
**STRATEGIC HUMAN RESOURCE MANAGEMENT AND
ORGANIZATIONAL COMMITMENT IN NIGERIAN UNIVERSITIES
A STUDY OF ACADEMIC AND SENIOR NON-ACADEMIC STAFF IN
NIGERIAN PUBLIC UNIVERSITIES**

***Grema Ali Dapshima, Ph.D.**

Department of Educational Foundations, Faculty of Education University of Agriculture and
Entrepreneurship, P.M.B. 16 Bama, Borno State, Nigeria.

Article Received: 05 July 2026, Article Revised: 25 July 2026, Published on: 12 August 2026

***Corresponding Author: Grema Ali Dapshima**

Department of Educational Foundations, Faculty of Education University of Agriculture and Entrepreneurship, P.M.B.
16 Bama, Borno State, Nigeria.

Doi: <https://doi-doi.org/101555/ijarp.2974>

ABSTRACT

This study re-examines the relationship between Strategic Human Resource Management (SHRM) and organizational commitment among academic and senior non-academic staff in Nigerian public universities. Motivated by the intensifying pressures of global competition, institutional reform, and rising expectations for educational quality, the study investigated how five SHRM dimensions: recruitment and selection, training and development, performance management, compensation and rewards, and employee participation relate to staff commitment. A descriptive cross-sectional survey design was used, drawing 350 academic and senior non-academic staff from Nigerian public universities through a multistage sampling procedure. Data were gathered with a structured, expert-validated instrument (the Strategic Human Resource Management and Organizational Commitment Questionnaire, SHRMOCQ), whose internal consistency was confirmed through Cronbach's Alpha. Descriptive statistics, Pearson correlation, and multiple regression were used to analyze the data at the 0.05 significance level. Respondents rated both SHRM implementation (grand mean = 3.89, SD = 0.61) and organizational commitment (grand mean = 3.95, SD = 0.58) as high. All SHRM dimensions correlated positively and significantly with commitment, with training and development and employee participation standing out as the strongest predictors; together the SHRM dimensions explained just over half of the variance in commitment, supporting rejection of the null hypotheses. The study concludes

that strengthening strategic HR systems is a practical lever for building a more committed university workforce in Nigeria and recommends sustained investment in staff development, transparent recruitment and appraisal systems, equitable rewards, and participatory governance.

KEYWORDS: Strategic Human Resource Management; Organizational Commitment; Academic Staff; Higher Education; Nigerian Universities; Employee Engagement.

1. INTRODUCTION

Higher education institutions are increasingly recognized as engines of economic growth, technological progress, and national development rather than simply places of teaching and knowledge transmission. Universities are now expected to function as strategic organizations that build human capital, generate research, and drive socio-economic transformation. Meeting these expectations depends heavily on how well institutions manage their people, how they attract, develop, motivate, and retain capable academic and administrative staff. This has pushed Strategic Human Resource Management (SHRM) to the center of discussions about institutional effectiveness, sustainability, and employee commitment in contemporary higher education (Armstrong & Taylor, 2023; Paauwe & Farndale, 2017).

SHRM can be understood as the deliberate alignment of human resource policies with an organization's broader strategic goals, with the aim of lifting both individual performance and overall competitiveness. It departs from traditional personnel administration which is largely concerned with routine record-keeping and compliance by taking a longer view of workforce planning: talent acquisition, staff development, performance management, succession planning, reward design, and employee engagement are all treated as levers for achieving institutional objectives. In universities specifically, SHRM shapes how institutions build strong academic teams, sustain research output, and remain competitive in a knowledge economy that rewards institutions able to attract and keep talented people (Bratton & Gold, 2022).

Closely tied to SHRM is the idea of organizational commitment, the psychological bond employee's form with their institution and the extent to which they are willing to stay, contribute, and align themselves with organizational goals. A substantial body of organizational behaviour research links strong commitment to higher motivation, job satisfaction, citizenship behaviour, and productivity, alongside a reduced likelihood of staff wanting to leave (Meyer et al., 2019). In universities, this translates into better teaching,

stronger research output, more institutional stability, and improved outcomes for students. Importantly, commitment is rarely built through pay alone; it tends to grow out of a combination of professional development opportunities, supportive leadership, fair reward structures, inclusive governance, open communication, and genuine room for career growth (Gjr et al., 2025).

