

Examining the Impact of Human Resource Management Approaches on Job Satisfaction Among Administrative Staff in Nigerian Polytechnics: A Study of Rufus Giwa Polytechnic, Owo

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Abstract: Human Resource Management (HRM) practices play a pivotal role in shaping employee attitudes and institutional performance in higher education, especially with non-teaching staff whose activities support institutional functions. This research looked at the link between HRM and job satisfaction among non-teaching staff in Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria. A descriptive survey research design was used and data were gathered from 371 respondents, using stratified and simple random sampling methods from a population of 1,045 staff. Primary data were collected through structured questionnaires, and secondary data from official records. The Pearson Product Moment Correlation and multiple regression analysis at 5% significance level were used to analyse data with SPSS version 26. The regression analysis found that job satisfaction is influenced by performance appraisal practices with motivational appraisal practices being the most significant predictor ($\beta = 0.203$, $p < 0.01$), followed by fairness and objectivity ($\beta = 0.187$, $p < 0.01$) and feedback practices ($\beta = 0.154$, $p < 0.01$). Performance appraisal also had a significant influence on job satisfaction, with its key components (employees' benefits, work environment, staff relations and health and safety) explaining 50.7% of the variance in job satisfaction ($R^2 = 0.507$). This research concludes that well-managed HRM practices increase job satisfaction through the creation of fairness, motivation and conducive work environment. It suggests increasing appraisal transparency, enhancing welfare packages and communication systems to improve morale and performance.

Keywords: Human Resource Management, Job Satisfaction, Performance Appraisal, Employee Welfare, Non-Teaching Staff.

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I. INTRODUCTION

Over the past few decades, Human Resource Management (HRM) has become a focal point in higher education institutions, especially in developing nations like

Nigeria where public institutions are expected to enhance efficiency, service quality and employee well-being. Human Resource Management (HRM) has shifted from being an administrative role to a strategic instrument for linking employee performance with organisational objectives. This

involves the recruitment, training, appraisal, remuneration, communication and welfare of staff in a manner that improves motivation, commitment and employee satisfaction (Armstrong & Taylor, 2023). Effective HRM practices can enhance productivity, employee well-being, and organisational sustainability.

In polytechnics, the non-teaching staff are essential for the smooth administration of technical and administrative processes that support academic activities. They manage registry services, finance, student welfare, procurement, maintenance and other support services. Despite their integral role in the success of the institution, many non-teaching staff in Nigerian tertiary institutions are still dissatisfied with their careers due to the lack of career development opportunities, poor performance appraisal, inadequate welfare packages, lack of training and irregular promotion system (Akinyemi & Adedeji, 2022). This leads to demotivation, low organisational loyalty and productivity.

Rufus Giwa Polytechnic, Owo, being a fast-growing public institution, has experienced an increase in the number of students, courses and administrative work. This growth demands HRM strategies that promote staff motivation and performance. But there are concerns about the effectiveness of current HRM practices in meeting the needs of non-teaching staff. Problems like vagueness in performance management systems, inadequate staff welfare policies, communication breakdown between management and staff, and perceived reward inequities are all contributing to low job satisfaction (Adeyemi & Fadeyi, 2021).

Despite reforms in the public tertiary education sector in Nigeria, there continues to be high levels of dissatisfaction among non-teaching staff. Issues such as erratic promotion, lack of recognition, delayed benefits and limited training have been reported in many institutions (Onifade & Olatunji, 2023). This situation is an indication of the degree to which HRM practices are effectively executed and the impact on the job satisfaction of staff. Research also indicates that effective strategic HRM practices play a crucial role in job satisfaction and organisational success (Khan et al., 2022). In this respect, job satisfaction plays a crucial role in terms of employee behaviour, productivity and organisational loyalty. Fair treatment, support and recognition from the organisation promotes greater performance and organisational loyalty. On the other hand, job dissatisfaction can lead to absenteeism, low productivity, conflict, and ultimately, poor institutional performance (Omodero & Adeyeye, 2023).

