

Strategic Human Resource Development, Employees Job Commitment and Organizational Effectiveness

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Abstract: This paper examined the strategic linkage among human resource development, employee's job commitment and organizational effectiveness. This paper is a meta-analysis and the authors of this paper did a conceptual, theoretical and empirical review of literature on these concepts identifying the trends, similarities and differences in research. However, the general review of literature revealed that organizations become more effective when employees are provided with training and development programs that are relevant to their respective roles, duties and responsibilities and when they are aware of intended business goals and objectives. Finally, it is observed that most of the reviewed literatures came to a consensus that strategic human resource development needs to be properly implemented, and should be a continuous process to enhance employee's job commitment and organizational effectiveness.

Keywords: Strategic human resource development, employee's job commitment, organizational effectiveness.

1. INTRODUCTION

The world doesn't remain the same everyday it keeps on changing. Everyday, we come across new development which may be technological, process improvement, newer ideas, news products and so on as a result of which business environment is facing considerable changes.

On the other hand, globalization is another problematic area for a number of industries in developing countries due to increased competition with regards to the product quality, services, price, delivery among others and as such organizations require to learn more quickly than competitors to remain distinctive and sustainable (Garavan, 2002). Organizations are nothing but groups of people working to achieve some predefined goals and mission therefore these are the people who need organizational focus to build their skills and capabilities to enable organizations cope with the challenges of globalization and become more effective. People run machines not machines run people, so investment in people leads to productivity, the most valuable of all capital is that invested in human beings. (Becker, 1994)

To this end, Olayemi (2012) stated that effective investment in human capital is a key component of long run economic growth, improved productivity and organizational effectiveness. Hence their quest for an important source of efficiency and competitive advantage associated with improved corporate performance directs them to develop their human resources strategically organizations employ a wide gamut of method when assessing their performance. Which measure everything from financial development in relation to capital structure to the relationship between labour and productivity. Organizational effectiveness constitutes one of such methods of performance assessment.

Organizational effectiveness is the proficiency of the organization at having access to the essential resources. Human beings make things happen and effective human beings make things happen effectively.

Strategic human resources development means providing your employee with training and development programmes of various types that are relevant to their respect we roles, duties and responsibilities.

Mohammed (2006) posits that the success and progress of an organization depend on its ability to maximally explore the talent and potentials of its strategic workforce. This is more likely to be achieved through purposeful strategic human resources development capability of an organization. This paper argues in favour of investing in strategic human resources development activities as a prerequisite for improving employees job commitment and organizational effectiveness.

2. CONCEPTUAL REVIEW

The concept of Strategic Human Resources Development (SHRD) have been explored by several authors in recent years. For example, Lee (2003) argued that (HRD) Human Resources Development practice is about addressing the underlying assumptions of human conditions and influencing human conditions. Several researches point to the fact that Human Resources Development (HRD) is a vital strategy for the improvement of employees for the attainment of organizational effectiveness of enhanced products and service delivery for the survival and growth of any enterprise, either in public or private sector. According to Harbison and Meyers (1964), Human Resources Development (HRD) is the process of increasing the knowledge, skills and capabilities of all people in a given society or organization. Swanson (2001) defines Human Resources Development (HRD) as a process of developing and/ or unleashing human expertise through organization development (OD) and personnel training and development (T&D) for the purpose of improving performance.

This according to them is done through the process of formal education on the job through systematic and informal training programme. And also for self-development on the part of individual employee through personal initiative, arising from his or her willingness to acquire new ideas for higher productivity.

Garavan (2002) contended that Human Resources Development (HRD) is used in many contexts and applies widely differing activities. What appears to be a comprehensive conceptualization of strategic Human Resources Developments (HRD) was given by Rodrigues and Chinchokar (2005) as the process of improving, moulding and changing skills, knowledge, creative abilities, aptitude, attitude, values and commitment based on present and future job and organizational requirements for improved productivity in the work place. The conceptualization of Strategic Human Resources Developments (HRD) by the various scholars above point to the fact that it is a medium by which employees in an organization are transformed from their present state to a desired state of affairs in the area of improved skills and knowledge through training (capacity building) ability for the purpose of achieving organizational effectiveness. Rapidly changing technology require that employees possess the knowledge and skills necessary to cope with new process and production techniques.

When we say “strategic” we are referring to the effectiveness of the training and development programmes in improving the ability of employees to perform their jobs well, thus increasing productivity.

