



STRATEGIC HUMAN RESOURCE MANAGEMENT AND ORGANISATIONAL PERFORMANCE IN THE NIGERIAN NATIONAL ASSEMBLY: IMPLICATIONS FOR BUSINESS EDUCATION

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ABSTRACT

This study investigated the influence of strategic human resource management (SHRM) practices on organisational performance (OP) within the Nigerian National Assembly (NASS), with specific focus on the implications for Business Education. This study became necessary due to the paucity of literature on SHRM and OP in the Nigerian Legislature. A descriptive research design was adopted. The population of the study was 3,000. The sample size comprised 353 staff members, determined using the Taro Yamane formula. A stratified sampling technique was used. The instrument used for data collection was the “Strategic Human Resource Management and Organisational Performance Questionnaire (SHRMOPQ). Simple regression analysis was used in testing the null hypotheses. The results indicated a positive, significant influence of strategic resourcing, learning and development, and performance-based rewards on OP in NASS. The findings provide critical insights for business educators to redesign strategic management and HR curricula, ensuring future graduates possess the competency to leverage human capital for optimal OP. The study concluded that SHRM is the fundamental engine required to drive OP within the NASS. It was, therefore, recommended that NASS should, in future recruitment exercises, move beyond state-by-state distribution to include competency-based examinations specifically designed to test internet networking and current technology competencies. It was also recommended that NASS should institutionalise work-based learning partnerships with Business Education in Universities like the University of Uyo, Uyo, Nigeria.

Keywords: SHRM, Organisational Performance, Business Education.

Introduction

The contemporary global landscape of governance demands that public institutions transcend traditional bureaucratic administration to achieve institutional excellence. In Nigeria, the National Assembly (NASS) serves as the engine of democracy, tasked with lawmaking, representation, and executive oversight. However, the effectiveness of these mandates is intrinsically tied to the quality of its workforce. SHRM has emerged as the definitive framework for transforming human capital from an operational cost into a sustainable strategic asset (Barney, 1991). Within the Nigerian public sector, SHRM is increasingly recognised as the catalyst for improving OP and service delivery (Okolie, 2025).

For the Business Educator, the NASS represents a critical intersection where the “competency-performance gap is most visible. While institutions like the University of Uyo, Uyo, Nigeria, produce highly skilled administrative professionals, the practical application of these skills within NASS is often hindered by systemic rigidities. Research suggests that the strategic alignment of human resources is essential to ensure that the “saleable skills” taught in Business Education Curricula – such as office technology and administrative management are effectively utilised (Egbri and Ojo, 2023). Without this alignment, institutional performance remains



suboptimal, leading to delays in bill processing and weak committee oversight (Academia. edu, 2025).

Despite the established link between HR practices and performance, the Nigerian legislative sector faces multifaceted challenges. Factors such as political interference in recruitment and the complexities of the federal character principle often conflict with merit-based SHRM ideals (Tiamiyu, 2026). Furthermore, the recent national momentum to professionalise the field through the Chartered Institute of Human Resources and Strategic Management Bill underscores an urgent need for standardised training and strategic resourcing (NASC, 2025). This study, therefore, evaluates how the SHRM bundles of strategic resourcing, learning and development and performance-based rewards influence the OP of the NASS, providing a roadmap for both legislative reform and the evolution of Business Education Curricula.

Statement of the Research Problem

Despite the critical role of the NASS as the heart of Nigeria's democratic governance, the institution is plagued by persistent suboptimal performance. While SHRM is globally recognised as a driver of institutional excellence, the National Assembly Service Commission (NASC) appears to struggle with a transition from traditional, reactive personnel administration to a strategic model. This institutional lag has created a significant "competency-performance gap" that directly affects the utility of Business Education in the Nigerian public sector. Specifically, the following issues constitute the research problem:

- **Non-Strategic Resourcing and Patronage:** There is a great disconnect between the recruitment of legislative staff and the actual technical needs of the Assembly. Frequent reports of non-meritocratic hiring and political patronage (Tiamiyu, 2026) mean that highly skilled Business Education graduates from institutions like the University of Uyo are often bypassed for less qualified individuals. This undermines the technical quality of bill drafting and Committee oversight.
- **Ineffective Vocational Training Alignment:** Although the National Institute for Legislative and Democratic Studies (NILDS) conducts frequent training, there is evidence that these programmes lack "strategic fit" with contemporary industrial and administrative realities (Egbri and Ojo, 2023). This mismatch leaves staff unable to effectively utilise modern **Office Technology Management (OTM)** tools, hindering the Assembly's digital transformation.