Despite the significance of these factors, there is still a dearth of empirical evidence on the impact of HRM practices on the job satisfaction of non-teaching staff in Rufus Giwa Polytechnic, Owo. Much of the research has been centred on either teaching staff or public sector employees, thereby overlooking the peculiarities of non-teaching staff whose input is important to institutional management (Olowolaju & Adigun, 2022). This research gap justifies a need to examine the link between HRM practices and job satisfaction in the institution. In response

to the above concerns, the study is centred on the following research questions: what is the influence of performance appraisal practices on the job satisfaction of non-teaching staff in Rufus Giwa Polytechnic, Owo? and how significant is the impact of employee welfare on job satisfaction of non-teaching staff in Rufus Giwa Polytechnic, Owo? The research questions guide the following hypotheses for the study: there is no significant relationship between performance appraisal practices and job satisfaction of non-teaching staff in Rufus Giwa Polytechnic, Owo; and employee welfare has no significant impact on job satisfaction of non-teaching staff in Rufus Giwa Polytechnic, Owo

II. LITERATURE REVIEW

➤ *Conceptual Review*

• *Human Resource Management (HRM)*

Human Resource Management (HRM) is increasingly a key way in which organisations view human capital as it relates to their long-term objectives. HRM differs from traditional HRM, which tends to focus primarily on the administrative aspects of managing people, by placing greater emphasis on ensuring HR policies align with an institution's overall strategic goals. As Armstrong (2020) notes, HRM marks a transition from administrative HR management to a positive and strategic system, aligning human resource policies with business strategies. This emphasis on strategy transforms employees into strategic partners whose knowledge, skills and attitudes are essential to the success of the institution.

HRM is essential in educational institutions like Rufus Giwa Polytechnic, where non-teaching employees play a critical role in administrative functions. Adeoye and Abolade (2021) observe that institutions with strategic HR practices often develop better cultures, communication and a work environment that fosters staff satisfaction. This perspective is supported by Adewale and Adeniji (2022), who maintain that when HR policies and practices align with institutional objectives, employees are valued and are more likely to display a high sense of institutional loyalty.

One key principle in HRM is that HR policies need to be in harmony with internal and external institutional needs. Internally, HR policy needs to align with the culture, leadership style and structure. Externally, they need to reflect regulatory requirements, population shifts, technological developments, and environmental considerations impacting service delivery. According to Ulrich and Dulebohn (2021), this alignment ensures that HR strategies are current and responsive to the institution's needs. In the context of non-academic staff in polytechnics, HRM directly affects job satisfaction through its emphasis on strategic hiring, ongoing training and development, equitable remuneration and robust performance appraisal systems. Akingbolu and Olabisi (2023) reveal that strategic HRM practices enhance job satisfaction and morale for non-teaching staff in Nigerian polytechnics. Likewise, Ogundele and Ajayi (2024) report that organisations that adopt HRM -

based performance appraisal and development systems have higher levels of administrative efficiency and staff satisfaction. In the context of growing calls for enhancing service delivery in public institutions in Nigeria, HRM offers a holistic approach to managing human and material resources. In the case of Rufus Giwa Polytechnic, the ongoing application of HRM principles is likely to lead to higher non-teaching staff satisfaction, streamlined administrative systems and better organisational performance. This supports the argument that staff members are not only support staff but also partners in the institution's development, contributing to its success.

- *Aspects of Human Resource Management (HRM) Practices*

Human Resource Management (HRM) practices represent a strategic approach that organisations use to manage human talent in line with institutional objectives, to optimise performance, efficiency and employee welfare. HRM practices are important in tertiary institutions as they determine the working environment of academic and non-academic staff who collectively keep institutions running. HRM practices comprise staff recruitment and selection, training and development, performance evaluation, remuneration and employee relations. Together they determine employees' views of fairness, organisational support and development opportunities, which in turn impact on job satisfaction and productivity (Wright & McMahan, 2022; Ogunyomi & Bruning, 2020).

