



MANAGEMENT PRACTICES FOR STRATEGIC HUMAN RESOURCES IN NIGERIAN UNIVERSITIES



¹Justice Omoerere Oduma

²Anthony Great Ossai

&

³Asabor, Bivwiere Mary

12&3 Department of Educational Foundations

University of Delta, Agbor

Email: justice.oduma@unidel.edu.ng

Abstract

Universities are realizing more and more that strategic human resource management, or SHRM, is essential to improving institutional efficacy, flexibility, and competitiveness in the global higher education market. This essay examines the fundamental procedures, difficulties, and potential paths of SHRM in higher education, highlighting its function in coordinating human resources with academic institutions' strategic goals. The article also discusses typical obstacles that colleges encounter when putting SHRM into practice, such as financial limitations, striking a balance between organizational objectives and academic freedom, and the requirement for cutting-edge HR technology. Universities can improve recruitment and retention as well as create a creative and cooperative culture that benefits staff, faculty, and students by implementing comprehensive SHRM practices. The study concludes that in order for universities to successfully navigate a changing educational landscape and support long-term academic excellence and global competitiveness, SHRM practices are crucial.

Keywords : Management, Practices, Human Resources, Universities

Overview:

Humans are the most valuable organizational asserts because they generate all other resources for the company. Therefore, in order to help achieve organizational goals, human resources must be managed effectively. Human resource management is a universally applicable practice that is crucial to the pursuit of goals by both individuals and organizations (Kolowole, 2020). Effective human resource management is essential to fulfilling the goals of universities around the world, and this is especially true for those in Nigeria. Human resources management (HRM) is a key factor in promoting academic excellence, research outputs, and student sources in Nigerian universities. However, there are significant barriers to higher education in Nigeria, such as a lack of funding, brain drain, a lack of opportunities for training and development, and a mismatch between the skills of university graduates and the demands of the labour market (Iyang, 2008). Talent acquisition and retention are key strategic practices for efficient human resource management in Nigerian universities. Maintaining the quality of education requires hiring and keeping qualified academics and administrative staff, but many Nigerian universities are experiencing a talent drain as a result of low pay, little opportunity for career advancement, and inadequately secured facilities (Adeyeye, 2009). As a result, more and more colleges are implementing retention tactics like improving benefits packages, providing chances for professional growth, and creating a positive work atmosphere (Nwakpa, 2019).

Furthermore, strategic training and development initiatives are now crucial to creating a workforce that is competitive in Nigerian universities. Individual universities and the National University Commission (NUC) have improved professional development through seminars, workshops,

and partnerships with international organisations. To make these programs effective, however, funding is still a constraint, and more steady support from the public and private sectors is required (Lepak et al., 2006). Faculty and administrative staff will be able to effectively contribute to the university's mission and stay at the forefront of educational advancement. Furthermore, in Nigerian universities, strategic practices for human resource management now include performance management and evaluation as essential components. Aligning individual performance with institutional goals requires effective appraisal systems that include transparent and equitable assessment criteria.

However, the effectiveness of these practices is undermined by persistent implementation issues like bias, favouritism, and insufficient follow-up on performance outcomes (Ayanda&Sanni, 2010). Therefore, multifaceted approaches that address hiring, retention, training, and performance management are needed to manage human resources in Nigerian universities. Together with insights from international best practices in human resources management, these strategic practices must be developed and executed with a thorough awareness of the local context and difficulties. A more robust and international university education sector can be promoted by the effective implementation of these strategies. Therefore, the strategic HRM practices in Nigerian universities will be examined in this paper.

Conceptual Structure

The structure of the study idea and its relationship to the main variables and the study problem is known as a conceptual framework. Typically, it is expressed as a schematic model. Issues that would otherwise be lost in a sea of words are defined, clarified, and explained using a model, which is a representation of reality.

In order to acquire the skills, experience, and competencies required for organisational life, education entails learning, instruction, training, development, coaching, and training (Usman & Douguly, 2014). One of the most challenging problems that organisations encounter is managing people, and effective human resources management is necessary to strike a balance. Human resources with a variety of skills that are obtained through education are thought to be essential components in the advancement of society. Through management education, retraining, and ongoing education, an organisation's human resource component can always be improved. Individuals can acquire the values, attitudes, and skills necessary to live productive lives and contribute to the advancement of society through training and development. According to Airia (2005), people might not develop to their full potential without adequate education and human resource management. Human resources is the process of finding, choosing, interviewing, and hiring qualified people to carry out particular tasks that increase organisational productivity. Armstrong (2009) states that the goal of an organisation's policies, procedures, and learning delivery programs is to fulfil its human resource development strategies by guaranteeing that it has the skilled and informed individuals needed to meet its current and future demands. The person who pursues knowledge daily will be the one in the future, emphasising the importance of ongoing education and learning for organisational members in order to guarantee management development.