Nigerian universities occupy a strategic position in the country's development trajectory, producing skilled graduates, conducting research, and shaping policy. Yet the sector continues to wrestle with persistent human-resource-related difficulties: inconsistent funding, thin professional development opportunities, low remuneration, weak research infrastructure, delayed promotions, heavy workloads, labour disputes, and unstable leadership. These pressures have been linked to falling staff morale, rising turnover intentions, weaker research output, and reduced institutional competitiveness (Federal Ministry of Education, 2021; National Universities Commission [NUC], 2023). The steady outflow of experienced academics to institutions abroad commonly discussed as "brain drain" has compounded these problems, hitting disciplines such as science, engineering, medicine, and technical/vocational fields especially hard, and eroding both teaching capacity and research supervision (UNESCO, 2024; World Bank, 2024).

At the same time, the broader higher education landscape is shifting quickly under the influence of globalization, digital transformation, artificial intelligence, international ranking systems, and evolving labour-market expectations. Academic staff today are expected to weave technology into their teaching, work across disciplinary boundaries, win competitive research funding, publish in high-impact outlets, supervise postgraduate students well, and engage with their communities, a considerably broader remit than in previous decades. Meeting these expectations requires institutional policies that continually build staff competence while cultivating environments that support commitment, creativity, and professional growth. The disruption caused by the COVID-19 pandemic reinforced this point further: institutions that had invested in flexible, resilient HR systems adapted more smoothly to remote teaching and new work arrangements, while many Nigerian universities found existing weaknesses in digital readiness and institutional planning exposed (OECD, 2023; UNESCO, 2024).

Despite a reasonably rich literature on human resource management, employee satisfaction, and leadership within Nigerian universities, relatively few studies have looked closely at how an integrated system of SHRM practices, rather than isolated interventions shapes organizational commitment from an organizational behaviour standpoint. Much existing work

treats recruitment, training, compensation, or appraisal as separate topics, leaving open questions about how these practices function together to shape employees' affective, normative, and continuance attachment to their institutions. Given the pace of change in the sector, there is a clear case for renewed empirical attention to this relationship.

This study responds to that gap by examining how Strategic Human Resource Management relates to organizational commitment among staff of Nigerian universities. It sets out the theoretical grounding for SHRM, reviews relevant practice within higher education, unpacks the dimensions of organizational commitment, and analyzes how strategic HR choices shape staff attitudes and institutional outcomes. The central argument is that universities that deliberately align HR practice with institutional strategy are better positioned to strengthen commitment, sustain performance, retain talent, and contribute more effectively to national development. The findings are intended to be useful to university administrators, policymakers, and researchers working to strengthen institutional governance and workforce sustainability in Nigerian higher education.

1.1 Theoretical Grounding

The study draws on two complementary theories: the Resource-Based View (RBV) and Social Exchange Theory (SET). RBV, associated originally with Barney (1991) and developed further by later scholars, holds that organizations build sustainable competitive advantage through resources that are valuable, rare, difficult to imitate, and well organized. Human resources fit this description particularly well: employees carry knowledge, skill, and experience that rivals cannot simply copy. Applied to universities, RBV frames academic and administrative staff as strategic assets rather than operating costs, implying that investment in recruitment, development, performance management, and retention pays off in institutional competitiveness a case made sharply by the ongoing competition for qualified academics both within Nigeria and internationally.

Social Exchange Theory, developed by Blau (1964), explains commitment as the product of an ongoing, reciprocal relationship between employees and their organization. When staff perceive that the institution treats them fairly, supports their development, and recognizes their contributions, they tend to respond with stronger loyalty, trust, and willingness to go beyond formal job requirements. In the Nigerian university context where funding constraints, heavy workloads, and promotion delays are common this reciprocal dynamic is especially visible: supportive leadership and genuine investment in staff welfare tend to be rewarded with stronger affective commitment, while the absence of such support is more likely to produce dissatisfaction, low morale, and turnover intentions.

Taken together, RBV explains why investing in people is strategically sound, while SET explains the behavioural mechanism through which that investment translates into commitment. This combined lens underpins the study's working assumption that effective SHRM practice: spanning recruitment, training, performance management, compensation, and participation strengthens the affective, continuance, and normative dimensions of organizational commitment, with knock-on benefits for teaching quality, research output, and institutional stability.

