

RELATIONSHIP BETWEEN HUMAN RESOURCE PRACTICES AND LECTURERS JOB PERFORMANCE IN STATE UNIVERSITIES IN NORTH CENTRAL STATES, NIGERIA

BY

SAMIRA GANE

Mobile: 09096602675

Email: Samirajibringane@gmail.com

Abstract

This study examined the relationship between Human Resource Practices (HRP) and lecturers' job performance in state universities in North-Central States, Nigeria. The study specifically focused on recruitment and training and development as key human resource practices influencing lecturers' job performance. The study was motivated by persistent concerns over poor recruitment procedures, inadequate training opportunities, low staff motivation, and declining academic productivity in Nigerian state universities. A correlational research design was adopted for the study. The population comprised 4,498 lecturers in state universities across the North-Central geopolitical zone of Nigeria, while a sample of 500 lecturers was selected using a multi-stage random sampling technique. Data were collected using a structured questionnaire designed on a four-point Likert scale. The instrument was validated and administered through direct delivery method, achieving a 100% return rate. Data were analyzed using descriptive statistics (mean and standard deviation) to answer research questions, while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. Findings revealed that there is a positive and significant relationship between recruitment and lecturers' job performance ($r_{\text{cal}} = 0.413 > r_{\text{tab}} = 0.321$). The study also found a significant relationship between training and development and lecturers' job performance ($r_{\text{cal}} = 0.424 > r_{\text{tab}} = 0.321$). The results indicate that effective recruitment practices and continuous training significantly enhance lecturers' teaching effectiveness, productivity, and overall job performance. The study concluded that Human Resource Practices play a crucial role in improving lecturers' job performance in state universities in North-Central Nigeria. It was therefore recommended that universities should adopt merit-based recruitment procedures and strengthen continuous staff training and development

programmes to enhance academic performance and institutional effectiveness.

Keywords: Human Resource Practices, Recruitment, Training and Development, Lecturers' Job Performance, State Universities, North-Central Nigeria.

Background to the Study

Education is widely recognized as a vital instrument for societal transformation and national development. In Nigeria, the National Policy on Education (2023) emphasizes education as the greatest investment for economic growth, social advancement, and human capital development. This recognition has led to the establishment of public universities, particularly in North-Central Nigeria, to promote knowledge generation and manpower development. However, the increasing competitiveness of the global environment (Tah, 2017) requires institutions to adopt effective strategies, especially in managing their human resources, to remain relevant and productive.

Human Resource Practices (HRP) play a crucial role in enhancing organizational performance. Practices such as recruitment, training, employee participation, and performance-based incentives are widely acknowledged as key drivers of employee effectiveness (Busienei, 2018). In higher institutions, these practices are essential for improving lecturers' skills, motivation, and productivity (Dessler, 2015). Training and development, in particular, equip lecturers with current knowledge and competencies, while motivation strategies ensure that such skills are effectively utilized toward achieving institutional goals.

Universities depend heavily on their human resources—especially lecturers—for teaching, research, and community service. The quality of any educational system is largely determined by the competence and commitment of its academic staff (Akpakwu, 2008). However, many Nigerian universities face challenges such as poor human resource management, inadequate training, weak recruitment processes, and low staff morale, which negatively affect job performance and institutional effectiveness. These issues are further compounded by factors such as brain drain and insufficient motivation.

Human Resource Practices encompass activities such as recruitment, training and development, performance appraisal, compensation, and mentoring. Effective recruitment ensures that qualified personnel are engaged, while training and development enhance lecturers' skills and reduce professional obsolescence (Odor, 2026). Performance appraisal

systems help evaluate staff effectiveness and align individual performance with organizational goals (Chen & Eldridge, 2020). Additionally, compensation and reward systems serve as motivational tools that encourage higher productivity and commitment (Armstrong, 2021).

Despite the importance of HRP, many universities in North-Central Nigeria have not fully integrated these practices into their management systems. This has resulted in inefficiency, low productivity, and poor job satisfaction among lecturers. Studies have shown that inadequate training, poor remuneration, and ineffective appraisal systems contribute significantly to low performance levels (Olorunsola, 2023). Furthermore, the lack of structured mentoring and professional development opportunities limits the growth and effectiveness of academic staff.