Unless these SHRM gaps are addressed through a framework that prioritises strategic resourcing, learning and development, vocational professionalism, and performance-based rewards, NASS will continue to function below its constitutional potential. This study, therefore, seeks to evaluate how the integration of strategic HR practices can bridge these gaps to enhance institutional performance in NASS.

Objectives of the Study

The main objective of this study is to investigate the influence of SHRM practices on OP in the NASS and its implications for Business Education. Specifically, the study sought to:

1. Determine the influence of strategic resourcing on OP in the NASS.
2. Investigate the influence of learning and development on OP in the NASS.
3. Evaluate the influence of performance-based rewards on OP in the NASS.

Research Questions

The following questions were raised for the study.

1. What is the influence of strategic resourcing on OP in the NASS?



2. What is the influence of learning and development on OP in the NASS?
3. What is the influence of performance-based rewards on OP in the NASS?

Research Hypotheses

The following null hypotheses, testable at 05 level of significance, were formulated to guide the study.

- HO₁. There is no significant influence of strategic resourcing on OP in the NASS.
HO₂: There is no significant influence of learning and development on OP in the NASS.
HO₃. There is no significant influence of performance-based reward on OP in the NASS.

Conceptual Framework

Strategic Human Resource Management (SHRM)

SHRM is conceptualised as the pattern of planned human resource deployment and activities intended to enable an organisation to achieve its goals (Wright and McMahan, 1992). Unlike traditional personnel management, SHRM focuses on the “strategic fit” between HR practices and institutional objectives (Armstrong, 2024). Etudor-Eyo and Ukoima (2016) viewed SHRM as a collection of tasks and processes shared jointly by line managers and HR to solve business issues based on people. It focuses on actions that differentiate the organisation from its competitors (Leug, 2003 and Udukeke, 2025).

According to Michie and Sheehan (2025), SHRM is the pattern of scheduled tasks and development intended to enhance an organisation to gain its aims. Cheng (2005) described it as the collection of actions and decisions resulting in the implementation and formulation of strategies configured to gain the organisational objectives. SHRM has become an important concept in organisations that are adopting a holistic approach to managing their human resources. Inclusive workplace practices are an important component of SHRM, aimed at creating a workplace culture that embraces diversity and promotes equal opportunities for all employees regardless of their demographic backgrounds (Ukoima and Udukeke, 2015).

According to Martin et al. (2016), SHRM places a strong emphasis on the relationship between management policies and practices and organisational business strategy, but several commentators have noted that this literature has neglected to address the larger context in which firms, strategies, human capital and human resources (HR) actors are integrated (Wright et al., 2014). SHRM focuses on how to effectively align HR practices to organisational goals and objectives. In the NASS, this framework is anchored on the premise that human capital is the primary engine for legislative effectiveness.

Theoretical Framework

The theoretical foundation of this study is anchored on the Resource-Based View (RBV), Human Capital Theory, the AMO theory, and Contingency theory, which collectively provide a robust lens for evaluating how human resource strategies translate into institutional excellence within the NASS.

1. Resource-Based View (RBV) - Birger Wernerfelt (1984), Jay Barney (1991)

RBV posits that an organisation’s performance is determined by its internal resources, provided they are Valuable, Rare, Inimitable, and Non-Substitutable (VRIN). In the context of the NASS, human capital represents the most vital VRIN resource. This study utilises RBV to argue that while political structures change, the specialised competencies of the NASS staff, such as legislative drafting and policy research, are the primary drivers of sustainable OP. For Business Educators, this theory validates the production of high-level administrative professionals whose rare technical skills are essential for institutional competitive advantage.



2. Human Capital Theory - Gary Becker (1964), Theodore Schultz (1961)

This theory views education and training as a deliberate investment in human “stock” to increase productivity. It provides the theoretical justification for the learning and development sub-variable in this study. It suggests that when the NASS invests in the continuous professional development of its staff, it is directly enhancing the “legislative brainpower” required for effective oversight. Within Business Education, this theory is foundational as it supports the Department’s assets through vocational and administrative training.