In terms of operations, strategic HRM entails closely matching an organisation's strategy with conventional HRM procedures like hiring, selection, training and development, and compensation (Huselid et al., 1997). It also entails establishing guidelines and protocols that support effective strategy implementation, leveraging cross-functional expertise and competencies through themes, and building knowledge management skills that support the utilisation of best practices and the successful and efficient seizing of economies of scale opportunities. The theoretical model that can be used in academic institutions is the cybermetric systems model.

INPUT - - - - - THROUGHOUT - - - - - OUTPUT

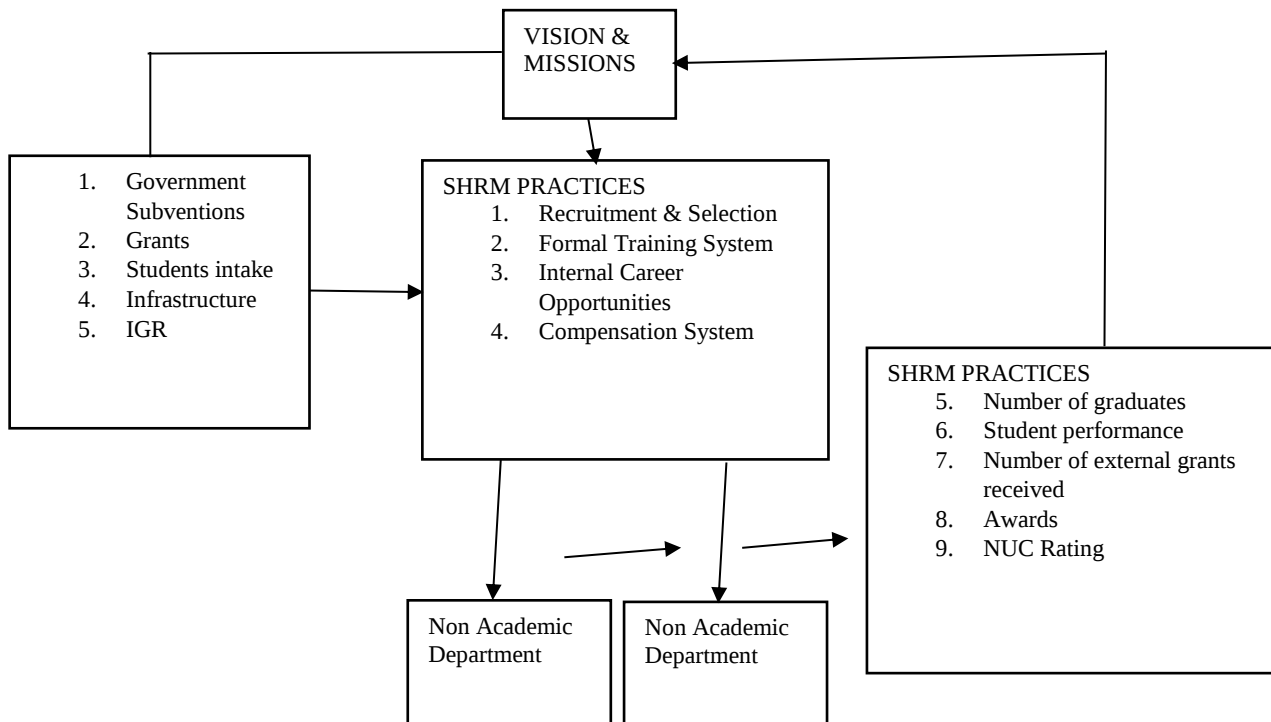


Figure 1: Conceptual Model of SHRM Practices in Universities

Source: Ojokuku&Akanbi (2015)

According to the above figure, the inputs are Strategic Human Resources Management (SHRM) practices like hiring employees, providing them with sufficient training to help them grow, conducting appraisals, and paying them the appropriate amount. Employee behaviour, which is divided into academic and non-academic departments, comprehension of the university's vision and mission, and the institution's strategy—which may also be impacted by overall performance—all serve to define the entire process. Performance is demonstrated by the quantity and calibre of graduates, awards for excellence, grants the university has received, and the National Universities Commission's (NUC) rating.