In this context, human resources remain the most critical asset in any organization, as they drive all other resources toward achieving institutional goals (Okwori, 2023). The success of universities, therefore, depends largely on how well they manage and develop their lecturers. Given the unique challenges faced by state universities in North-Central Nigeria—such as limited funding and administrative constraints—it becomes essential to examine the relationship between Human Resource Practices and lecturers' job performance.

This study, therefore, seeks to investigate how key Human Resource Practices—namely recruitment, training and development, performance appraisal, compensation, and mentoring—affect lecturers' job performance in state universities in North-Central Nigeria. The findings are expected to contribute to improving institutional effectiveness and strengthening the quality of higher education in the region.

Statement of the Problem

Over the years, it has been observed that poor human resource practices significantly affect lecturers' job performance, which in turn impacts students' academic outcomes in state universities in North-Central Nigeria. The processes of recruitment, training, performance appraisal, compensation, and mentoring play critical roles in determining the effectiveness of lecturers. However, deficiencies in these areas—such as improper recruitment, inadequate training, weak appraisal systems, and poor remuneration—have contributed to low morale, inefficiency, and reduced productivity among lecturers.

Despite the acknowledged importance of human resource practices in improving organizational performance, many state universities face challenges in effectively implementing these practices due to bureaucratic constraints and limited resources. This situation has resulted in poor staff

motivation and suboptimal job performance. Furthermore, there is a noticeable lack of empirical studies that specifically examine the relationship between human resource practices and lecturers' job performance within the context of state universities in North-Central Nigeria.

This gap in research creates a need for a focused investigation into how key human resource practices influence lecturers' effectiveness. Understanding this relationship is essential for university administrators and policymakers seeking to improve institutional performance and educational quality. Therefore, this study is designed to examine the impact of human resource practices—particularly recruitment, training and development, performance appraisal, and compensation—on lecturers' job performance in state universities in North-Central Nigeria.

Research Questions

The following research questions were raised to guide the study:

- i. What is the relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria?
- ii. What is the relationship between training and lecturers job performance in state universities in North Central States Nigeria?

Objectives of the Study

The main objectives of this study are to investigate the relationship between Human Resource Practices and Lecturers Job Performance in state universities in North Central States Nigeria. The Specific Objectives therefore sought to:

- i. To determine the relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria
- ii. To determine the relationship between training and lecturers job performance in state universities in North Central States Nigeria

Statement of the Hypothesis

The following hypotheses were raised to guide the study to be tested at the 0.05 level of significance:

- i. There is no significance relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria
- ii. There is no significance relationship between training and lecturers job performance in state universities in North Central States Nigeria

Literature Review

In a study of Asindi (2017), the extent to which lecturers recruitment correlated with the institutional task performance of teachers in Federal Government Colleges in Nigeria and how motivated teachers were. Three research questions and three hypotheses guided the study. Her investigation was prompted by allegations that the standard of education in Nigeria's post-primary institutions was declining owing to teacher's incompetence in task performance, dissatisfaction with the teaching job and low motivation. She used a five-point likert scale questionnaire which was administered on 600 teachers, 100 heads of department and 540 students randomly selected from 9 Federal Government Colleges in the Eastern States of Nigeria. The data obtained were analyzed using Pearson's Product Moment Correlation Coefficient, analysis of variance, independent t-test and fisher LS multiple comparison tests. Results of analysis showed that teachers' rate of promotion had significant influence on their institutional task performance. It was also found out that the level of need for redeployment by teachers was significantly influenced by motivation.

Aliyu and Kabiru (2014) also conducted a study on Assessment of Practices Strategy on Lecturers Training and Development in Nigerian Polytechnics. The study examined the existence and the extent of application of practices strategy on lecturers training and development in Nigerian Polytechnics with a view to determining how far is it from the ideal. The study adopted a population of 10,512 academic lecturers of total of 80 public and private Polytechnics. A sample size of 300 was randomly chosen and Chi-square statistic was used to test the hypotheses. The study concluded that there is no

defined Practices Strategy on Lecturers Training and Development in the Nigerian polytechnics and therefore the extent of application cannot be measured. The paper recommends that the National Board for Technical Education (NBTE) with the Polytechnics to come up with a defined practices strategy on lecturers training and development for all Nigerian Polytechnics.