1.2 Review of Related Concepts and Evidence

SHRM in higher education typically spans six interlocking practices: strategic recruitment and selection, ongoing training and professional development, performance appraisal, compensation and reward design, employee participation in decision-making, and structured career development (Paauwe & Farndale, 2017; Armstrong & Taylor, 2023). Where these are implemented well, universities tend to see stronger teaching quality, richer research output, and greater institutional adaptability; where they are weak or inconsistent, the effects show up as brain drain, ageing academic workforces, and declining research productivity concerns that Nigerian regulatory bodies have flagged repeatedly (National Universities Commission [NUC], 2023; UNESCO, 2024).

Organizational commitment, for its part, is generally understood through three components: affective commitment (emotional attachment to the institution), continuance commitment (a sense of the costs of leaving), and normative commitment (a felt obligation to stay, often rooted in a sense of institutional support). Universities with strongly committed staff typically report better teaching outcomes, stronger research productivity, and greater institutional stability, whereas weak commitment tends to correlate with absenteeism, low morale, and higher turnover (Alfes et al., 2021; Saks, 2022).

A wide body of empirical work spanning general organizational behaviour research and studies conducted specifically within higher education has found that strategic HR practices raise job satisfaction, organizational trust, and perceived institutional support, all of which feed into stronger commitment. Recruitment that emphasizes fit between the people and the institution, continuous professional development, equitable pay, transparent appraisal, and participatory leadership have each been linked, across multiple studies, to stronger employee attachment and lower turnover intentions. Within Nigeria specifically, however, funding shortfalls, inconsistent HR policy, weak appraisal systems, and limited development

opportunities are frequently cited as constraints that blunt the potential benefits of SHRM, underscoring why strengthening these systems remains a live policy concern.

Reviewing this literature points to three gaps that this study addresses. First, there is limited empirical work treating SHRM as an integrated system rather than a set of separate practices within Nigerian universities specifically. Second, few studies examine how several SHRM dimensions operate jointly, rather than individually, in shaping commitment among academic staff. Third, given how quickly the higher education environment is changing digital transformation, global competition for talent, and shifting workforce expectations, updated Nigerian evidence is needed. This study speaks to all three by examining recruitment, training, performance management, compensation, and participation together as joint predictors of organizational commitment.

1.3 Research Hypotheses

Guided by the foregoing, the study tested the following null hypotheses at the 0.05 level of significance:

H01: Strategic recruitment and selection have no significant influence on organizational commitment in Nigerian universities.

H02: Training and professional development has no significant influence on organizational commitment in Nigerian universities.

H03: Performance management has no significant influence on organizational commitment in Nigerian universities.

H04: Compensation and reward systems have no significant influence on organizational commitment in Nigerian universities.

H05: Employee participation has no significant influence on organizational commitment in Nigerian universities.

H06: Strategic Human Resource Management practices, taken jointly, have no significant influence on organizational commitment in Nigerian universities.

2. MATERIALS AND METHODS

2.1 Research Design

The study used a descriptive cross-sectional survey design, chosen because it allows quantitative data to be gathered from a large group of respondents at a single point in time while examining relationships among variables without manipulating the research setting. This design suited the study's aim of capturing staff perceptions of SHRM practices

recruitment and selection, training and development, performance management, compensation and rewards, and employee participation alongside their level of organizational commitment (Creswell & Creswell, 2018; Saunders et al., 2023).

2.2 Study Setting and Population

The research was carried out in public universities in Nigeria, institutions that anchor the country's teaching, research, and community-service mandate and that face growing pressure to lift institutional effectiveness and global competitiveness despite funding constraints. The target population comprised academic and senior non-academic staff groups directly involved in teaching, research, administration, and institutional governance, and therefore well placed to speak to how SHRM practices such as recruitment, training, appraisal, compensation, and career development are actually implemented. For sampling purposes, an accessible population of 1,500 employees drawn from selected federal and state universities was used.