A Strategic Human Resource Management Theoretical Approach

There is no clear theoretical framework for strategic human resource management, according to critics. However, three types of researchers and the dimensions they have used to theorise strategic human resource management were identified by Delery and Shaw (2001). Due to their interest in identifying strategic human resource management best practices, they labelled the first group of researchers "universalists." According to these researchers, human resource practices are always superior to others, and all organisations ought to implement these best practices. The current interest in creating high-performance work practices is situated within this theoretical framework of strategic human resource management. Consequently, it is assumed that implementing specific strategic HRM policies will lead to improved organizational performance.

Researchers that use a contingency approach are included in the second category of theorizing. These researchers contended that the achievement of a match between human resource policies and other organizational components is necessary for the success of human resource management policies, which is consistent with the early foundation of the contingency perspectives within organizational theory.

It was determined that the third category of strategic HRM theories took a configurationally orientated approach. This method is more intricate and involves researchers looking for configurations, or special patterns of factors, that are thought to be as effective as possible. Many of the phenomena identified by this group of researchers may not be empirically observable, and they are also inclined to approach their subjects from a more theoretical standpoint. This method maintained that the goal of strategic human resource management is to help an organisation accomplish its objectives through the pattern of planned human resource development and activity.

Similarly, three theoretical approaches to strategic human resource management were identified by Derek et al. (2008). The first is predicated on the idea that there is only one optimal approach to human resource management that can enhance business performance. The second focuses on how employment policies and practices must be in line with what businesses need to succeed. This second strategy is predicated on the idea that various business strategies will work well with various human resource strategies. The resource-based view of the company and the perceived value of human capital are the foundations of the third, more recent approach. This point of view emphasizes the organization's capacity to learn and adapt faster than its rivals, as well as the calibre of its human resources.

Cybermetric system models are another popular set of theoretical models used in strategic human resource management research. The way that different cybermetric models handle the system varies. Similar to the behavioural perspective, some models concentrate on closed systems and aim to establish systems that protect technology from the environment. Other models consider systems to be interchangeable with their surroundings. Open systems models are derived from general systems models, which maintain that an organization can be thought of as an input system that interacts with its environment.

Strategic Human Resource Management Concept

There are two ways in which the field of human resource strategy is different from traditional human resource management. First, organizational performance—rather than individual performance—is the main focus of strategic human resource management. Second, it stresses the importance of human business issues rather than the management of human resources separately (Becker & Huselid, 2006). Building a sustainable competitive advantage that leads to above-average performance is the goal of strategy.

The foundation of strategic human resource management lies in the basic ideas of strategy, which is basically about how to increase company profitability. Core strategy research, according to Ajadi (2010), focuses on determining the internal and external elements that help a company create a competitive edge and perform better. Firms must either differentiate themselves to charge higher prices or create cost efficiency that allows them to operate on a lean margin in order to achieve superior performances.

Business units' overall human resource strategies are covered by strategic human resource management, which also attempts to quantify how they affect performance. In the early stages of the human resource field's development, the focus was frequently on making sure that workers had the skills and drive to accomplish organizational goals and that there were enough workers with specific skills on hand to meet organizational demands. contribution strategy capability performance with the implementation of strategic human resources management (Lengnick-Hall et al. 2009). The terms used to describe the expectations of human resources activities within an organization were modified, and this change signaled a significant change in the roles and influences of human resource professionals.

Two types of resources are the focus of strategic human resource management. The knowledge, skills, and abilities of an organization's employees make up its human capital. An organisational structure that aids in the growth of human capital is the second resource. The challenge with this resource is to choose the right cost-effective bundle that will support employees in achieving their maximum potential (Walsh et al. 2010).

According to Millmore et al. (2007), a number of changes in the external environment in which organizations operate had a significant impact on how managers perceived and handled their workforce.

The process of developing human resource strategies that are integrated both horizontally and vertically with the business strategy is known as strategic human resource management. This is accomplished by employing overarching approaches.

Methods of Strategic Human Resource Management

Seven practices that have been consistently recognized as Strategic Human Resource Management Practices were identified by Delery and Daty, as cited by Ojokuku&Akanbi (2015). Internal career opportunities, formal training programs, results-based evaluations, job descriptions, participation, employment security, and profit sharing are some examples of these practices. This method has become recognized as the universalistic best practice. The organisational preference for operating primarily from within is referred to as internal career opportunities in the first practice of the best practices approach to strategic human resource management. The second, training systems, refers to whether companies give their staff members a lot of training opportunities or if they rely on socialization and selection procedures to acquire the necessary skills. Thirdly, evaluation is conceptualized in terms of performance ratings that are based on outcomes and the degree to which the opinions of subordinates are taken into consideration. Fourth, the level of job security indicates how confident workers are about staying in their positions. Organizations may have an explicit or implicit policy, even though formalized employment security is generally declining. Fifth, employee participation—both in terms of participating in decision-making and having the chance to share ideas for enhancements—has become a key component of strategic human resource management. Sixth, job descriptions describe how well jobs are defined so that workers understand their responsibilities. Last but not least, profit sharing shows concern for the long-term performance of the entire organization.