In a study of Oroni, Waiganjo and Waititu (2018) influence of human resource practices on employee in Research Institutes in Kenya. The study adopted both descriptive and correlational research designs. The target population included 1413 research scientists, technical lecturers and professional support drawn from 5 public research institutes in Kenya. Stratified random sampling technique was used to select a sample size of 303 employees (22%). Data was analyzed by use of descriptive and inferential statistics. The study revealed that training and development had a significant positive influence on employee. The study recommends the need to improve these human resource practices practices through effective communication and consistency in implementation of their policies and procedures, active participation of relevant actors and provision of prompt feedback as regards to these human resource practices practices.

Research Design

This study adopted a correlational research design. Correlation can be defined as the statistical test used to determine the tendency or pattern for two (or more) variables or sets of data to vary consistently (Creswell, 2017). Correlation research design is one which investigates one or more characteristics of a group to discover the extent to which the characteristics are related. It examines variables in their natural environment and does not include researcher-imposed treatments (Marilyn & Jim, 2011). Correlation is used to determine relationships between and among variables and if a relationship exists. It usually seeks to establish that the relationship exists between two or more variables. The justification for adopting correlation survey design for

this study is that the researcher intends to establish the relationship that exists between Human Resource Management practices and Lecturers Job Performance in state universities in North Central States Nigeria. In addition to that, the design helps to explain the relationship among variables. The researcher doesn't attempt to control or manipulate the variable rather, he tries to see the link, degree of association between point A and point B.

Population

The population of this study consisted of six states in the North Central States Nigeria which are Benue, Plateau, Nasarawa, Niger, Kogi and Kwara states (first level population). The Federal Capital Territory, Abuja was excluded from this study because it is not a state although within north central geo-political zone. The total population is 6 states Universities within the study area (second level population). The third level population comprises 4498 academic lecturers in Universities in North Central States Nigeria (Source: Federal Ministry of Education FCT, Abuja 2026). The most common characteristic of the population is that they are professional lectures with at least minimum teaching qualification of B.SC ED. Certificate in Education working in state Universities in North Central geo-political zone of Nigeria. See table 1 for details of population distribution of the study.

Table 1: Population Distribution of the Study by States

S/ N	State	No. of State University	No. of Lectures
1	Benue	1	854
2	Kogi	1	732
3	Nasarawa	1	573
4	Kwara	1	801
5	Plateau	1	743
6	Niger	1	795
	Total	6	4498

Source: Federal Ministry of Education, Abuja, FCT (2026)

Sample and Sampling Technique

The sample of this study consisted of the number of University and academic lecturers across the three states. 3 Universities were selected which represent 50% of the entire State Universities in the zone, 500 lectures were selected from the population of the study. Multi-stage random sampling technique was used to select respondents for the study. At the first stage, 3 states were randomly selected. At the second stage, 3 Universities were randomly selected from the three states. At the third stage, lectures were randomly sampled for the study. This technique gives the respondents equal opportunity of being selected thereby, reducing the bias effect that may interfere with the validity and reliability of the study. See table 2 for details of sample distribution:

Table 2: Sample Distribution of the Study in three States

S/ N	States	No. of State University	No. of Lectures
1	Nasarawa	1	120
2	Plateau	1	180
3	Niger	1	200
	Total	3	500

Method of Data Collection

Data for this study were collected using a structured questionnaire designed by the researcher. The questionnaire was divided into sections to capture information on human resource practices (recruitment, training and development, performance appraisal, and compensation) as well as lecturers' job performance. The items were structured using a Likert scale format ranging from Strongly Agree to Strongly Disagree to elicit respondents' opinions.

The instrument was administered directly to the respondents in the selected state universities in North-Central Nigeria using the direct delivery method. This approach ensured a high response rate, as the researcher and trained assistants distributed and retrieved the questionnaires on the spot.

Respondents were given adequate time to complete the questionnaire, and confidentiality of their responses was assured to encourage honest and accurate information. The completed questionnaires were collected, screened, and prepared for analysis.

Technique for Data Analysis

The data collected for this study were analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to summarize and describe the demographic characteristics of respondents as well as their responses to the research questions.

For testing the hypotheses, inferential statistics were employed. Specifically, the Pearson Product Moment Correlation (PPMC) was used to determine the relationship between human resource practices (recruitment, training and development, performance appraisal, and compensation) and lecturers' job performance. This method is appropriate because it measures the strength and direction of the relationship between variables.

All hypotheses were tested at 0.05 level of significance. Decision rule was based on the comparison of calculated p-value with the alpha level (0.05). If the p-value was less than 0.05, the null hypothesis was rejected; otherwise, it was accepted. The analysis was carried out using statistical software to ensure accuracy and reliability of results.