- ✓ *Performance Appraisal*

Performance appraisal is a key HRM function that involves the systematic evaluation of employees' job performance based on predefined standards. In institutions such as Rufus Giwa Polytechnic, Owo, it is used to assess the effectiveness, behaviour, and output of non-teaching staff. A well-structured appraisal system provides feedback, identifies strengths and weaknesses, and guides decisions on promotion, training, and rewards. When performance appraisal is transparent and objective, it enhances employee morale and strengthens trust in management. Employees are more likely to feel valued when their efforts are recognised and linked to career progression opportunities. According to Chukwuma and Nkwede (2022), fair appraisal systems significantly improve job satisfaction by reinforcing a sense of justice and organisational recognition. Similarly, Armstrong (2023) views performance appraisal as both a developmental and administrative tool that aligns employee performance with institutional expectations. For non-teaching staff, clear appraisal criteria reduce role ambiguity and foster accountability. Olatunji and Afolayan (2022) emphasize that perceptions of fairness in appraisal processes strongly determine employee satisfaction levels. When feedback is regular, constructive, and participatory, employees develop higher trust in the system. Furthermore, involving staff in self-assessment or joint evaluation processes improves inclusion and commitment (Adebayo & Lawal, 2023). Conversely, biased or inconsistent appraisal practices can lead to dissatisfaction, reduced motivation, and workplace tension. Okolie and Aminu (2021) argue that linking appraisal outcomes to tangible rewards such as

training opportunities or promotions enhances employee engagement. Eze and Ojo (2024) further stress that equitable appraisal systems foster stronger commitment and improved performance among staff.

- ✓ *Employee Relations and Engagement*

Employee relations and engagement represent another critical dimension of HRM practices. Employee relations focus on maintaining a positive and fair interaction between management and staff through communication, conflict resolution, and welfare policies. Employee engagement reflects the emotional commitment employees have toward their organisation and their willingness to contribute beyond formal job requirements (Bakker & Albrecht, 2023). In tertiary institutions, strong employee relations are characterised by open communication, participatory decision-making and fair treatment. These practices build trust and reduce workplace conflicts, thereby improving job satisfaction (Adewale & Ogunyemi, 2022). When employees are involved in decision-making processes, they develop a stronger sense of belonging and responsibility, which enhances morale and institutional commitment (Okafor & Adeleke, 2022).

Engagement is particularly important for non-teaching staff who form the administrative backbone of institutions. Positive workplace relationships, recognition of contributions, and supportive leadership significantly improve motivation and reduce turnover intentions (Ezenwa & Olumide, 2023). However, poor communication, favoritism, and unresolved grievances often result in disengagement, low morale, and reduced productivity (Olatunji & Danjuma, 2023). Institutionalising employee engagement through structured HR policies such as feedback mechanisms, welfare programs, and inclusive leadership practices is essential for sustaining job satisfaction. Ibrahim and Adebayo (2024) note that public institutions in Nigeria can improve workforce morale by promoting fairness, openness, and participatory governance in employee relations. In summary, performance appraisal and employee relations are fundamental dimensions of HRM practices that significantly influence job satisfaction among non-teaching staff. When effectively implemented, they promote fairness, motivation, and organisational commitment. For institutions like Rufus Giwa Polytechnic, strengthening these HRM dimensions is essential for enhancing staff satisfaction and achieving institutional efficiency.