In Mintzberg and Quinn study (as cited by Oyedijo, 2004) the nature of strategy is depicted with 5 – **Ps**: namely: Plan, Ploy, Pattern, Position and Perspective. A brief explanation of these 5 Ps is as follows:

Plan: This is the consciously intended course of action, and amounts to deciding what the firm wants to do and how it intends to achieve it.

Ploy: This is defined as a subset of a plan and is a strategy in the sense of a strategic (i.e. ruse or trick or decoy designed to deceived a rival company and put it off the scent by disguising the real intention of the firm.

Pattern: This is the consistent behaviour and processes which emerge from strategic thinking, whether as a result of intended or unintended actions.

Position: This refers to an acceptable location for the organization in the environment.

It refers in particular to:

- i. Its standing in relation to its competitors and
- ii. Its market share.

Perspective: This is defined as an approach that is both conceptual and cultural. It is the organizations ingrained way of perceiving the world. It is, for short, the organizations culture or way of doing things.

Strategy is a term that refers to a complex web of thoughts ideas, insight, experiences goals, expertise, memories, perceptions and expectations that provides general guidance for specific actions in pursuit of particular ends. The use of strategy in training and development requires that these are aligned to your organizational needs, in order to achieve organizational effectiveness.

Meyer and Allen (1991) proposed three components of commitment;

1. Affective (wanting to stay with an organization as a result of emotional to, identification with and involvement in the organization”
2. Normative (feeling a moral obligation to stay with the organization) and
3. Continuance (“feeling stuck” and staying because it is too costly to leave) can develop from the way Human Resources Management (HRM) practices are perceived. In emphasizing the importance of OC, Meyer and Allen point out that individuals (employees) with higher level of OC have a sense of belonging and identification with that particular organizations goals and activities and their willingness to remain a part of the organization.

Commitment is a construct that seeks to explain consistencies involving attitudes, beliefs and behaviours and involves behavioural choices and implies a rejection of feasible alternatives courses of action”.

Hulin C. (1991) thus these consistencies are usually seen as behavioural choices devoted to the pursuit of common goal or goals.

According to Cook and Wall (1980) identification commitment is focused on the connection and pride employees feel towards their organization, involvement commitment encompasses the perceived contribution an employee makes to an organization and how he or she feels about it.

In Antia and Cutherts study (as cited by Giti & Suhaida, 2002) organizational effectiveness can be appropriately evaluated from different points of view, such as role effectiveness efficiency and potential capability for the future activities .

Holland (1987) views organizational effectiveness as organizational capabilities, he identified some methods of measuring organizational effectiveness, that focuses on capacities necessary to accomplish an organizations mission, for example an organizations ability to acquire resources, attract skilled staff or volunteers, create cooperative linkages with the surrounding environment remain adaptable to changing circumstances, ensure involvement of constituencies, create shared commitment to goals and direction among staff, create quality services and maintain satisfaction and high morale among participants.

Herman & Heimovics (1994) views organizational effectiveness as characteristics, processes and inputs.

In Smiths study (as cited by Lewin, 2000) organizational effectiveness is seen as a product of an organizations ability to develop strong leadership, recruit active members rely on internal resources and generally survive and grow.

3. THEORETICAL REVIEW

The theories reviewed include the following

- i. Human capital theory by Gary Becker and Jacob Mincer, ii. Social cognitive learning theory by Albert Bandura, iii. The cognitive learning theory of Edward Tolman.

The Human Capital Theory:

The concept of human capital is not a new one. It was proposed by Schultz (1975) and later on expanded extensively by Becker (1994) based on his research on return – on- investment. Later on, Becker gave the wordings of ‘general’ and ‘specific’ human capital (Teixeira, 2002: Waldman, 2003) that are widely used by human resources development practitioners worldwide.

The human capital theory suggests that individuals and society derive economic benefits from investments in people (Sweetland, 1996). Becker and Mincer claim that other things being equal, personal income vary according to the amount of investment in human capital. That is, the education and training undertaken by individuals or group of workers. They are of the view that investment in human capital are much more beneficial than those of physical capital therefore should grow at a rate that is equal to if not higher than the rate of physical capital. The origin of the human capital goes back to the emergence of the classical economics in 1776. Since then, there has been monumental interest in the area of human capital as a concept and as a theory. According to Schultz (1975), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. According to the theory, the amount spent on training and development education, health care among other investments in capital which are being made on human. Becker (1994). mentioned three viewpoints of categorizing human capital, which is based on the individual aspect of human capital itself, the accumulation process of it, and the production oriented perspective of human capital.