2.3 Sample and Sampling Procedure

Sample size was calculated using Yamane's (1967) formula for finite populations, yielding a minimum requirement of approximately 316 respondents; this was rounded up to 350 to allow for possible non-response. A multistage sampling approach was used: universities were first selected purposively; respondents were then stratified into academic and senior non-academic staff using proportionate stratified sampling; and, finally, simple random sampling was used to draw participants from each stratum, giving every eligible staff member an equal chance of being included.

2.4 Instrumentation

Data were collected with a structured questionnaire, the Strategic Human Resource Management and Organizational Commitment Questionnaire (SHRMOCQ), organized into three sections. Section A captured demographic information (gender, age, qualification, years of experience, and employment category). Section B measured SHRM practice across five dimensions: recruitment and selection, training and development, performance management, compensation and rewards, and employee participation. Section C measured organizational commitment across its three components: affective, continuance, and normative commitment. All items used a five-point Likert scale running from 1 (Strongly Disagree) to 5 (Strongly Agree).

2.5 Validity and Reliability

Face and content validity were established by three experts in Educational Management and Human Resource Management, whose feedback on clarity, relevance, and coverage was incorporated into the final instrument. Reliability was tested through a pilot study of 30

university employees who did not take part in the main study, using Cronbach's Alpha to assess internal consistency. The resulting coefficients were: recruitment and selection = 0.84; training and development = 0.87; performance management = 0.86; compensation and rewards = 0.82; employee participation = 0.85; and organizational commitment = 0.90, giving an overall instrument reliability of 0.88 comfortably above the threshold generally considered acceptable for social science research.

2.6 Data Collection Procedure

Permission to conduct the study was secured from the management of participating universities. Questionnaires were administered in person by the researcher and trained research assistants. Respondents were briefed on the study's purpose, assured that participation was voluntary, and given adequate time to complete the instrument, after which copies were retrieved immediately to maximize the response rate and minimize non-response bias.

2.7 Data Analysis

Completed instruments were coded and analyzed using SPSS Version 29. Descriptive statistics frequency, percentage, mean, and standard deviation were used to summarize demographic characteristics and to describe SHRM practice and organizational commitment. Pearson Product-Moment Correlation was used to test the strength and direction of the relationship between SHRM and organizational commitment, while multiple regression analysis was used to assess the joint and individual predictive power of the SHRM dimensions. All hypotheses were tested at the 0.05 level of significance.

2.8 Ethical Considerations

The study followed standard ethical practice for social science research. Participants were informed of the study's objectives before data collection, participation was voluntary, and informed consent was obtained from every respondent. No identifying information was collected, ensuring anonymity, and confidentiality was assured throughout. Participants retained the right to withdraw at any point without penalty.

3. RESULTS AND DISCUSSION

3.1 Demographic Characteristics of Respondents

Table 1 summarizes the demographic profile of the 350 respondents.

Table 1. Demographic Characteristics of Respondents (N = 350).

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	218	62.3
	Female	132	37.7
Age (years)	20–30	42	12.0
	31–40	106	30.3
	41–50	121	34.6
	51 and above	81	23.1
Qualification	Bachelor's Degree	48	13.7
	Master's Degree	132	37.7
	Ph.D.	154	44.0
	Other Professional	16	4.6
Experience	1–5 years	56	16.0
	6–10 years	98	28.0
	11–15 years	112	32.0
	16 years and above	84	24.0
Employment Category	Academic Staff	220	62.9
	Senior Non-Academic Staff	130	37.1

Source: Field Survey, 2026.

Male respondents made up the larger share of the sample (62.3%), and most respondents fell within the 41–50 age bracket (34.6%), followed closely by the 31–40 bracket (30.3%) indicating that the sample was drawn predominantly from experienced, mature staff well placed to comment on institutional HR practice. A large proportion held postgraduate qualifications (44.0% held a Ph.D. and 37.7% a Master's degree), pointing to a highly educated respondent pool. Most respondents also had substantial institutional tenure, with 32.0% reporting 11–15 years of service and a further 24.0% reporting 16 years or more. Academic staff accounted for 62.9% of the sample and senior non-academic staff for 37.1%, giving a reasonably balanced mix of teaching and administrative perspectives.

3.2 Descriptive Statistics for SHRM and Organizational Commitment

Table 2 presents the mean scores and standard deviations for the SHRM dimensions and the components of organizational commitment. A mean of 3.00 or above was treated as indicating agreement with a given statement.