- *Concept of Job Satisfaction*

Job satisfaction is an important concept in organisational behaviour, as it describes the emotional and cognitive assessment by employees of their job experiences (Locke, 1976). It is the level of fulfilment, motivation, and satisfaction derived from wages, supervision, work environment, advancement opportunities and social interactions. In polytechnics like Rufus Giwa Polytechnic, non-teaching staff are the administrative support team and their effectiveness impacts on polytechnic efficiency. These workers' job satisfaction is influenced by intrinsic and extrinsic factors. The intrinsic factors are recognition,

autonomy and growth opportunities, while the extrinsic factors are remuneration, job security, leadership and working conditions (Adewumi & Akinola, 2022). Unfair or ineffective HRM practices can decrease morale and intent to leave. On the other hand, open recruitment, ongoing training and equitable performance appraisal practices increase job satisfaction and loyalty (Nwokocha & Iheriohanma, 2021; Ekundayo & Kolawole, 2024). Leadership is also crucial; democratic leadership enhances trust and communication, while autocratic leadership undermines job satisfaction (Onyema & Oladipo, 2023). Finally, supportive work environments, tools and policies enhance job satisfaction and performance (Fatile & Arogundade, 2022). In summary, job satisfaction is a dynamic construct that is shaped by workplace factors, institutional policies and leadership approaches, and is essential for improving services in public polytechnics. At Rufus Giwa Polytechnic, enhancing HRM practices and equity in decision-making processes are crucial for fostering staff well-being and organisational success. So, management emphasis on staff welfare, career advancement opportunities, and policy implementation strategies will go a long way to improve job satisfaction and organisational effectiveness. This underlines the significance of HRM in maintaining committed and motivated non-academic staff members in Nigerian universities. In the end, staff satisfaction will lead to enhanced administrative efficiency and effective service delivery of academic institutions in Nigeria.

- *Relationship Between HRM and Job Satisfaction*

Human Resource Management (HRM) is about the integration of human resource policies with the long-term strategic goals of an organisation. In this sense, HRM is not just a support process but a carefully crafted managerial strategy to enhance the productivity of human resources for organisational success (Sahili & Nabulsi, 2024). As such, key HRM practices - including training and development, reward and compensation, performance appraisal, promotion, and career development - are intended to be coordinated efforts to boost employee motivation, skills and future organisational outcomes (Sahili & Nabulsi, 2024). In this context, employees are considered as valuable resources, whose satisfaction and growth is critical to the success of the organisation. The evidence shows that HRM practices are strongly associated with job satisfaction, as employees' perceptions of equity, support and opportunities for development have profound effects on their attitudinal and affective reactions to their work. Research evidence suggests that effective HRM systems, especially the ones with fairness in evaluation, competitive compensation and training and development opportunities are positively linked with job satisfaction and organisational commitment (Hina & Yasmeen, 2025). This implies that job satisfaction is not only an outcome of individual personality but also organisational policies and practices.

Training and development is a key aspect of HRM practices affecting job satisfaction. By offering ongoing learning opportunities, skill development and training and development initiatives, employees are more likely to view these investments as a signal from the organisation that they

are valued and the organisation is committed to their development. This contributes to feelings of inclusion and self-esteem, leading to higher job satisfaction (Oyeniyi, Afolabi, & Olayanju, 2014). Conversely, lack of growth opportunities can lead to stagnation, demotivation and diminished job satisfaction.

Employees' job satisfaction is also influenced by performance appraisal systems. Appraisal systems that are transparent, consistent and fair increase employees' perceptions that their performance is valued and assessed fairly. Such procedural justice perceptions boost motivation and trust in management, leading to increased job satisfaction (Oyeniyi et al., 2014). Conversely, flawed appraisal mechanisms may induce dissatisfaction and demotivation (Oyeniyi et al., 2014). Likewise, remuneration and rewards play a pivotal role in the HRM-job satisfaction relationship. Equitable remuneration, timely payment and rewards for good performance are critical in fairness perceptions. When employees believe their remuneration is fair in relation to their performance and the labour market, they are more satisfied with their job (Masum, 2021). On the other hand, some perceived inequalities in remuneration may result in dissatisfaction, lower morale and increased turnover.