Social Cognitive learning Theory:

The theory was proposed by Albert Bandera in 1977, he opined that most human behaviour is learned observationally through modeling, from observing others one forms an idea of how new behaviours are performed and on later occasions this coded information serves as a guide for action. (Garavan, 1991). He propounded that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. It recognizes the importance of observing and modeling the behaviours, attitudes, and emotional relaxations of others. The integrative theory of learning explains that people learn through observation and direct experience. The modeling symbolism and self control are the important techniques of social learning. It is a behavioural theory

Social Cognitive Learning theory Has Four Processes

- i. **Attention process:-** people learn from a model only when they recognize and pay attention to its critical features in order to learn, is reacquired to pay attention. Anything that detracts the attention is going to have a negative effect on observational learning.
- ii. **Retention process:-** A models influence will depend on how well the individual members the models action after that's it is no longer readily available. The ability to store information is also a important part of the learning process.
- iii. **Motor reproduction process:-** After a person has seen a new behaviour by observing the model, the watching must be converted to doing. Retention can be affected by a number of factors, but the ability to pull up information later and on it is vital to observational learning.
- iv. **Reinforcement processes:-** individuals will be motivated to exhibit the modeled behaviour if positive incentives or rewards are provided.

Cognitive Learning Theory:

Cognitive learning theory was proposed by Edward (1886), an American psychologist. This theory explain "learning as internal mental process". Learning activities need to focus on building intelligence and cognitive learning is brain based learning (Buckley 1990). The cognitive revolution is the name of an intellectual movement in the 1950's that began with what is known collectively as the cognitive science. It began in the moderns context of greater interdisciplinary communications and research.

The cognitive theorist considers that learning is achieved by thinking about the perceived relationship between events and individual goals. The processes within which individuals concerned receives, preserve and interpret information makes the individual learn new behaviour patterns. The relevant areas of interchange were the combination of psychology, anthropology, and linguistics, with approaches developed within then - nascent of artificial intelligence computer science and neuroscience.

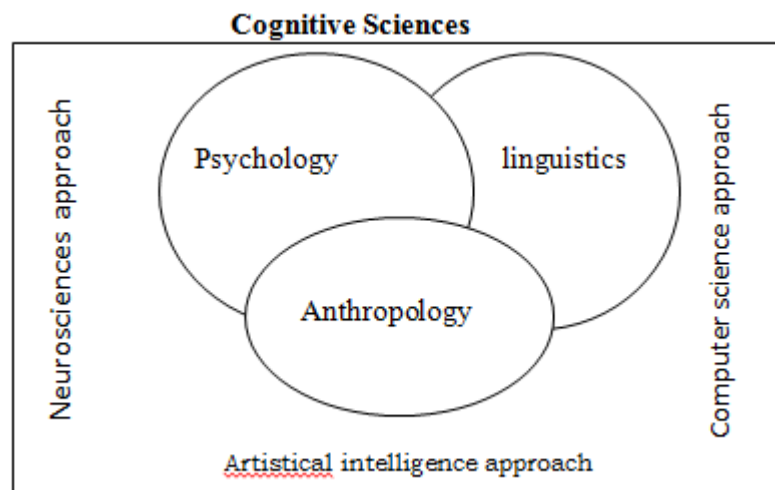


Figure 1: Source (cognitive theory, n.d) The diagram shows the relevant areas of interchange

4. EMPIRICAL REVIEW

Several studies have since been carried out on strategic human resources development. For instance, Chien and Gary (2007) in their study on strategic human resources development practices as key factors in organizational learning identified nine related strategic human resources development practices which are:

i, Integration with organizational missions and goals; ii. Top management support, iii. Environmental scanning iv, Human Resources Development (HRD) plans and polices, v. Line manager commitment and involvement vi, Existence of complementary human resource management activities vii, Expanded trainer role; viii, Recognition of culture; and ix, Emphasis on evaluation.