3. Ability, Motivation, Opportunity (AMO) Theory - Eileen Appelbaum, Thomas Bailey, Peter Berg, Arne Kallerberg (2000)

AMO theory suggests that OP is a function of three interrelated components: Ability (A), Motivation (M), and Opportunity (O). This study applies the model to explain the synergy between SHRM sub-variables:

- **Ability:** developed through strategic resourcing (recruitment) and training (L and D).
- **Motivation:** driven by effective reward systems
- **Opportunity:** created through strategic staffing and high-involvement work practices. For the NASS, the theory implies that even highly skilled Business Education graduates (Ability) will underperform if the reward system fails to provide motivation or if the bureaucratic structure denies them the opportunity to apply their technical expertise.

Empirical Review

The relationship between SHRM and OP has been extensively debated in the literature. Okolie (2025) investigated the impact of SHRM on performance in the Nigerian public sector and found that strategic bundles, specifically recruitment and training, significantly improved service delivery across various ministries. However, the study noted that bureaucratic rigidities often slowed the pace of these improvements. The relevance of the work to the present study is based on SHRM bundles of recruitment and training (L and D).

In a similar vein, Tiamiyu (2026) focused on the Nigerian civil service and observed that performance-based rewards had the lowest implementation rate among SHRM practices. This aligns with the institutional realities of the NASS, where salary structures are often rigid and disconnected from individual technical output. Furthermore, Egbri and Ojo (2023) explored the “skill gap” in Nigerian business environments, arguing that traditional HR practices fail to leverage the technical competencies of Business Education graduates, leading to institutional inefficiency.

Globally, research in legislative settings remains sparse compared to the corporate sector. An empirical study on the NASS (Academia, 2025) highlighted that while staff welfare was a priority, the “strategic fit” between staffing and legislative drafting requirements was weak. Most of these studies, however, failed to address the Business Education angle, specifically how the administrative training provided by institutions like the University of Uyo can be strategically utilised to solve the recurring technical failures in NASS oversight functions. While the reviewed studies confirm the positive influence of SHRM on OP, several gaps justify the current investigation:

1. **Disciplinary Gap:** existing literature is largely rooted in general management or public administration. This study fills a disciplinary gap by evaluating SHRM through the lens of Business Education, emphasising the utility of vocational and administrative competencies in parliamentary efficiency.
2. **Methodological Gap:** Many local studies are purely descriptive. This study utilizes Simple regression analysis and a scientifically determined sample (n = 353) via Taro



Yamane's formula to provide more statistically reliable findings for the University of Uyo, Uyo academic community.

In conclusion, while the foundational theories are well-established, this study is uniquely positioned to bridge the gap by providing an indigenous, legislature-specific, and Business Education-oriented evaluation of SHRM practices in Nigeria.

Methodology

This study adopted the Descriptive survey research design. The population of the study was 3000 (Staff Nominal Roll, 2026). The sample size for the study was 353, determined using Taro Yamane's (1967) formula at a 95% confidence level. The stratified random sampling technique was used. The instrument used for data collection was a structured questionnaire titled "Strategic Human Resource Management and Organisational Performance Questionnaire (SHRMOPQ). The instrument was administered to the sampled legislative staff and aides within the NASS Complex, Abuja. To ensure a high response rate, a personally administered approach was combined with the assistance of trained research assistants who were familiar with the bureaucratic layout of the NASS. Scoring of the research instrument was done using a Likert Scale. In the questionnaire, agreement or disagreement with each statement was indicated by ticking the column provided. Scoring of the questionnaire was graded as follows: Strongly agree (SA)-4; Agree (A) - 3; Undecided (UN)- 0; Disagree (D) - 2; Strongly disagree (SD) - 1.

A total of 353 copies of the questionnaire were administered to the respondents, and 347 copies were correctly filled and returned, representing a 98.3 percent returned rate. Simple linear regression analysis was used to answer the research questions and was also used to test hypotheses formulated at .05 level of significance. To decide the research questions, any R-value that fell between 0.10-0.39 was regarded as low, 0.40 - 0.59 moderate, 0.60-0.79 high, and 0.80-0.99 very high. In terms of the hypotheses, whenever the p-value was less than the .05 level of significance, the null hypotheses were rejected, and whenever the p-value was greater than the .05 level of significance, the null hypotheses were accepted.