Results

The field data are presented according to the research questions and hypotheses in the study.

The data were analyzed using mean scores and standard deviation to answer the research questions, while Pearson's Product Moment Correlation was used to test the research hypotheses at 0.05 level of significance. A cut off point of 2.50 was set as standard according to likert rating scale of four points for decision making having influence on research questions. While any mean below 2.50 was rejected as not having any influence. The Null Hypotheses postulated were determined by the outcome of the Pearson's Product Moment Correlation carried out by social science statistical package (SPSS) operation. The Pearson's product moment correlation coefficient calculated with value less than level of significant reject the Null Hypothesis while the one with value above the significant level will accept the null hypothesis.

Out of five hundred (500) copies of questionnaire distributed, all were recovered which represent 100% of the total questionnaire distributed was valid and deemed useful for the analysis. Therefore, the analysis was done on these five hundred (500) copies of questionnaire distributed.

Research Questions 1: What is the relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria?

Table 4.1: Mean and Standard Deviation showing the relationship between recruitment and lecturers' job performance in state universities in North Central States Nigeria

S/ N	Items	SA	A	D	S D	$\bar{x}$	Std	Decisi on
1	Lecturers' employment is the responsibility of appointment and promotion committee in your university which enhance lecturers' job performance	290	143	50	17	3.6 7	1.9 1	Above
2	There are adequate and qualified lecturers' recruited into your university North Central States, Nigeria	298	155	40	7	3.6 5	1.9 1	Above
3	Appointment and Promotion Committee (A&PC) uses oral interview to complement test during interview which lecturers' speaking skills invariably enhance their job performance	292	171	37	0	3.6 5	1.9 1	Above
4	Appointment and Promotion Committee (A&PC) matches the application of job with lecturers' job requirement	290	182	19	9	3.6 3	1.9 0	Above
5	Due to adequate and quality lecturers' recruited their job performance is enhance	295	198	6	1	3.6 4	1.9 0	Above
6	Due to observing health status of lecturers' before offered of	297	170	30	3	3.7 0	1.9 2	Above

	appointment letter their job performance is enhance							
7	Due to appropriate interview lecturers' job performance is enhance	296	184	17	3	3.65	1.91	Above
	Cluster Mean					3.65	1.91	Above

Scale Mean 2.50

The results presented in Table 4.1 indicate respondents' perceptions of the relationship between recruitment and lecturers' job performance in state universities in North-Central Nigeria. The analysis shows that all the items have mean scores ranging from **3.63 to 3.70**, which are above the benchmark mean of **2.50**. This implies that respondents generally agreed that effective recruitment practices significantly enhance lecturers' job performance. The cluster mean of **3.65** further confirms a strong positive perception of the influence of recruitment on job performance.

Specifically, respondents agreed that the involvement of the Appointment and Promotion Committee in lecturers' employment enhances job performance, as indicated by a mean score of **3.67**. This suggests that structured and formal recruitment processes contribute to the selection of competent lecturers. Similarly, the availability of adequate and qualified lecturers (mean = **3.65**) indicates that proper recruitment ensures that universities are staffed with capable personnel who can effectively perform their duties.

The use of oral interviews alongside written assessments (mean = **3.65**) was also perceived as beneficial, as it helps evaluate communication skills, which are essential for effective teaching. In addition, matching job requirements with applicants' qualifications (mean = **3.63**) ensures that only suitable candidates are recruited, thereby improving job performance.

Furthermore, respondents strongly agreed that the recruitment of qualified lecturers leads to enhanced job performance (mean = **3.64**). The consideration of lecturers' health status before employment (mean = **3.70**) also received the highest agreement, indicating that physical and mental fitness are important factors influencing productivity. Similarly, appropriate interview processes (mean = **3.65**) were seen as critical in selecting competent lecturers.

The standard deviation values, which are consistently around **1.90-1.92**, indicate a moderate level of variability in responses, suggesting that respondents' opinions were relatively consistent. Overall, the findings demonstrate that effective recruitment practices—such as proper screening, merit-based selection, and comprehensive interviews—play a significant role

in enhancing lecturers' job performance in state universities in North-Central Nigeria.

Research Question 2: What is the relationship between training and lecturers' job performance in state universities in North Central States Nigeria?