The research reveals that when all of the practice of strategic human resources development are implemented as key factors, organizational learning will have a developmental effect on the nine related strategic human resource development outcomes which are:

i, Shaping organizational missions and goals. ii, Top management leadership iii, Environmental scanning by senior Human Resources Development (HRD) management vi, Human Resources Development (HRD) strategies, policies and plans v, Strategic partnership with line management vi, Strategic partnership with Human Resources Management (HRM) vii, Trainers as organizational change consultants viii, Ability to influence corporate culture. ix, Emphasis on individual productivity and participation.

In a study carried out by PoHu (2007) on theorizing strategic human resources development linking financial performance and sustainable competitive advantage. The study identified the barriers of moving current human resources development theories to strategic focus and offered a new definition and model of strategic Human Resources Development (HRD) based on the resource based view of the firm and human resources.

Daniel (2012) carried out a study on the impact of human resource development and organizational commitment on financial sector employees in Nigeria. The study revealed that human resource development and organizational commitment impact strongly on employees performance, in the workplace. However, this is not totally sufficient for sustainability and growth to be achieved. This implies that inspite of the positive impact of Human Resources Development (HRD) and OC on Employee effectiveness (EP) there is also need to tackle the issue of unethical behaviour, corruption amongst banks staff at all levels to guarantee sustainability and growth of banks in the country. In a study carried out by Aliyu, Suhail and Suruya (2014) on investing in human resources development, empirical evidence from banking institutions of Malaysia and Nigeria. The result revealed a positive relationship between expenditure on training and performance in both economies. This finding is in conformity with the finding of PoHu (2007) where he found out that investing in strategic human resource development enhances organizational performance. Khalid (2014) also carried out a study on strategic role of human resource development in employee skills development: An employer perspective. The study concluded that firms have started realizing the importance of training activities and thus they have stated to develop in house training. Several studies have also been conducted on organizational effectiveness. For instance,

Cameron (1978) developed a model for the evaluation of organizational effectiveness in higher education. Literature review shows that this model, more than others, has been considered by researchers in this field.

Cameron (1978) identified four main fields of organizational effectiveness which are comparable with the effectiveness dimensions, which include, the academic field, the moral field, the external adaptation field, and the extracurricular field. Furthermore, the reliability of Camerons organizational effectiveness questionnaire has been reported by several researches, for example Anderson (2000) and Smart 2003) among others.

Pounder (1999), in his study, also developed a model and introduced nine aspects for the evaluation of organizational effectiveness in Hong Kong academic institutions. These dimensions are as follows.

i, Productivity efficiency, ii, Quality iii, Cohesion iv, Adaptability readiness v, Information management communication, vi, Growth vii, Planning goal setting viii, Human resources development and ix, Stability control

An Yom, and Ruggiero (2011) in their study assessed organizational effectiveness from two dimensions.

(1) Job satisfaction and

(2) Organizational involvement.

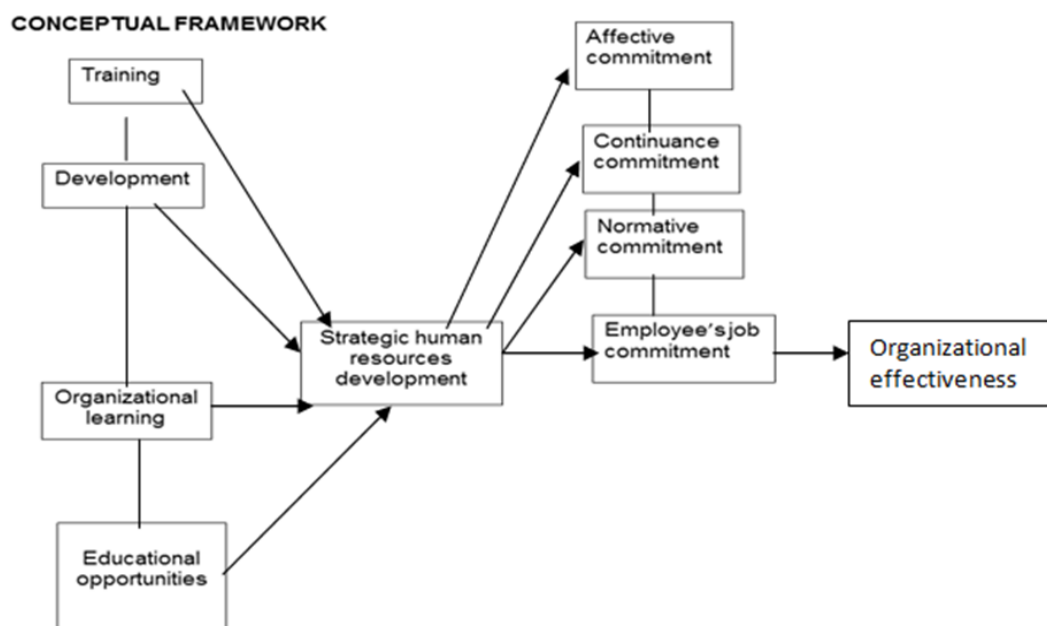
In their study a self administered questionnaire was completed by a group of 145 nurses serving in Korean university hospitals. The results indicated that quality of career and intact organizational culture for nurses will certainly bring boosted organizational effectiveness.