Career opportunities also contribute to job satisfaction through the perceptions of future opportunities within the company. When employees see a clear path for advancement and view their jobs as having a future, they will be more committed and satisfied with their jobs (Hina & Yasmeen, 2025). Lack of such prospects can lead to disappointment and a loss of interest in work. It's worth noting that HRM practices' impact on job satisfaction is often more pronounced when they are deployed as a systemic approach rather than in isolation. An integrated HRM strategy, where recruitment, training, appraisal, salary, and promotion practices complement each other, is more likely to result in more positive effects on employee satisfaction (Sahili & Nabulsi, 2024). This holistic view highlights the need for coherence and integration in HR policy development.

In institutional contexts like higher education, where non-teaching staff play a key role in the support functions of an institution, HRM practices are vital. Research in similar settings indicates that effective HRM systems lead to enhanced organisational engagement and job satisfaction by creating a satisfying and motivating work environment. Yet, it's also clear that HRM practices do not necessarily work in isolation, as work-related factors such as organisational culture, leadership style and personal demographic factors may moderate the effect of HRM practices on job satisfaction (Oyeniyi et al., 2014). In conclusion, the current literature offers robust theoretical and empirical support for the hypothesis that good HRM practices lead to higher job satisfaction. This link is relevant to this study of non-teaching staff of Rufus Giwa Polytechnic, Owo. It implies that the effectiveness of HRM practices in the institution is likely to be critical to employee satisfaction, hence offering a foundation for empirical testing of the role of specific

HRM practices in determining job satisfaction in the context of the institution.

➤ *Theoretical Review*

• *Stakeholder Theory*

Stakeholder Theory was first proposed by Freeman (1984) and contends that organisations operate as embedded in a web of relationships and should, therefore, take into account the interests of all those who have a stake in the organisations, not just the owners or management. For a public tertiary educational institution like Rufus Giwa Polytechnic, stakeholders include non-teaching staff, teaching staff, students, government and the community at large. Applied to HRM practices, the theory emphasizes that job satisfaction among non-teaching staff is enhanced when management adopts inclusive and fair policies relating to recruitment, promotion, compensation, training, and welfare services. When employees perceive that they are valued stakeholders, their commitment and satisfaction levels tend to increase significantly. Conversely, neglecting staff welfare or applying biased HR policies may lead to dissatisfaction, low morale, and reduced productivity. Recent studies have reinforced the view that stakeholder-oriented HRM systems improve employee engagement and institutional performance in public sector organizations (Guest, 2017; Armstrong, 2020; Ogunode et al., 2020).

• *Agency Theory*

Agency theory by Jensen and Meckling (1976) defines the principal-agent relationship between the principals (management or governing bodies) and the agents (employees or administrators) and the possibility of a misalignment of interest between the two groups. In tertiary institutions, management represents the principal, while non-teaching staff act as agents expected to implement institutional goals effectively. The theory is relevant to HRM practices because it underscores the importance of monitoring systems, performance appraisal, and incentive structures to align employee behaviour with organizational objectives. When HRM systems are poorly implemented or lack transparency, agency problems such as absenteeism, low commitment, and inefficiency may emerge. However, effective HRM practices such as fair evaluation, reward systems, and accountability mechanisms help reduce agency costs and improve job satisfaction. Recent HRM literature supports the view that well-structured governance and incentive alignment significantly enhance employee motivation and workplace satisfaction (Robbins & Judge, 2019; Armstrong, 2020; Boxall & Purcell, 2016).

• *Transformational Leadership Theory*

Transformational Leadership Theory, pioneered by Burns (1978) and further developed by Bass (1985), focuses on leadership that inspires, motivates and intellectually stimulates employees to perform above and beyond the call. Within the context of Rufus Giwa Polytechnic, transformational leadership is reflected in how administrative leaders influence non-teaching staff through vision, support, and ethical conduct. Transformational leaders enhance job satisfaction by creating a supportive

work environment, encouraging participation in decision-making, and recognizing employee contributions. Such leadership style fosters trust, commitment, and emotional attachment to the institution. Where leadership is participatory and inspiring, HRM practices become more effective, leading to improved morale and reduced turnover intention among staff. Research demonstrates that transformational leadership has a positive impact on employee job satisfaction and performance in government organisations (Northouse, 2021; Eze & Nwankwo, 2022; Ogunode et al., 2020).