Strategic Human Resource Practice's Roles

The success and competitive advantage of universities are significantly shaped by strategic human resource management. SHRM promotes a positive organisational culture, improves employee performance, and facilitates better talent acquisition by coordinating HR practices with institutional goals. The main responsibilities of SHRM in higher education are listed below, each supported by research and real-world examples.

- 1 **Finding and Keeping Talent:** Attracting and keeping talented faculty and staff is one of SHRM's primary goals, as it has a direct effect on the standard of instruction. Employing qualified staff members who share the mission and values of the university is essential. This procedure entails determining the particular requirements of the university, creating attractive compensation packages, and fostering an environment that promotes retention (Armstrong, 2021). Good SHRM practices can increase job satisfaction and decrease turnover, which will improve research output and academic program continuity (Brewster, Chung, & Sparrow, 2016). As a reflection of its dedication to competitive, strategic HR practices, the University of Cambridge uses extensive talent acquisition strategies to draw in top researchers and faculty by providing alluring research grants and a collaborative academic environment (Cambridge University Report, 2022).
- 2 **Training and Development for Employees:** For university employees to stay current on the best practices in research and teaching, they must engage in ongoing professional development. Through customized training courses, workshops, and performance review tools that pinpoint areas in need of development, SHRM fosters employee development (Noe, 2020). These programs enhance the quality of instruction in higher education, develop research capacities, and guarantee that university personnel are capable of managing changing educational technologies. For instance, the University of California, Berkeley makes significant investments in staff development initiatives, such as their "Excellence in Teaching" workshops. These workshops encourage a culture of lifelong learning among employees and concentrate on contemporary pedagogical approaches (Berkeley HR Report, 2021).



3. **Evaluation and Performance Management:** University performance reviews go beyond individual assessments; they also improve accountability and guarantee alignment with the institution's objectives. Universities create strong performance management systems that include defining clear expectations, giving feedback, and acknowledging accomplishments through SHRM practices. Additionally, performance reviews assist in identifying high performers who may be developed for leadership positions in the future (Dessler, 2020). This methodical approach encourages a performance-driven culture within the organisation, supports transparency, and inspires employees. Example: Regular evaluations with structured feedback sessions are part of Harvard University's "Harvard Performance Management Model." A culture of excellence and increased employee engagement have been associated with this (Harvard HR Report, 2022).
4. **Planning for Workforce and Succession:** Because academic careers are long-term and institutional memory is important, succession planning is essential in universities. This is addressed by SHRM through managing faculty demographic shifts, identifying future leaders, and maintaining a pool of competent employees to fill important roles (Jackson et al., 2017). Universities are better equipped to manage retirements or unplanned staff departures with the least amount of disruption to academic programs when they plan for future workforce needs. As an illustration, Stanford University has put in place a thorough succession planning strategy that ensures continuity in academic and administrative leadership by identifying and training future leaders early on (Stanford University Strategic HR Report, 2021).
5. **Work-Life Balance and Employee Well-Being:** University SHRM is placing a greater emphasis on employee well-being because it understands how it affects output and job satisfaction. A supportive workplace is largely created by programs like wellness programs, flexible work schedules, and mental health assistance (Guest, 2017). Making well-being a priority lowers burnout and promotes a positive workplace culture, both of which are critical in academia, where demands can be high. For instance, the University of Oxford has implemented wellness initiatives that include flexible work schedules, physical fitness campaigns, and mental health counselling. These have improved employee morale and created a healthier work environment (Oxford University HR Report, 2021).
6. **Encouraging Inclusion and Diversity:** It is crucial to cultivate an inclusive culture in a multicultural, international academic setting. Through hiring procedures, diversity education, and under-represented group support networks, SHRM actively advances diversity and inclusion. A university's inclusive culture fosters innovation and diversifies viewpoints, both of which are critical for thorough instruction and cutting-edge research (Byrd, 2018). For instance, the Diversity, Equity, and Inclusion (DEI) program at the University of Michigan combines SHRM duties with guidelines for developing a diverse workforce. This includes hiring procedures that support equality, mentorship programs, and scholarships (University of Michigan DEI Report, 2021).
7. **Improving Change Management and Organizational Culture:** Like other organizations, universities are constantly changing as a result of new technology and changing student needs. An innovative and flexible organizational culture that can successfully accept and handle change is fostered by SHRM (Ulrich, 2016). This function supports faculty and staff in effectively navigating changes by implementing change management techniques, leadership development, and communication strategies. For instance, the Massachusetts Institute of Technology (MIT) has created a strategic framework for change management that promotes interdisciplinary collaboration and provides staff with digital tool training, both of which increase resilience and adaptability (MIT HR Strategic Plan, 2021).