Kleeman and Richardson (1985) carried out a study of students perception of effectiveness in three state universities in Arizona following certain survey procedures. The study included 3308 students in three universities. In their view effectiveness in organization at higher levels of education is classified into ten categories, which includes:

i, Programs and services of students, ii, Attention to women and monitories iii, Quality of teaching and research iv, Publication of knowledge and research v, Workshops and counselling to broaden access, vi, Sports vii, Focus on cultural activities viii, Programmes for graduates ix, Leasing facilities and x, Enhancement of standards.

The study concluded that students believe that such notions as the improvement of the services and programs for students. The efficiency of education and research and finally the offering of programs for gradates are of such high quality that they should be seriously developed at universities.

Model On Strategic Human Resource Development:



Source: Developed by the Authors (2016)

Figure 2: Model On Strategic Human Resource Development

5. SUMMARY OF REVIEW

The literatures reviewed, examined strategic human resources development, employees job commitment and organizational effectiveness. Strategic human resources development practices is viewed as contributes to business strategy based on the knowledge, competencies and capabilities of the employees which results in employee's job commitment and organizational effectiveness. Garavan (1991) argued that a competitive environment presents major opportunities as it highlights the role of human resources as a key component for business success and organizational effectiveness. The paper also revealed that the environment can also act as a threat to SHRD functions, stiff competition if not tackled effectively can reduce profit margins and consequently lead to reduction in training budgets, which will ultimately affect organizational effectiveness.

This situation clearly points to the need for HRD strategy to be well positioned in the overall business strategy. The literatures also identified the need for line managers to assess on an ongoing basis the training and development needs of subordinates and facilitates identifying development routes for subordinates and provide advice, direction and counselling to subordinates. Buckley and Caple (1990) pointed out that in the past SHRD adopted a closed system model of thinking, this has made it unresponsive to organizational needs, and how its activities link in with HRM activities, and lack of any significant evaluation.

HRD must view itself as one strategy available to an organization wishing to retain, develop, and motivate its human resources to increase organizational commitment and effectiveness.

Therefore if HRD function wishes to have a strategic focus, then it must evaluate its activities.

Strategically Oriented HRD functions should spend time evaluating their activities and use measures that seem most relevant to the management of their own organization to ensure effectiveness

6. CONCLUSION

This paper provides a general view of strategic human resources development, employee's job commitment and organizational effectiveness. The vital researches in strategic human resources development and organizational effectiveness were reviewed. The reviews also revealed that organizations have started realizing the importance of training and development activities, as a result of which there is emphasis on increasing training budget. The literature reviewed equally also indicated that strategic human resource development and employee's job commitment impacts strongly on organizational effectiveness. In the workplace. The paper also refutes the ideological misconception that strategic human resources development is a non revenue function which is costly, and that human resource development function can play a significant role in any change process but their involvement needs to be supported with both time and money and their management team needs to be committed to be involving all function in a culture of continuing improvement. The paper also offers a new definition and model of strategic Human Resources Development.

7. RECOMMENDATIONS

Based on the literature reviewed and the conclusions drawn from vital researches on strategic human resources development, employee's job commitment and organizational effectiveness, the following recommendations were made.

- i. Organizations should continue to take the issue of strategic human resources development seriously as a way of improving on employee's level of productivity.
- ii. Firms should take the initiative to learn and develop their strategic human resource development practices this will provide them more opportunities to obtain the nine strategic human resources development outcomes in the process of learning.
- iii. The international human resources development community should consider creating collaborative partnerships with public and private human resources development institutions.

Suggestion for Further Studies:

Further studies should be concluded to confirm the linkage between human resources development systems and employees performance on commitment and attitude toward the job.

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