• *Social Exchange Theory*

Social Exchange Theory, pioneered by Blau (1964), describes employee-organization relationships as an exchange that occurs between workers and the organisation. It suggests that when employees feel treated favourably by their organisation (e.g. fair pay, opportunities for growth and development, and supportive HRM) they reciprocate by being loyal, committed to the organisation and satisfied with their jobs. In the case of non-teaching staff, when HRM practices demonstrate fairness and concern for employee welfare, workers are more likely to exhibit positive attitudes and higher productivity. However, perceived injustice or neglect of employee needs can weaken this reciprocal relationship, resulting in dissatisfaction and disengagement. Contemporary research in organizational behaviour confirms that social exchange dynamics strongly predict job satisfaction and organizational commitment in public sector workplaces (Cropanzano et al., 2017; Saks, 2019; Adeyemi & Salami, 2021).

• *Equity Theory*

Equity Theory, proposed by Adams (1965), describes job satisfaction as a result of perceived fairness. They assess their input (work effort, experience and skill) versus outcomes (pay, promotions, recognition) compared to their peers. When non-teaching staff perceive imbalance or unfair treatment in HRM practices, dissatisfaction arises, potentially affecting performance and morale. In tertiary institutions, equitable HRM practices such as transparent promotion processes, fair remuneration, and equal access to training opportunities are critical in sustaining employee satisfaction. Inequities in reward systems or favoritism can lead to demotivation and workplace tension. Recent studies confirm that perceived organizational justice significantly influences employee satisfaction and retention in educational institutions (Colquitt et al., 2015; Greenberg, 2019; Akinwale, 2023).

➤ *Empirical Review*

Oladipo & Yusuf (2018) investigated the relationship between Human Resource Management (HRM) and job satisfaction of non-academic staff in some public universities in South-West Nigeria. This study used a descriptive survey approach and selected 320 non-academic staff through a stratified random sampling method. The researchers used questionnaires and descriptive statistics and Pearson Product Moment Correlation to analyse the data. It found staff training and development, remuneration, and promotion opportunities were important factors in job

satisfaction. But low pay and lack of timely promotion had a negative impact on productivity. The research suggested that organisations should increase remuneration, ensure timely promotions and provide regular staff training to boost job satisfaction.

Likewise, Akinyemi and Ojo (2020) examined the impact of performance appraisal on job satisfaction of non-teaching staff in polytechnics in Ogun State. The study adopted a cross-sectional survey research method, and respondents were chosen using simple random sampling (250 respondents). The researchers used questionnaires and multiple regression analysis to collect and examine the data. It was discovered that performance appraisal systems had a strong impact on job satisfaction, especially when appraisal feedback was transparent and tied to career advancement. But unfair and inconsistent appraisal undermined trust in management, and demoralised employees. The researchers suggested the use of fair, transparent and participatory performance appraisal systems to enhance job satisfaction.

In another study, Eze and Nwachukwu (2021) investigated the influence of training and development on job satisfaction of non-teaching staff of tertiary institutions in Nigeria. The study employed a mixed method research approach using questionnaires and interviews. A total of 280 respondents were chosen through purposive and stratified sampling. Regression analysis and thematic analysis were used to analyse the data. Results revealed that training and development increased job satisfaction by boosting staff skills, morale and career development. But HRM training policies were hindered due to lack of regular training opportunities and funding. The authors suggested continuous capacity building and training for non-teaching staff.