Data Presentation, Analysis and Interpretation of Results

Research Question One

What is the influence of strategic resourcing on OP in the NASS?

Table 1: Results of Simple Linear Regression of the influence of strategic resourcing on OP in the NASS (N=347)

Variables	R	R²	Adjusted R²
Strategic resourcing	0.807	0.651	0.650
Organisational performance			

The result in Table 1 shows a correlation coefficient (R-value) of 0.807, indicating a very high positive relationship between strategic resourcing and OP in the NASS. The coefficient of determination (R² value) of 0.651, also shown in Table 1, indicates that 65.1 per cent of the variance in OP in the NASS is explained or predicted by strategic resourcing. This means that there is an influence of strategic resourcing on OP in the NASS.



Research Question Two

What is the influence of learning and development on OP in the NASS?

Table 2: Results of Simple Linear Regression of the influence of learning and development on OP in the NASS (N=347)

Variables	R	R ²	Adjusted R ²
Learning and development	0.847	0.718	0.717
Organisational performance			

The result in Table 2 shows a correlation coefficient (R-value) of 0.847, indicating a very high positive relationship between learning and development and OP in the NASS. The coefficient of determination (R² value) of 0.718, also shown in Table 2, indicates that 71.8 per cent of the variance in OP in the NASS is explained or predicted by learning and development. This means that there is an influence of learning and development on OP in the NASS.

Research Question Three

What is the influence of performance-based rewards on OP in the NASS?

Table 3: Results of Simple Linear Regression of the influence of performance-based rewards on OP in the NASS (N=347)

Variables	R	R ²	Adjusted R ²
Performance -based rewards	0.722	0.521	0.520
Organisational performance			

The result in Table 3 shows a correlation coefficient (R-value) of 0.722, indicating a high positive relationship between performance-based rewards and OP in the NASS. The coefficient of determination (R² value) of 0.521, also shown in Table 3, indicates that 52.1 per cent of the variance in OP in the NASS is explained or predicted by performance-based rewards. This means that there is an influence of performance-based rewards on OP in the NASS.

Hypothesis One

There is no significant influence of strategic resourcing on OP in the NASS.

Table 4: Result of Simple Linear Regression of the influence of strategic resourcing on OP in the NASS (N=347)

SPSS ANOVA (continued)						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4195.00	1	4195.00	76.19	.00 ^b
	Residual	18994.25	345	55.06		
	Total	23189.25	346			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.40	.83		2.89	.00
	Strategic resourcing	1.67	.07	.81	25.44	.00

The result in Table 4 shows the F-ratio of 76.19 with the corresponding probability level of significance of .00 alpha at 1 and 345 degrees of freedom. This level of significance is less than .05, on which the decision is based. With this result, the null hypothesis was rejected. The result in Table 4 also shows an unstandardized coefficient (B) of 1.67, which indicates that



for every one-unit increase in strategic resourcing, OP in the Nigerian NASS increases by 1.67. Furthermore, the t-value of 25.44, with a corresponding significance level of .00, which is also less than .05, reinforces that there is a significant influence of strategic resourcing on OP in the NASS.

Hypothesis Two

There is no significant influence of learning and development on OP in the NASS.

Table 5: Result of Simple Linear Regression of the influence of learning and development on OP in the NASS (N=347)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4639.00	1	4639.00	86.28	.00 ^b
	Residual	18550.25	345	53.77		
	Total	23189.25	346			
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.89	.61		9.72	.00
	Learning and development	1.81	.07	.85	26.69	.00

The result in Table 5 shows the F-ratio of 86.28 with the corresponding probability level of significance of .00 alpha at 1 and 345 degrees of freedom. This level of significance is less than .05, on which the decision is based. With this result, the null hypothesis was rejected. The result in Table 5 also shows an unstandardized coefficient (B) of 1.81, which indicates that for every one-unit increase in learning and development, OP in the NASS increases by 1.81. Furthermore, the t-value of 26.69 with a corresponding significance level of .00, which is also less than .05, reinforces that there is a significant influence of learning and development on OP in the NASS.

Hypothesis Three

There is no significant influence of performance -based rewards on OP in the NASS.