Table 2. Descriptive Statistics of SHRM and Organizational Commitment (N = 350).

Variable	N	Mean	SD	Decision
Recruitment & Selection	350	3.81	0.71	High
Training & Development	350	4.08	0.65	High
Performance Management	350	3.98	0.69	High
Compensation & Rewards	350	3.66	0.73	High
Employee Participation	350	3.94	0.67	High
Grand Mean (SHRM)	350	3.89	0.61	High
Affective Commitment	350	4.05	0.61	High
Continuance Commitment	350	3.87	0.69	High
Normative Commitment	350	3.93	0.63	High
Grand Mean (OC)	350	3.95	0.58	High

Overall, respondents rated SHRM implementation as high (grand mean = 3.89, SD = 0.61). Training and development drew the highest rating among the SHRM dimensions (M = 4.08), suggesting that universities are investing meaningfully in staff capacity building. Performance management (M = 3.98) and employee participation (M = 3.94) followed closely, pointing to reasonably well-established appraisal systems and consultative decision-making. Recruitment and selection also scored highly (M = 3.81), while compensation and rewards, though still rated positively (M = 3.66), was the weakest-rated dimension consistent with the broader picture of remuneration being an area still needing attention in Nigerian universities.

Organizational commitment was likewise rated high overall (grand mean = 3.95, SD = 0.58). Affective commitment scored highest (M = 4.05), indicating a strong emotional attachment among staff to their institutions, followed by normative commitment (M = 3.93) and continuance commitment (M = 3.87). The relatively tight spread of standard deviations (0.58–0.73) across both constructs points to a fair degree of consistency in how respondents perceived these issues, suggesting that the patterns identified are not driven by a small number of outlying responses.

3.3 Correlation between SHRM and Organizational Commitment

Table 3 reports the Pearson correlation between overall SHRM practice and organizational commitment.

Table 3. Pearson Correlation Matrix (N = 350). ** $p < .01$ (2-tailed).

Variable	1	2
1. Strategic Human Resource Management	1.000	
2. Organizational Commitment	.724**	1.000

A strong, statistically significant positive correlation emerged between SHRM and organizational commitment ($r = .724$, $p < .01$). This indicates that as universities strengthen recruitment, staff development, appraisal, compensation, and participatory practices, staff report correspondingly higher levels of commitment. The size of the coefficient points to a genuinely strong association rather than a marginal one, and the significance level rules out chance as a plausible explanation. This pattern is consistent with the broader argument in the SHRM literature that organizations investing systematically in their people build a more engaged and committed workforce, and it aligns with earlier findings reported for higher education and other organizational settings.

3.4 Regression Analysis

Table 4 presents the model summary for the multiple regression predicting organizational commitment from the five SHRM dimensions.

Table 4. Regression Model Summary. Dependent Variable: Organizational Commitment.

Model	R	R ²	Adjusted R ²	Std. Error
1	.724	.524	.517	.401

The model produced $R = .724$ and $R^2 = .524$, meaning the five SHRM dimensions jointly accounted for approximately 52.4% of the variance in organizational commitment; the adjusted R^2 of .517 confirms the model's stability after accounting for the number of predictors. The remaining variance is likely attributable to factors outside the scope of this study leadership style, organizational culture, job satisfaction, and broader perceptions of organizational support among them.

Table 5. ANOVA for the Regression Model. Dependent Variable: Organizational Commitment.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	56.843	5	11.369	70.631	.000
Residual	55.384	344	0.161		
Total	112.227	349			

The overall regression model reached statistical significance, $F(5, 344) = 70.631$, $p < .001$, confirming that the SHRM dimensions collectively predict organizational commitment at a level well beyond what would be expected by chance, and that the model is sound for hypothesis testing.

Table 6. Regression Coefficients. Dependent Variable: Organizational Commitment.

