at Work: People Management and Development* (4th Ed). CIPD.
- Mapesela, M. L. E. and Strydom, F.** (2004). *Performance Management of Academic Staff in South African Higher Education System: A Developmental Project*. Presented at The OECD Conference on Trends in the Management of Human Resources in Higher Education. University of Free State, Bloemfontein.
- Mason, J.** (2002a). *Qualitative Researching* (2nd Edition). London: Sage Publications.
- Mccloy R. A., Campbell J. P. and Cudeck R.** (1994). A Confirmatory Test of a Model of Performance Determinants. *Journal of Applied Psychology*, 79(4): 493–505
- Miles, M. B. and Huberman, A. M.** (1994). *Data Management and Analysis Methods*. In N.K. Denzin and Y. S. Lincoln. (Eds). *Handbook of Qualitative Research* (Pp. 428-444). Thousand Oaks, Ca: Sage Publications.
- Molefe, G. N.** (2010). Performance Measurement Dimensions For Lecturers At Selected Universities: An International Perspective. *South Africa Journal of Human Resource Management*, 8:1.
- Mondy, R. W., Noe, R. M. and Premeaux, S. R.** (2002). *Human Resource Management* (8th Ed). Upper Saddle River, New Jersey: Pearson Prentice-Hall.
- Olufemi, A. J.** (2009). An Evaluation of Human Resource Management (HRM) Practices in Nigerian Universities: The Impact of Size. *The Social Sciences*, 4, 494-498.
- Pfeffer, J. and Veiga, J. F.** (1999). Putting People First for Organizational Success. *Academy of Management Executive*, 13(2), 37–48.
- Redman, T. and Wilkinson, A.** (2009). *Human Resource Management: Text and Cases* (3rd Ed.) New York: Prentice Hall/Financial Times.
- Robbins S. P., Odendaal A., and Roodt G.** (2007). *Organisational Behaviour – Global and South African Perspective*. South Africa: Pearson Education.
- Russell, J. S., Terborg, J. R. and Powers, M. L.** (1985). Organisational Performance and Organisational Level Training and Support. *Personnel Psychology*, 38: 849 - 863.
- Schon, D. A.** (1987). *Educating The Reflective Practitioner: Toward A New Design In Teaching And Learning In The Professions*. San Francisco: Jossey-Bass.
- Seale C., Gobo G., Gubrium J. F. and Siverman D.** (2004). *Qualitative Research Practice*. London: Sage Publications Ltd.
- Shahzad K., Bashir S. and Ramay. M. I.** (2008). Impact of HR Practices on Perceived Performance of University Teachers in Pakistan. *International Review of Business Research Papers*. 4(2), 302-315.

- Shahzad K., Sarmad M., Abbas M. and Khan M. A.** (2011). Impact of Emotional Intelligence (EI) On Employee's Performance in Telecom Sector of Pakistan. *African Journal of Business Management*, 5 (4), 1225-1231.
- Smeenk S., Teelken C. Eisinga R. and Doorewaard H.** (2008). An International Comparison of the Effects of HRM Practices and Organizational Commitment on Quality of Job Performances among European University Employees. *Higher Education Policy*, 21 323 - 344.
- Spitzer, D. R.** (2007). *Transforming Performance Measurement: Rethinking the Way We Measure and Drive Organisational Success*. New York: Amacom.
- Tessema, M. and Soeters, J.** (2006). Challenges and Prospects of HRM in Developing Countries: Testing the HRM-Performance Link in Eritrean Civil Service. *International Journal of Human Resource Management*, 17(1), 86-105.
- White, A.** (2008, 15th April). Managing Academic Performance: Understanding Development. In *The Academic Environment. Guardian News and Media Limited*, Pp. 1–29.
- Williams, R. S.** (2002). *Managing Employee Performance – Design and Implementation in Organizations*. Australia: Thompson Learning.
- Wright, P. M. and McMahan, G. C.** (1992). Theoretical Perspectives for Strategic Human Resource Management. *Journal of Management*, 18(2), 295-320.
- Wright P. M., Gardner T. M., Moynihan L. M. and Allen M. R.** (2005). The Relationship Between HR Practices and Firm Performance: Examining Causal Order. *Personnel Psychology*, 58, 409–446.