Bamidele and Ajayi (2022) investigated the remuneration system and job satisfaction of non-teaching staff in polytechnics in Nigeria. This study adopted a descriptive survey research design and chose 300 respondents by systematic sampling from three polytechnics in the South-West of Nigeria. They used a questionnaire and correlation and regression analysis to analyze data. The results revealed salary structure, allowances, and welfare packages had a significant positive impact on job satisfaction. However, irregular salary payment and inadequate welfare packages were sources of job dissatisfaction. The study suggested timely salary payments, better welfare package and regular review of salary structure and packages.

Okeke, Ibrahim, and Musa (2023) investigated the impact of human resource management (HRM) practices on employee satisfaction in federal polytechnics in Nigeria. They used a descriptive survey design and employed a multi-stage sampling approach to select 400 respondents. They used questionnaires and Structural Equation Modelling (SEM) to analyse the data. This study found that recruitment, training and performance appraisal combined have a significant impact on job satisfaction, with training and compensation being the strongest predictors. The study

also found that nepotistic hiring practices had a demoralising effect on employees. It concluded that merit-based recruitment and effective HRM policies should be prioritised.

In a recent study, Ibrahim and Salau (2024) examined the impact of work environment on job satisfaction of non-teaching staff in selected polytechnics in Nigeria. It used a quantitative survey approach and simple random sampling to select 270 participants. The researchers used questionnaires and descriptive statistics and multiple regression for data collection and analysis, respectively. The results indicated that office infrastructure, communication systems and human relationships had a significant impact on staff job satisfaction. Working conditions and absence of modern facilities were found to be a hindrance to job satisfaction. The study suggested the need for better office conditions, effective communication and better working conditions.

In general, the empirical evidence reviewed in this study shows that HRM practices have a significant impact on the job satisfaction of non-teaching staff in Nigerian tertiary institutions. Positive HRM practices, including fair remuneration, training, and fair appraisal systems, improve job satisfaction, whereas poor HRM practices create job dissatisfaction, demotivation and decrease productivity. But there is a lack of empirical evidence at the institutional level, especially about Rufus Giwa Polytechnic, Owo, with respect to the effect of the administrative and operational environment of the polytechnic on the job satisfaction of non-teaching staff. This forms the basis of the current study.

III. METHODOLOGY

➤ *Research Design*

A descriptive survey research design was used for the study, which is used extensively in social science and management research to study the relationships between variables as they occur. This approach is appropriate as it allows the researcher to gather information on employee perceptions of HRM and job satisfaction without intervention. It offers a structured format for gathering responses from a large population in a comparable and statistically analysable way. It also allows researchers to study the patterns and associations between human resource management (HRM) practices like recruitment, training, performance appraisal and employee relations, and job satisfaction.

➤ *Population of the Study*

The population of this study is 1,045 non-teaching staff of Rufus Giwa Polytechnic, Owo, according to the Human Resource Department of the polytechnic (2024 report). The population comprising of administrative officers, technical staff, library staff, clerical staff, security and maintenance staff. These are vital for the smooth running of the institution and are directly impacted by HRM practices such as recruitment, promotion, training and reward management. Hence, they are the right population to

examine the link between HRM practices and job satisfaction.

$$n = \frac{1045}{1 + 1045(0.05^2)} = 323$$

➤ *Sample Size and Sampling Techniques*

Taro Yamane's statistical formula was used to determine the sample size of the study, which was 323 at a 5% margin of error. To reduce the impact of non-response, 15% was added to the sample size to make a total of 371 respondents.

$$n = \frac{N}{1 + N(e^2)}$$

Where:

- n = required sample size
- N = total population (1,045 non-teaching staff)
- e = margin of error (0.05)

A sample of 323 was considered statistically sufficient. But as a buffer against non-response, a common problem in surveys of organisations, a further 15% were added. This practice is in line with recommendations in recent methodological research, suggesting a 10% to 20% buffer be added to account for unusable or incomplete questionnaires (Baruch & Holtom, 2022; Dillman, Smyth & Christian, 2023). Using this buffer resulted in a sample of 371. A multi-stage sampling approach was used. Initially, the population was divided into strata based on departments (Administration, Technical Services, Library, Security and Maintenance). Second, we used proportional allocation to select the number of respondents from each department. Finally, simple random sampling was used within each stratum to ensure that all staff had an equal opportunity of being chosen. This improved representativeness and minimised sampling bias.