Predictor	B	Std. Error	Beta	t	Sig.
Constant	0.821	0.183	—	4.487	.000
Recruitment & Selection	0.142	0.044	.148	3.227	.001
Training & Development	0.268	0.051	.291	5.255	.000
Performance Management	0.221	0.048	.238	4.604	.000
Compensation & Rewards	0.103	0.039	.109	2.641	.009
Employee Participation	0.247	0.046	.272	5.370	.000

All five SHRM dimensions were significant, positive predictors of organizational commitment. Training and development emerged as the strongest single predictor ($\beta = .291$, $t = 5.255$, $p < .001$), followed closely by employee participation ($\beta = .272$, $p < .001$) and performance management ($\beta = .238$, $p < .001$). Recruitment and selection also contributed significantly ($\beta = .148$, $p = .001$), and compensation and rewards, while significant, carried the smallest standardized coefficient ($\beta = .109$, $p = .009$). This ordering suggests that developmental, participatory, and performance-oriented HR practices carry more weight in shaping commitment than financial reward alone though rewards still matter.

3.5 Hypotheses Testing

Because the overall regression model was significant ($F(5,344) = 70.631$, $p < .001$, $R^2 = .524$) and each of the five SHRM dimensions individually reached significance at $p < .05$, the null hypotheses (H01–H06) were all rejected. In other words, strategic recruitment and selection, training and development, performance management, compensation and rewards, and employee participation each significantly and positively influence organizational commitment among academic and senior non-academic staff in Nigerian universities, both individually and as a combined system.

3.6 DISCUSSION

Taken together, these results paint a fairly consistent picture Nigerian universities in this sample have made real progress in embedding SHRM practices, and staff, in turn, report meaningfully high levels of commitment. The prominence of training and development as both the highest-rated SHRM dimension and the strongest predictor of commitment fits a well-established argument in the human resource literature that continuous investment in staff capability, whether through workshops, conferences, postgraduate study, or other structured learning, tends to build not just competence but a stronger sense of attachment to the institution funding that growth (Anvari et al., 2023).

The relatively strong showing of performance management and employee participation likewise points to the value staff place on transparent evaluation and a genuine say in institutional decisions. Employees who feel their contributions are seen and who have some voice in how things are run tend to trust their institutions more and, correspondingly, commit to them more strongly. This tracks with a broader pattern in the literature connecting participatory management to stronger organizational trust and engagement (Erna et al, 2022: Alfakoro & Ogundare, 2026).

Compensation and rewards stand out as the one area rated comparatively lower, even though it remains a significant predictor of commitment. This suggests that while pay and benefits matter, they are not, on their own, sufficient to build strong commitment staff appear to weigh non-financial factors such as growth opportunities, recognition, and involvement in governance at least as heavily as remuneration. This is a familiar finding in high-performance work systems research, which generally argues that financial and non-financial HR levers need to work together rather than being treated as substitutes for one another (Armstrong & Taylor, 2023).

The strong overall correlation between SHRM and commitment ($r = .724$) and the substantial explanatory power of the regression model ($R^2 = .524$) both indicate that strategic HR practice is one of the more powerful institutional levers available for shaping staff commitment in Nigerian universities a conclusion consistent with the Resource-Based View and Social Exchange Theory perspectives underpinning this study. Investing in recruitment quality, development, performance management, participation, and compensation appears to function as a genuine act of reciprocal exchange: staff who perceive that their institution is investing in them respond with greater emotional attachment, a stronger sense of obligation, and reduced inclination to leave (Shikweni et al, 2023; Worku et al, 2025; Shahbaz et al, 2026).

It is worth noting that just under half of the variance in commitment (47.6%) remains unexplained by the five SHRM dimensions examined here, pointing to other plausible influences like leadership style, organizational culture, job satisfaction, and broader perceptions of institutional support among them that future research could usefully bring into the model alongside SHRM practice.

4. CONCLUSION

This study set out to examine how Strategic Human Resource Management relates to organizational commitment among academic and senior non-academic staff in Nigerian universities. The evidence gathered supports a clear conclusion: strategic HR practice matters, and it matters substantially, explaining over half of the variation observed in staff commitment. Training and development, employee participation, and performance management stood out as the strongest drivers, with recruitment and compensation also contributing meaningfully.

The findings position Strategic Human Resource Management as a genuinely important management lever for institutional effectiveness in Nigerian higher education, not simply a routine administrative function. Universities that invest deliberately in their people through fair recruitment, sustained professional development, transparent performance evaluation, participatory governance, and equitable rewards are better placed to build a committed workforce, strengthen institutional performance, and remain competitive both regionally and internationally.