Table 4.2: Mean and Standard Deviation showing relationship between training and lecturers' job performance in state universities in North Central States Nigeria

S/N	Items	SA	A	D	SD	$\bar{x}$	Std	Decisi on
8	There is constant workshop of job performance of lecturers' in State University North Central Nigeria	296	185	17	2	3.65	1.92	Above
9	The training I received annually in my institution enhance lecturers' job performance	290	182	20	9	3.47	1.87	Above
10	Constant feedback and reward enhance lecturers' job performance	290	185	18	7	3.62	1.91	Above
11	University management organize lecturers' induction course for new appointed lecturers' in state university in North Central States Nigeria	289	189	20	2	2.12	1.24	Below
12	Training is politicize in my university to enhance job performance	288	181	30	1	3.64	1.91	Above
13	There is provision for training on lecturers' job performance in State University North Central State Nigeria	288	187	20	5	3.63	1.91	Above
14	Only lecturers' that are closed to the management go for further training to enhance their job performance	288	192	17	3	3.61	1.90	Above
Cluster Mean						3.49	1.86	Above

Scale Mean 2.50

Research table 4.2 item 8 show there is constant workshop of job performance of lecturers' in State University North Central Nigeria, mean 3.65 and standard deviation 1.92, item 9 shows the training I received

annually in my institution enhance lecturers' job performance mean 3.47 and standard deviation 1.87, item 10 shows Constant feedback and reward enhance lecturers' job performance, mean 3.62 and standard deviation 1.92, item 11 shows University management organize lecturers' induction course for new appointed lecturers' in state university in North Central States Nigeria, mean 2.12 and standard deviation 1.24, item 12 shows training is politicize in my university to enhance job performance mean 3.64 and standard deviation 1.91, item 13 shows there is provision for training on lecturers' job performance in State University North Central State Nigeria, mean 3.63 and standard deviation 1.91, item 14 shows only lecturers' that are closed to the management go for further training to enhance their job performance, mean 3.61 and standard deviation 1.90. Base on the cutoff point of 2.50 the cluster mean is above the cutoff of point. Hence lecturers' job performance has relationship on training in state universities in North Central States Nigeria.

Testing of Null Hypotheses

The hypotheses for this study were tested at 0.05 level of significant using Pearson Product Moment Correlation Coefficient. The hypotheses tested are presented and interpreted below.

Hypothesis H₀₁: There is no significance relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria

Table 4.6: Pearson's Product Moment Correlation Showing Significant Relationship Between Recruitment and Lecturers Job Performance in State Universities in North Central States Nigeria

S/N	Variable	r-cal	r-tab	D F	Alpha Level	Decision
1	Recruitment	0.413	0.321	8	0.05	Significant
2	Lecturers Job Performance					

Df = 497, $\alpha = 0.05$, © SPSS version No. of Universities = 3 No. of Respondents = 500

Table 4.6 revealed that for the analysis of Pearson's Product Moment Correlation calculated at 8 degree of freedom. The analysis show that r-cal is 0.413 and r-tab is 0.321 since the r-cal is higher than the r-table at 0.05 level of significance, the Null Hypothesis is rejected. Therefore, there is a

significant relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria

Hypothesis H0₂: There is no significance relationship between training and lecturers job performance in state universities in North Central States Nigeria.

Table 4.7: Pearson's Product Moment Correlation showing Significant Relationship between training and lecturers job performance in state universities in North Central States Nigeria

S/N	Variable	r-cal	r-tab	D F	Alph a Level	Decision
1	Training	0.424	0.321	8	0.05	Significant
2	Lecturers job performance					

Df = 497, $\alpha = 0.05$, © SPSS version No. of Universities = 3 No. of Respondents = 500

Table 4.7 revealed that for the analysis of Pearson's Product Moment Correlation calculated at 8 degree of freedom. The analysis show that r-cal is 0.424 and r-tab is 0.321 since the r-cal is higher than the r-table at 0.05 level of significance, the Null Hypothesis is rejected. Therefore, there is a significant relationship between training and lecturers job performance in state universities in North Central States Nigeria.