The Idea of University Performance

Because they offer the strongest connection to the organization's strategic goals, customer satisfaction, and economic contribution, performance could be defined as the results of labour.

Additionally, Wang (2010) claimed that university performance evaluations place a strong emphasis on output and outcome metrics that can be used to achieve objectives and the entire academic process from input to output to outcome.

Unlike the majority of private sector organizations, universities are not exclusively driven by the maximization of profits. When it comes to aggressively seeking resources, cutting costs, and making a profit, they might not have any priorities. Universities might instead attempt to keep their operational status steady, which would allow them to gradually achieve their organisational goals. Therefore, the degree to which university operations are upheld in support of the university's objectives can be used to gauge how well universities are performing. Performance can be measured from the two main dimensions of universities, which are academic and management functions. These two dimensions are further subdivided into four sub-dimensions: research, education, finance, and human resources.

Strategic Human Resource Management Challenges

The complexity and uniqueness of higher education environments present special challenges for strategic human resource management (SHRM) in universities. Effectively addressing these issues is essential to maintaining universities' competitiveness and their ability to carry out their duties in academia, research, and the community. The primary issues that SHRM encounters in higher education are listed below, backed up by examples and research.

1. **Budgetary Restrictions and Resource Limitations:** Managing financial restrictions is one of the main obstacles to implementing SHRM in higher education. In particular, public universities frequently rely on government funding, which can change according to political or economic priorities (Dar & Mishra, 2019). It can be challenging for universities to recruit and retain top talent when budgetary constraints prevent them from investing in advanced HR technologies, employee development initiatives, or competitive salaries (Armstrong, 2021). In developing nations, where higher education funding is frequently insufficient to meet operational needs, let alone strategic HR initiatives, the problem is made worse. For instance, financial limitations have hindered the implementation of effective SHRM practices at many Nigerian public universities (Aina, 2020). The quality of education is lowered as a result of these institutions' difficulties hiring qualified faculty and staff.

2. **Bringing in and Keeping Talent:** For skilled faculty and administrative personnel, higher education institutions frequently face competition from the private sector and other universities. Offering competitive pay and benefits packages is a challenge for universities, particularly in industries like engineering and technology where there is a high demand in the private sector (Brewster, Chung, & Sparrow, 2016). In addition, the academic field itself is frequently seen as having heavy workloads, few prospects for advancement, and inadequate rewards, which results in high turnover rates and difficulties finding new hires. For instance, according to a study on faculty turnover in the US, many academics quit academia to pursue higher-paying positions in business, especially in STEM fields (Dessler, 2020). This presents a big obstacle for academic institutions trying to keep up the calibre of their research and instruction.

3. **Academic Freedom and Organizational Control in Balance:** A fundamental principle of higher education is academic freedom, which permits instructors to freely teach, conduct research, and share their opinions. However, when universities try to adopt SHRM practices that standardize performance metrics or enforce administrative policies, this autonomy may occasionally conflict with organizational goals and policies (Guest, 2017). This makes it difficult for HR departments to maintain accountability and alignment with institutional goals while still respecting academic freedom. For instance, it has proven difficult to strike a balance between institutional performance standards and faculty autonomy in European universities. Since many faculty members believe that these measures violate their academic freedom, attempts to standardize performance evaluation methods have encountered opposition (Byrd, 2018).



