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HUMAN CAPITAL MANAGEMENT PRACTICES AND EMPLOYEES' JOB PERFORMANCE IN EDUCATION DISTRICTS IN LAGOS STATE

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Abstract
This study investigated the relationship between human capital management practices and employees' job performance in Education Districts in Lagos State. Three research questions and three hypotheses guided this study. A quantitative research design was employed in this study. Data were collected in this study using a structured questionnaire titled "Human Capital Management Practices and Employees' Job Performance Questionnaire" (HCMPEJPQ). The sample for this study consisted of 238 employees who were selected from a population of 503 using a proportionate stratified random sampling technique. Data collected were analysed using descriptive statistics (mean and standard deviation) and Pearson product moment correlation at 0.05 level of significance. The findings showed that training, mentoring and employees' engagement did not have a significant relationship with employees' job performance in Education Districts in Lagos State. These results suggest that, within the study context, human capital management practices examined do not significantly influence how employees perform their duties. The study concluded that other factors beyond training, mentoring, and engagement may be responsible for variations in employees' job performance in education districts in Lagos State. It is therefore recommended that management should re-evaluate the design and implementation of these practices and also focus on other critical organisational factors to improve performance outcomes.
Keywords: Employees' engagement, Employee's job performance, Human capital management practices, Mentoring and Training

Introduction
Employees are valuable assets in any organisation, playing a major role in the attainment of the organisational goals and objectives. Organisations usually focus on aligning the performance of the employee with their strategic goals to ensure overall effectiveness. This is because the success of every organisation depends very much on employees' performance. Improvement of the performance of employees is not only beneficial for the organisation, but also for the employees themselves as with good performance, a greater level of employees' career development can be attained (Siahaan, Gultom & Lumbanraja, 2016). Job performance can be defined as the extent to which output of employees meet general organisational expectations. Job performance reflects the contributions of employees to the organisational goals, and it is often measured using task performance and contextual performance.

Task performance comprises job-specific behaviours that reflect the core responsibilities outlined in a job description. It is largely influenced by employees' ability and prior experience, and includes activities such as goal setting, planning, organising, supervising daily tasks, and motivating subordinates to achieve organisational objectives (Tripathy, 2014). Task performance refers to how effectively and efficiently employees carry out their responsibilities in achieving organisational goals. Contextual performance, also known as extra role performance is defined as discretionary behaviours on the part of an employee that are believed to directly promote the effective functioning of an organisation without necessarily directly influencing an individual employees' performance. They include activities such as volunteering for extra work, helping others in executing difficult tasks, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for development, abiding by the prescribed rules and

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regulations, and supporting organisational decisions for a better change. These activities are common to most jobs and are less role-prescribed which is in support of the organisational, social and psychological environment where task performance takes place**.** Employees expect systems that support their human capital development and in the absence of these, they may experience inefficiencies in human capital management practices which include training, mentoring and employees engagement which may hinder their performance.

Human Capital Management (HCM) is a strategic organisational variable that significantly influences employee performance. It refers to a set of strategic activities and practices adopted by organisations to maximise employees' potentials and achieve organisational goals. It is widely recognised as a fundamental driver of organisational progress, enabling institutions to attain desired outcomes through the effective utilisation of human resources. HCM practices cover a wide range of components, including employee training, career development, promotions, performance management, coaching, mentoring, and organisational development initiatives (Onyekwelu & Nwoke, 2021). It also acknowledges that employees differ in terms of skills and capabilities, and therefore, strategic investment in their development can significantly enhance both individual performance and overall organisational success. The lifecycle of employees includes a variety of important tasks that keep them motivated, from recruitment to onboarding, training, monitoring goals and performance, retention and talent management. This study focuses on the organisational aspects of HCM practices which includes training, mentoring and employees' engagement.