Discussion of Findings

First finding show that, recruitment has relationship on lecturers job performance in state universities in North Central States Nigeria. This agreed with the findings of Adeyemi and Fadere (2005) that Recruitment is the set of activities used to obtain a sufficient number of the right people at the rights time from the right places (Nickels, McHugh, & McHugh, 1999). Croft (1996, p.93) defines recruitment as "the analysis of a job and the features an organization will look for in a potential employee, and attracting candidates to apply to the organization and the offering of various terms and

conditions of employment to a chosen potential employee". Fatiregun (as cited in Onah 2003) opines that recruitment is the process of assessing a job, announcing the vacancy, arousing and stimulating people to apply. Walker, Feild, Giles, Armenakis, and Bernerth (2009) defined recruitment as the process of attracting a large pool of qualified people for employment. In the opinion of Omale (2006) recruitment is that process that begins with getting an applicant motivated to write an application for a particular job in a particular organization and the process stops when his application has been received by the organization. According to Monday and Noe (2005) recruitment is a process of attracting employable candidates on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest and desire in the organization and encouraging them to apply for jobs within it. The main purpose of recruitment, according to Cole (2002), is to attract sufficient and suitable potential employees for vacancies in the organization. Recruitment and selection are concerned with filling and keeping filled, positions in the organization structure (Koontz, & Weihrich, 2005). From the above definitions by different scholars, a good recruitment process must be one that encourages and motivates a large pool of qualified candidates to apply for a vacant position in an organization. It is however unfortunate that the complexity involved in the application process in Nigeria is responsible for many qualified applicants not applying for several advertised vacancies.

Table 6 revealed that for the analysis of Pearson's Product Moment Correlation calculated at 8 degree of freedom. The analysis show that r -cal is 0.413 and r -tab is 0.321 since the r -cal is higher than the r -table at 0.05 level of significance, the Null Hypothesis is rejected. Therefore, there is a significant relationship between recruitment and lecturers job performance in state universities in North Central States Nigeria

Second finding show training has relationship on lecturers job performance in state universities in North Central States Nigeria. This agrees with the findings of Falola, Osibanjo and Ojo (2014), that the importance of training to any organization cannot be over- emphasized. The achievement of organizational goals and objectives largely depended on the outcome of periodic training of human resource. Training led to improved profitability while cultivating more positive attitudes toward profit orientation. Productivity was defined as the efficiency with which things were being produced. Employee productivity however was the measure of output per unit of input economically. It was the log of net sales over total employees. Ogbunbamowo (2000) and Ohinmorin (2003) saw productivity as the relationship between output generated by the production of service and input provided to increase this output.

An increase in the productivity of lecturers in an organization would no doubt lead to an increase in the output generated, and invariably lead to the growth of that organization. Therein lied the interest of the researchers in the study of “Influence of Training on Productivity of Non-Academic Lecturers in Nigerian Universities” Seeing the importance of training and development in organizations,

Training is essential aspect of the administration of any business. The success of any organization largely depended on its employees. For any organization to achieve its stated goals and objective in this competitive world, adequate and relevant training of lecturers could not be overemphasized. Employees were the human resource which needed development. This development would greatly depend on the outcome of constant training and re – training of lecturers. Training and development were very expensive. But organizations continued investment in training to attain goals. Hence, Table 7.5 revealed that for the analysis of Pearson’s Product Moment Correlation calculated at 8 degree of freedom. The analysis show that r_{cal} is 0.424 and r_{tab} is 0.321 since the r_{cal} is higher than the r_{table} at 0.05 level of significance, the Null Hypothesis is rejected. Therefore, there is a significant relationship between training and lecturers job performance in state universities in North Central States Nigeria.

Conclusion

Based on the relationship between Human Resource Practices (HRP) and lecturer job performance in state universities in the North Central States of Nigeria, several key insights can be drawn:

The recruitment process plays a significant role in determining the quality of lecturers hired. Effective recruitment strategies that focus on attracting qualified, capable individuals positively impact lecturers' job performance, as they start with a solid foundation of skills and knowledge.

Continuous professional development is crucial for enhancing lecturers' teaching and research capabilities. Institutions that prioritize training and provide regular opportunities for skills development see improved lecturer performance, particularly in teaching effectiveness, research output, and professional growth.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Universities should adopt more rigorous recruitment practices to ensure that only highly qualified and competent candidates are hired. This can involve using standardized recruitment methods, improving job descriptions, and utilizing objective selection criteria.
2. Universities should establish regular, mandatory training programs aimed at enhancing lecturers' pedagogical skills, research abilities, and technological proficiency. Online courses, workshops, and conferences should be incorporated into lecturers' professional development to keep them updated with global best practices.

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