4. ***Inclusion and Diversity:*** For SHRM in higher education, achieving diversity and creating an inclusive atmosphere are both crucial priorities and challenges. Universities frequently have difficulty establishing procedures and policies that assist marginalized groups without being tokenistic or fostering an atmosphere in which these policies are opposed (Noe, 2020). Additionally, organizations might not have the funds to offer enough diversity training or mentoring programs or other support systems to promote true inclusivity. For instance, studies reveal that many colleges continue to face unconscious biases in hiring and promotion procedures, even in the face of initiatives to increase diversity. This affects minority faculty and staff recruitment and retention rates (Jackson et al., 2017).
5. ***Assessment of Performance in a Knowledge-Based Setting:*** The unique nature of academic work makes performance management in universities difficult. The scope and significance of faculty members' contributions to teaching, research, and service may not be sufficiently represented by traditional performance measures (Ulrich, 2016). Furthermore, academics frequently oppose standardized assessments on the grounds that their work is too intricate and diverse to be assessed using traditional performance metrics. Example: Faculty evaluations that primarily focus on research output at many research-focused universities may unintentionally devalue community involvement and teaching quality. Both administrators and faculty are concerned about this since they find it difficult to strike a balance between individual performance evaluations and institutional priorities (Dar & Mishra, 2019).
6. ***Organizational Culture and Opposition to Change:*** Universities have a traditional, sometimes inflexible organizational culture that makes change management difficult. If faculty and staff believe that new policies, technologies, or restructuring initiatives will undermine long-standing conventions or add to the workload, they may oppose them (Dessler, 2020). Implementing SHRM practices at the institution-wide level is made more difficult by the decentralized structures of universities, where departments and faculties frequently function somewhat independently. For instance, many faculty members opposed the implementation of a new digital HR system at a well-known UK university, citing worries about data privacy, heightened monitoring, and a lack of support for the changeover (Brewster et al., 2016). This demonstrates how challenging it is to implement change in intricate learning environments.
7. ***Restricted Use of Cutting-Edge HR Technologies:*** Technology is being used more and more in strategic human resource management for tasks like workforce planning, performance monitoring, and hiring. However, many universities, especially public ones, might not have the financial or technical resources necessary to implement advanced HR technology (Jackson et al., 2017). The university may find it more difficult to successfully adopt data-driven SHRM practices if they are unable to invest in contemporary HR tools, which would place them at a competitive disadvantage in the fiercely competitive education market. For instance, many prestigious universities in developed nations have HR information systems in place, but many universities in developing nations find it difficult to pay for these kinds of technologies. Because these organizations are unable to use data analytics for workforce planning and employee development, there is a gap in SHRM effectiveness (Armstrong, 2021).
8. ***Managing Work-Life Conflicts and Maintaining Health:*** Because of the high standards for teaching, research, and community service, work-life balance is frequently difficult to achieve in academia. Burnout may strike faculty and staff, particularly if flexible work schedules, mental health support, and workload distribution are not sufficiently addressed by SHRM practices (Guest, 2017). The move to online and hybrid teaching formats has made this problem worse by adding to the workloads of many teachers.

The Path Ahead

For universities to maintain their competitiveness, provide efficient support for faculty and staff, and carry out their missions in teaching, research, and community involvement, strategic human

resource management, or SHRM, is essential. The sustainability and expansion of higher education institutions depend on addressing present issues and enhancing SHRM practices. The following are important suggestions, backed by examples and research, for how colleges can promote SHRM practices.

- **Increasing Human Capital Investment:** In higher education, investing in human capital is essential to reaching strategic objectives. Funding for staff and faculty development, skill enhancement through training, and lifelong learning should be given top priority by universities. Higher staff satisfaction, increased research productivity, and better teaching quality are the results of this investment (Armstrong, 2021). Professional development programs can also help close the skill gap brought on by changing academic requirements and technology breakthroughs. As an illustration, the Massachusetts Institute of Technology (MIT) has maintained its high standards in research and education by allocating funds to give faculty members continual training in digital tools and cutting-edge research methodologies (MIT HR Report, 2022).

- **Formulating All-Inclusive Talent Acquisition and Retention Plans:** Universities must implement competitive hiring procedures that provide alluring career paths, mentorship programs, and generous compensation packages in order to draw and keep top talent. Given the distinct needs of academics, researchers, and administrative personnel, these tactics ought to be customized for particular positions (Brewster, Chung, & Sparrow, 2016). Staff retention can be greatly increased by placing a strong emphasis on work-life balance, flexible scheduling, and clear career advancement pathways. For instance, as part of its retention strategy, the University of California, Berkeley has implemented mentorship programs, flexible work schedules, and a strong emphasis on research support. These measures have helped to maintain academic excellence and lower faculty turnover rates (Berkeley HR Strategic Plan, 2021).