Organisations, over the years, have introduced training strategies to enhance better employee performance at work and increase their productivity. Training is a systematic restructuring of behaviour, attitude and skills through learning: education, instruction and planned experience. It is designed to change or improve the behaviour of employees in the workplace so as to stimulate performance and assist the organisation achieve its short and long term objectives by adding value to its human capital. Training programmes are usually need-based because they are undertaken to fill some knowledge gap within an organisation. It is the systematic application of formal processes to help people to acquire the knowledge and skills necessary for them to perform their jobs satisfactorily (Armstrong, 2020). Thus, training is one of the most effective tools to enhance the employee performance and to achieve the organisational objectives and goals effectively and efficiently (Afroz, 2018; Garavan, Carbery, & Rock, 2020). On the other hand, in most organisations training availability is low. Many companies' try to hire and retain skilled and educated employees because work-specific training can become a burden in time and resources (Anam, Rashid, & Alam, 2013).

Mentoring as another key component of HCM practices serve as a strategic tool for fostering professional development, enhancing performance and sustaining organisational growth. Mentoring is a transactional process of transmitting information, advice, support and expertise from an experienced to a less experienced individual which includes building and maintaining a professional network, increasing competence and self-esteem of employees. It consists of sharing experience, listening with empathy, developing insight through reflection and professional friendship in the organisation (Sachdeva & Malhotra, 2015). Employees who are mentored tend to stay longer with the organisation, as they feel nurtured and valued, and this builds a desire for them to give back, thereby contributing to the overall success and growth of the organisation. Mentoring facilitates the identification of areas for development among individuals and offers them essential feedback and direction to cultivate novel abilities and competences (Ojeaga & Okolocha, 2020).

Employee engagement is also a vital component of HCM practices that captures the emotional commitment and discretionary effort that employees invest in achieving organisational objectives. It refers to an employee's positive emotional attachment and commitment to the organisation where he works and their values. It is characterised by the presence of workers at workplace, fulfillment of responsibilities, leadership relationship with workers, leadership consideration of workers as focal points for organisational performance and plays a vital role on employees' performance such that the organisation can improve the performance of its employees through efforts to increase employee engagement. This was supported by Chang, Chen, Chuang and Chou

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(2019) who stated that employees' engagement can create success for the organisation, one of which is through improving employee performance. Employees that are engaged in their workplace usually have a high workplace awareness and want to play an extra role for their performance in the organisation, this definitely helps breed employees who are skilled, capable, and have high work performance and great responsibility to the workplace (Knotts & Houghton, 2021). Given the importance of these variables on the performance of employees, this study investigated the relationship between human capital management practices and employees' job performance in Education Districts of Lagos State.

Statement of the Problem

Education districts are known for managing and coordinating educational affairs at the local levels and they are responsible for the day-to-day operations of schools within their jurisdictions. From experience, Education districts employees in Lagos State are facing significant challenges with their job performance in relation to job stress exhibited by human capital management practices. Human capital management practices seem to have resulted in diminished task performance and contextual performance and this may have affected the attainment of the districts' goals. Specifically, when employees experience poor HCM practices, their task performance which includes meeting deadlines, carrying out specific technical activities, maintaining accurate records and ensuring compliance may decline. Also, their contextual performance which includes teamwork, voluntary assistance, and proactive problem-solving, may also suffer. Conversely, lack of HCM practices can lead to decreased morale and diminished overall performance. Empirical evidence also suggests that poor human capital management practices may reduce employees' morale and performance. Nageri (2025) observed that organisations lacking training and engagement practices often experience low employees' commitment, reduced efficiency, poor teamwork, and declining organisational outcomes. Despite various interventions to improve the performance of Education Districts in Lagos State, issues relating to human capital management seem to persist, affecting employees' ability to perform optimally. If these challenges remain unaddressed, the overall quality of education administration in the state may continue to suffer. It is as a result of these that this study investigated the relationship between job performance of employees and human capital management practices in Education Districts of Lagos State.

Objectives of the Study

The main objective of this study was to investigate the relationship between human capital management practices and employees' job performance in Education Districts of Lagos State. Specifically, this study sought to:

1. determine how training relates to employees' job performance in Education Districts of Lagos State;
2. assess the relationship between mentoring and employees' job performance in Education Districts of Lagos State; and
3. ascertain the relationship between employees' engagement and their performance in Education Districts of Lagos State.