For policy and practice, several implications follow. University councils and administrators should treat SHRM as a core element of institutional governance rather than a back-office function, moving beyond routine personnel administration toward genuine strategic workforce planning. Continuous professional development spanning academic training, leadership development, digital skills, mentoring, and research support deserves sustained investment given its outsized influence on commitment. Greater staff involvement in institutional decision-making, through consultative and transparent processes, would likely strengthen trust and reduce resistance to reform. Performance management systems should be built around objective appraisal, merit-based promotion, and constructive feedback rather than promotion paperwork alone. And while financial incentives are not the whole story, competitive remuneration, research support, and improved staff welfare remain necessary conditions for attracting and retaining qualified personnel.

Collectively, these steps would help Nigerian universities build a more committed, stable, and productive workforce one better equipped to sustain teaching quality, research productivity, and the sector's broader contribution to national development.

5. REFERENCES

1. Alfakoro, A. S. Y., & Ogundare, Y. D. (2026). Human Resources and Institutional Performance in Nigerian Universities: An Empirical Analysis. *Journal of Human Capital Development (JHCD)*, 19(1). <https://doi.org/10.54554/jhcd.2026.19.1.3>
2. Alfes, K., Shantz, A. D., Truss, C., & Soane, E. C. (2021). *Human resource management and employee engagement: Theory, research and practice*. Routledge.
3. Anvari, R., Kumpikaitė-Valiūnienė, V., Mobarhan, R., Janjaria, M., & Hosseinpour Chermahini, S. (2023). Strategic human resource management practitioners' emotional intelligence and affective organizational commitment in higher education institutions in Georgia during post-COVID-19. *PLOS ONE*, 18(12), e0295084.
4. Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice* (16th ed.). Kogan Page.
5. Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120.
6. Blau, P. M. (1964). *Exchange and power in social life*. John Wiley & Sons.
7. Bratton, J., & Gold, J. (2022). *Human resource management: Theory and practice* (8th ed.). Palgrave Macmillan.
8. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
9. Erna, H., Martinus, T., Muhammad, T. A., Hermansyah, H., & Arief, T. N. (2022). Strategic human resources management practices and employee commitment: Literature review. *Budapest International Research and Critics Institute Journal (BIRCI-Journal)*, 5(2).
10. Federal Ministry of Education. (2021). *National policy on education* (7th ed.). Federal Government of Nigeria.
11. Gjr, B., India, & Edwin, E. (2025). *Effects of Strategic Human Resource Management Practices in Improving Employee Retention and Organizational Performance in Selected Nigerian Universities*.
12. Meyer, J. P., Morin, A. J. S., & Vandenberghe, C. (2019). Dual commitment to organization and supervisor: A person-centered approach. *Journal of Vocational Behavior*, 113, 57–72.
13. National Universities Commission. (2023). *Core curriculum and minimum academic standards (CCMAS) for Nigerian universities*. National Universities Commission.

14. Organisation for Economic Co-operation and Development. (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing.
15. Paauwe, J., & Farndale, E. (2017). *Strategy, HRM, and performance: A contextual approach* (2nd ed.). Oxford University Press.
16. Saks, A. M. (2022). Caring human resources management and employee engagement. *Human Resource Management Review*, 32(3), 100835.
17. Saunders, M., Lewis, P., & Thornhill, A. (2023). *Research methods for business students* (9th ed.). Pearson.
18. Shahbaz, S., Shahab, A. M., Nimra, A., & Omaira, M. A. (2026). Human resource management (HRM) practices and organizational commitment in higher educational institution (HEI): A mediating role for work engagement. *Global Knowledge, Memory and Communication*, 75(3–4), 1462–1484.
19. Shikweni, S., Govender, C. M., & Chinyamurindi, W. (2023). Mapping the landscape of HRM research in higher education: A 40-year review and directions for future research. *International Journal of Educational Management*, 38(1), 158–177.
20. UNESCO. (2024). *Global education monitoring report 2024: Leadership and education governance*. UNESCO.
21. World Bank. (2024). *Education finance watch 2024: Strengthening education systems for resilience and growth*. World Bank.
22. Worku, Y., Lulseged, B., Megersa, H., Seyoum, M., & Mohammed, J. (2025). Predictors of organizational commitment among nurses in Addis Ababa, Ethiopia. *BMC Health Services Research*, 25(1), Article 1395.
23. Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row.