3. **Enhancing Initiatives for Diversity, Equity, and Inclusion (DEI):** In addition to improving the educational environment, a dedication to diversity, equity, and inclusion increases universities' appeal to a worldwide talent pool. By putting in place policies that promote inclusivity, addressing biases in hiring and promotion, and making sure that every employee feels appreciated, SHRM can take the lead in these initiatives (Jackson, Schuler, & Jiang, 2017). Building an inclusive workplace requires implementing DEI committees, providing diversity training, and establishing support systems for under-represented groups. For instance, the University of Michigan has put in place a strong DEI framework that focuses on fostering equity in faculty hiring and retention, regularly conducts diversity audits, and trains recruitment panels on bias. A more inclusive institutional culture has resulted from this strategy (University of Michigan DEI Report, 2021).

4. **Using Data to Inform HR Decisions:** Adopting data analytics can improve SHRM decision-making by offering insights into performance indicators, hiring requirements, and workforce trends. By determining the critical elements that influence employee satisfaction and productivity, data-driven SHRM enables colleges to forecast labour needs, monitor worker performance, and enhance retention (Dessler, 2020). HR information systems (HRIS) and other advanced HR technologies can automate data collection, optimize HR processes, and offer real-time insights. To help with workforce planning and resource allocation, Harvard University, for instance, has put in place an HR analytics program that uses data to find trends in faculty hiring, performance, and retention (Harvard HR Analytics Report, 2022).

5. **Putting in Place Sturdy Performance Management Systems:** Aligning personal objectives with organizational goals and promoting ongoing development require efficient performance management systems. Universities can gain from creating assessment standards that emphasize service contributions, research impact, and teaching effectiveness rather than just quantitative measures. Frequent performance evaluations, feedback sessions, and recognition initiatives inspire staff members and promote an accountable culture (Noe, 2020). For instance, Stanford University's performance



management system enables faculty members to receive thorough feedback and development support through peer reviews, self-assessment, and alignment with institutional priorities (Stanford HR Report, 2021).

6. ***Prioritizing Work-Life Balance and Employee Well-Being:*** In academia, where time and resource demands are frequently high, it is critical to recognize and address employee well-being. SHRM should put in place regulations that support wellness initiatives, mental health resources, and work-life balance. Prioritizing well-being at universities can lower employee burnout, boost morale, and create a more encouraging work atmosphere (Guest, 2017). Wellness initiatives, counselling services, and flexible work schedules all contribute to a happier, healthier workforce. For instance, the University of Oxford offers a thorough well-being program that includes wellness incentives, flexible scheduling, and mental health support. Staff morale has increased and absenteeism has decreased as a result of these initiatives (Oxford University Well-being Report, 2021).

7. ***Promoting a Culture of Innovation and Change:*** Universities need to foster a culture that welcomes change and promotes innovation in light of the quick changes in pedagogy and technology. By encouraging adaptability and offering training in new technologies, SHRM can help with this. Universities can maintain their resilience and responsiveness to changing demands by implementing change management initiatives, leadership development programs, and open lines of communication (Ulrich, 2016). For instance, to ensure a seamless transition to hybrid teaching models and updated administrative procedures, the University of Cambridge has set up a change management office that works with HR to train employees in the use of new digital tools (Cambridge HR Report, 2022).

8. ***Improving Cooperation Between Administrative and Academic Units:*** Academic and administrative units must work together for SHRM to be effective. To ensure alignment with the university's overarching strategic goals, HR teams must collaborate closely with academic departments to understand their unique needs. This cooperative strategy fosters a cohesive institutional culture, enhances communication, and streamlines procedures (Brewster et al., 2016). As an illustration, HR works with different departments at the University of Toronto to create customized HR strategies that address the particular requirements of each faculty member and improve alignment with the institution's mission and objectives (Toronto HR Strategic Plan, 2021).

9. ***Creating Programs for Leadership Development and Succession Planning:*** In universities, where academic careers are long-term and demand specialized skill sets, succession planning is essential to preparing future leaders. In order to maintain continuity and lessen the impact of retirements or unplanned departures, SHRM should concentrate on identifying high-potential employees and giving them opportunities for leadership development (Jackson et al., 2017). Universities are better prepared for seamless leadership transitions and organizational stability when succession planning is done well. As an illustration, Harvard University's "Future Leaders Program" trains and mentors mid-level faculty and staff members, generating a pool of capable leaders prepared to assume senior positions when called upon (Harvard Leadership Development Report, 2021).