Research Questions

The following questions guided the study.

1. What is the relationship between training and employees' job performance in Education Districts of Lagos State?
2. Which relationship exist between mentoring and employees' job performance in Education Districts of Lagos State?
3. What is the relationship between employees' engagement and their performance in Education Districts of Lagos State?

Research Hypotheses

The following null hypotheses were tested in this study:

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1. There is no significant relationship between employees' training and their job performance in Education Districts of Lagos State.
2. Mentoring and employees' job performance in Education Districts of Lagos State are not significantly related.
3. There is no significant relationship between employees' engagement and their job performance in Education Districts of Lagos State.

Methodology

This study adopted descriptive and correlational survey designs. The population comprised 503 senior administrative employees (Grade Levels 8 and above) across the six districts. Using Slovin's formula, a sample of 222 was calculated and increased to 254 for better representation. Proportionate stratified random sampling, with Bowley's proportional allocation, was used to select participants from each district. Data were collected using a structured questionnaire titled "Human Capital Management Practices and Employees' Job Performance Questionnaire" (HCMPEJPQ**),** adapted from validated instruments by Scandura and Ragins (1993), Goodman and Svyantek (1999), Schaufeli et al. (2002) and Noe (2017). The questionnaire included sections on demographics and employees' job performance, using a four-point Likert scale ('Strongly Agree' to 'Strongly Disagree'). Face and content validity of the questionnaire were established through expert review, and its reliability was confirmed via a pilot study with 30 administrative officers, yielding a Cronbach's alpha of 0.82. The copies of the questionnaires were administered by trained research assistants, achieving a 93.7% response rate. Descriptive statistics (mean and standard deviation) was used to summarise the data, while Pearson Product Moment Correlation statistic was used to test all the hypotheses at 0.05 significance.

Results

Research Hypothesis One: There is no significant relationship between employees' training and their job performance in Education Districts of Lagos State

Table 1: Training and Employees' Job Performance

Variables	Mean	S.D	N	df	R	p-value	Remarks
Training	14.26	4.14					
			238	236	-.084	.195	H_{o1} not rejected
Employees' Job Performance	36.58	8.64					

Analysis in Table 1 shows the result of Pearson Product Moment Correlation in determining the significant relationship between training and employees' performance. The information in the table shows that r = -.084; N = 238 and p-value = .195 > .05 level of significance. This implies that the null hypothesis is not rejected. The correlation coefficient indicates a very weak and negative relationship between training and employees' performance. Hence, there is no significant relationship between training and employees' performance in Education Districts of Lagos State.

Research Hypothesis Two: There is no significant relationship between mentoring and employees' job performance in Education Districts of Lagos State

Table 2: Mentoring and Employees' Job Performance

Variables	Mean	S.D	N	df	r	p-value	Remark
Mentoring	13.97	5.60					
			238	236	-.047	.470	H_{o2} not rejected
Employees' Job Performance	36.58	8.64					

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Analysis in Table 2 shows the result of Pearson Product Moment Correlation in determining the significant relationship between mentoring and employees' performance. The information in the Table 2 shows that r = -.047; N = 238 and a p-value of .470 > .05 level of significance. This implies that the null hypothesis is accepted. The correlation coefficient indicates a very weak and negative relationship between mentoring and employees' job performance. Hence, there is no significant relationship between mentoring and employees' job performance.

Research Hypothesis Three: There is no significant relationship between employees' engagement and their job performance in Education Districts of Lagos State.

Table 3: Employees' Engagement and their Job Performance in Education Districts of Lagos State

Variables	Mean	S.D.	N	df	r	p-value	Remark
Employees' Engagement	21.49	4.98					
			238	236	-.039	.552	H_{o3} not rejected
Employees' Job Performance	36.58	8.64					

Analysis in Table 3 shows the result of Pearson Product Moment Correlation in determining the significant relationship between employees' engagement and employees' performance. The information in the table shows r = -.039; N = 238 and a p-value of .552 > .05 level of significance. This implies that the null hypothesis is not rejected. The correlation coefficient indicates a very weak and negative relationship between employees' engagement and employees' performance. Thus, there is no significant relationship between employees' engagement and their job performance.