Table 6: Result of Simple Linear Regression of the influence of performance-based rewards on OP in the NASS (N=347)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3879.14	1	3879.14	69.31	.00 ^b
	Residual	19310.11	345	55.97		
	Total	23189.25	346			
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.48	.98		4.58	.00
	Performance - based rewards	1.57	.07	.72	22.42	.00

The result in Table 6 shows the F-ratio of 69.31 with the corresponding probability level of significance of .00, with alphas at 1 and 345 degrees of freedom. This level of



significance is less than .05, on which the decision is based. With this result, the null hypothesis was rejected. The result in Table 6 also shows an unstandardized coefficient (B) of 1.57, which indicates that for every one-unit increase in performance-based rewards, OP in the NASS increases by 1.57. Furthermore, the t-value of 22.42, with a corresponding significance level of .00, which is also less than .05, reinforces that there is a significant influence of performance-based rewards on OP in the NASS.

Discussion of Findings

The first objective of the study was to assess the influence of strategic resourcing on OP in the NASS. The result of testing hypothesis one revealed a positive, significant influence of strategic resourcing on OP in the NASS. The finding of the study corroborates a study by Okolie (2025) who found that recruitment and training significantly improved service delivery across various ministries in Nigeria.

The second objective of the study was to determine the influence of learning and development on OP in the NASS. The result of testing hypothesis two revealed a positive significant influence of learning and development on OP in the NASS. The finding supports a study by Okolie (2025) who found that training (continuous professional development) significantly improved service delivery across various ministries.

The third objective of the study was to investigate the influence of performance-based rewards on OP in the NASS. The result of testing hypothesis three revealed a positive significant influence of performance-based rewards on OP in the NASS. The finding of the study underpins a study by Tiamiyu (2026) who found that performance-based rewards had a positive significant influence on employees in the Nigerian civil service.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that SHRM is the engine required to drive OP within the NASS. Based on the findings and the conclusion of the study, the following recommendations are made:

1. Future recruitment exercises by NASC should move beyond state-by-state distribution to include competency-based examinations, specifically designed to test internet networking and current technology competencies. Hiring panels should include Business Educators as technical consultants to ensure that candidates possess the 21st-century skills needed for modern legislative oversight. NASC should also collaborate with Business Education Lecturers to design professional development modules for her staff members. These modules should focus on electronic publishing and advanced business communication, bridging the “relevance gap” in public sector administration.
2. To reduce the “competency gap”, the NASS should establish formal work-based learning agreements with the Department of Business Education, University of Uyo, Uyo, Nigeria. This will ensure that students are exposed to parliamentary administrative protocols before graduation, making them “ready-to-work”.
3. NASC should pay adequate attention to the welfare of the staff members. Adequate compensation should be given to staff members with excellent job performance.

Contribution to Knowledge

This study makes several significant contributions to the fields of strategic management and Business Education. The research has successfully bridged the Resource-Based View (RBV) within the unique bureaucratic environment of the Nigerian legislature. It has demonstrated that the “strategic fit” of HR practices is not just a private-sector necessity but a prerequisite for public-sector institutional stability. Also, for the field of Business Education, this study provides a framework for OTM and administrative training. It identifies the specific technical



competencies (example legislative drafting and policy analysis) that should be integrated into the Business Education Curriculum to produce graduates capable of performing in high-level government secretariats.

Implications of the Study

The study has various implications for Business Educators, NASC and Legislators.

For Business Educators, the study implies that the Business Education curriculum should evolve to include parliamentary administration and Public Sector HRM. Graduates need more than generic secretarial skills; they require specialised training in legislative drafting and policy analysis to remain competitive in government secretariats. Educators should transition from teaching “personnel management to “strategic management”, emphasising how human capital, as a rare resource, creates institutional excellence.

For NASC, the implication is that it should move from being a “regulatory gatekeeper to a strategic partner. This involves strictly observing strategic resourcing (merit-based rules) in recruitment and promotions to avoid the influx of inexperienced staff. The commission is urged to implement the NASS regulations and code of conduct to eliminate maladministration and corruption.

The study for legislators implies that there is a need for strategic alignment of their legislative aides to ensure that lawmakers have access to high-quality technical research and drafting support, enhancing their individual and committee-level performance. Management of NASC should break down organisational silos and adopt flexible structures that allow for inter-departmental support and knowledge sharing.

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