In conclusion

Certainly, by building a strong foundation of knowledgeable, driven, and engaged staff, strategic HR practices support universities' long-term viability and competitiveness. A dedication to SHRM will not only support immediate organizational goals but also open the door for future success in a world that is changing quickly as universities continue to negotiate the challenges of modern education. Universities can continue to flourish as hubs of knowledge and advancement by upholding their dedication to academic excellence, innovation, and societal impact through SHRM



References

- Adeyeye, J.O. (2009). An evaluation of human resource management practices in Nigerian universities: the impact of size in E. Armstrong (ed) *Pakistan Journal of Social Sciences* 5(6) 534 -544.
- Aina, S. (2005). *Managing the human capital in Nigeria*. Ikeja: Fountain Training Consult.
- Ajadi, T.O (2010), private universities in Nigeria. The challenges ahead. *American journal of scientific research* 7 (3) 15-24.
- Armstrong, M (2009). A hand book of human resource management 11th edition London Mega page ltd. analytic framework. *Human Resource Management Journal*, 27(1), 22-38.
- Armstrong, M. (2021). *Strategic Human Resource Management: A Guide to Action*. Kogan :
- Ayandu, O.J and Sanni, A.D (2010). An evaluation of strategic human resource management practices in Nigerian universities: the impact of ownership time and age. *European journal of Economics commerce and administrative science* 32 (4) 7-24.
- Becker, B.E and Huselid, M.A (2006). Strategic human resource management: where do we go from here? *Journal of Management*, 32 (6) 898 - 924.
- Brewster, C., Chung, C., & Sparrow, P. (2016). *Globalizing Human Resource Management*. Page Publishers. Resources. McGraw-Hill Education. Routledge.
- Byrd, M. Y. (2018). Managing Diversity and Inclusion in the 21st Century. *International Journal of Public Administration*, 41(9), 681-687.
- Caliskan, E.N (2010). The impacts of strategic human resource management on organizational performance. *Journal of manual science and engineering* 6 (2) 150 165.
- Deley, J.E and Shaw, J.D (2001). The strategic management of people in work organization review, synthesis, and extension, in G.R. Ferris (series Ed). *Research impersonal and human resource management*, Stamford, 167-197.
- Dessler, G. (2020). *Human Resource Management*. Pearson Education.empirical research. *Academy of Management Journal*, 60(2), 579-619.
- Guest, D. E. (2017). Human resource management and employee well-being: Towards a new
- Huselid, M.A. Jackson, S.E and Schuyler, R.S (1997), technical and strategic human resource management, effectiveness as determinants of firm performance, *Academy of Management Journal* 40 (199) 171 - 188.
- Iyang, B.J. (2008). Bridging the existing cap between human resource management function and enterprise management in Nigeria in E. Armstrong (ed) *Pakistan Journal of Social Sciences* 5(6) 534 -544.
- Jackson, S. E., Schuler, R. S., & Jiang, K. (2017). Strategic human resource management in the
- Kolowole, E.O (2020). Human resource management practices and academic staff turnover in public higher institutions in Lagos State, Nigeria. *Unizik journal of Educational management and policy* 4 (1) 141-156.
- Lengnick-Hall, M.L, Lengnick-Hall, C.A, Andrade, L.S and Drake, B (2009), strategic human resource management: the evolution of the field. *Human resource management review* 19 (20)12 - 36.
- Lepak, D.P., Lino, H., Chung, V & Harden, D., (2006). A conceptual review of human resource management systems in strategic human resource management research. *Research in personal and human resource management*, 25 (2) 17 27.
- Millmore, M., Lewis, P., Saunders, M., Thornhill, A and Trevor, M (2007. *Strategic human resources management*. England: pearson Education Limited.
- Noe, R. A. (2020). *Employee Training and Development*. McGraw-Hill Education.
- Nwakpa, P. (2019). Strategies of human resource management in universities in ebonyi State, Nigeria. *Asian journal of applied science* 7 (1) 71-77.
- Ojokuku, R.M and Akanbi, F.K. (2015). Strategic human resource management practices and performance in Nigerian public universities. *Journal of resources development and management* 10(6) 136-145.



- Ojokuku, R.M. (2013). Effects of performance appraisal system on motivation and performance of academics in Nigerian public universities *Australian journal of business and management of research* 3 (3) 20 - 28.
- Ulrich, D. (2016). *HR from the Outside In: Six Competencies for the Future of Human United States: A retrospective analysis of the theoretical development and*
- Usman, M and Dugguh, S.I (2014). Human resource management practice and organizational performance in tertiary institutions in Nigeria. *International journal of Economics commerce and management* 2 (12) 1-14.
- Walsh, K, Sturman, M.C. and Longstreet, K. (2010). Key issues in strategic human resources retrieved on 8 July 2010, from Cornell University's website <http://scholarship.sha.cornell.edu/articles/237>.
- Wang, C (2010), *performance measurements in universities managerial perspective* PhD research work on performance measurement in universities, University of Twente Enschede. The Netherlands, 1 - 88.