Discussion of the Findings

The first tested hypothesis showed that training has no significant relationship with employees' job performance, suggesting that training does not significantly influence how employees perform their duties in the study context. This implies that participation in training programmes may not necessarily translate into improved job performance among the employees, possibly due to factors such as the quality, relevance, or implementation of the training received. However, this finding is not consistent with the study by Yimam (2022) who found that training had a significant positive effect on employees' performance, with key dimensions such as training design, needs assessment, delivery, and evaluation contributing to improved outcomes. Similarly, Halawi and Haydar (2018) reported that training positively influenced employee performance by enhancing skills, improving job satisfaction, and increasing productivity, despite challenges such as limited resources and poor organisational support.

The result of the second hypothesis tested in this study showed that there was no significant relationship between mentoring and employees' job performance, suggesting that mentoring does not significantly influence how employees perform their duties in the study context. This implies that mentoring programmes may not be effectively translating into improved performance. However, this finding is not consistent with the study of Zarghoni and Rasool (2021) which found that mentoring had a significant positive effect on employee performance by enhancing knowledge transfer, career development, and skill acquisition. Similarly, Mnasi, Matoka, and Raphael (2022) found that mentoring practices significantly influenced employee performance, emphasising the role of mentoring in facilitating knowledge transfer and improving workplace outcomes.

The third hypothesis tested in this study showed that employees' engagement and job performance are not significantly related, suggesting that the level of employees' involvement, commitment, or emotional attachment to their work does not significantly influence their performance in the study context. This implies that employees may perform their duties effectively regardless of their level of engagement. However, this finding is not consistent with the study of Sendawula, Nakyejwe Kimuli, Bananuka, and Najjemba-Muganga

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(2018) who found that employees' engagement significantly predicted employees' performance and it was even a stronger predictor than training, indicating that engaged employees tend to perform better. Similarly, Sungmala and Verawat (2021) reported a significant positive relationship between employees' engagement and multiple dimensions of employee performance, concluding that engagement is a key determinant of performance outcomes in organisations.

Conclusion

Human capital management practices are generally expected to enhance employees' job performance in organisations, education districts inclusive. The dimensions of human capital management practices examined in this study included training, mentoring, and employees' engagement. These practices are often designed to improve employees' knowledge, skills, competencies, and commitment, thereby contributing to improved job performance. However, human capital management practices may not necessarily affect employees' job performance if other organisational or individual factors exert a stronger effect on performance outcomes. This suggests that variables such as organisational culture, leadership style, availability of resources, work environment, job satisfaction, or employees' personal attributes may play a more significant role in determining employees' performance in education districts. Nevertheless, based on the findings of this study, it can be concluded that human capital management practices (training, mentoring, and employees' engagement) and employees' job performance are not significantly related in education districts in Lagos State.

Recommendations

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

1. Tutor Generals/Permanent Secretaries should critically evaluate training programmes; ensuring their relevance and alignment with employees' job roles. They should ensure trainings are need-based, continuous, and focused on developing specific competencies required for improved job performance rather than being conducted as routine activities.
2. Tutor Generals/Permanent Secretaries should structure mentoring programmes through proper matching of mentors and mentees, with clear goals, monitoring, and feedback mechanisms. Also, effective mentoring relationships should be encouraged through formal guidelines and periodic evaluation to ensure mentoring contributes meaningfully to employees' development.
3. Managers of the Education Districts should design strategies to promote meaningful engagement, such as recognition systems, participatory decision-making, and supportive work environments that can motivate employees to perform better rather than focusing only on participation or involvement, management.
4. Tutor Generals/Permanent Secretaries should adopt a more integrated approach that combines training, mentoring, as well as engagement of their employees' rather than implementing these human capital management practices in isolation.

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