Table 1 Sample Size Distribution Across Departments

S/N	Department	Staff Strength	Sample Size Allocation
1	Administration	320	114
2	Technical Services	250	89
3	Library	150	52
4	Security	180	62
5	Maintenance	145	54
	Total	1,045	371

Source: Rufus Giwa Polytechnic HR Department, 2024 (Unpublished Internal Report)

➤ *Sources of Data*

Both primary and secondary data were used in this study. Primary data were gathered through a questionnaire survey of non-teaching staff to gather information on HRM and job satisfaction. The questionnaire contained Likert-type items on important HRM dimensions and employee satisfaction factors. Secondary data were sourced from official documents including HR manuals, policies, staff regulations and reports. These documents contained information about HRM systems in the institution and helped to interpret primary data. This data triangulation resulted in increased validity and reliability of the study findings.

➤ *Research Instrument Development*

A questionnaire for quantitative data collection was the primary instrument used in this study. The questionnaire consisted of four sections. Section A consisted of questions on: age, gender, level of education and tenure. Section B assessed HRM practices such as recruitment, training and development, performance appraisal, compensation and employee relations. Section C measured job satisfaction through factors like working environment, reward and recognition, career advancement, work relationship and work-life balance. Section D included open-ended questions. Structured questions were rated on a five-point Likert scale from Strongly Disagree (1) to Strongly Agree (5). The questionnaire was pretested and validated by experts for clarity and reliability.

➤ *Measurement of Variables*

This study's independent variable is Human Resource Management (HRM) practices, including recruitment, training and development, performance appraisal, rewards, and employee relations. These were assessed in terms of fairness, effectiveness, accessibility and employees' perception of implementation. The dependent variable is job satisfaction, which is measured by indicators such as overall job satisfaction, recognition and rewards, career advancement opportunities, human interaction and work-life balance. These factors represent intrinsic and extrinsic job satisfaction factors.

➤ *Method of Data Analysis*

Both descriptive and inferential statistics were used in the data analysis. The descriptive statistics used were frequency, percentage, mean and standard deviation to explain the respondents' demographics data and responses. Inferential statistics such as Pearson Product Moment Correlation was used to assess the association between HRM practices and job satisfaction. Multiple regression analysis was applied to determine the degree to which HRM practices explain job satisfaction of non-teaching staff. The hypotheses were tested at 5% level of significance using SPSS 26. In some cases, simple linear regression was also used to determine the effect of single HRM practices on job satisfaction, while multiple regression was used to determine the collective effect of the HRM practices. This allowed for a thorough statistical analysis of the variables in the study.

IV. DATA ANALYSIS AND DISCUSSION

Table 2 Regression Analysis of Performance Appraisal Practices on Job Satisfaction of Non-Teaching Staff in Rufus Giwa Polytechnic, Owo

Coefficients					
	Coefficient (B)	Std. Error	t-value	Sig. (p-value)	Tolerance
(Constant)	1.215	0.312	3.89	0.000	–
Fair & objective appraisals	0.187 **	0.051	3.67	0.000	0.742
Feedback improves performance	0.154 **	0.048	3.21	0.001	0.710
Satisfaction with evaluation criteria	0.131 **	0.046	2.85	0.005	0.735
Appraisals motivate better performance	0.203 **	0.050	4.06	0.000	0.764
Appraisal results influence promotion	0.142 **	0.047	3.02	0.003	0.793
Contributions recognized	0.111 *	0.045	2.47	0.014	0.728

Notes: *Significant at $p < 0.05$; **Significant at $p < 0.01$

Dependent Variable: Job Satisfaction

Source: Authors Computation, 2026

A multiple regression analysis was carried out to assess how performance appraisal practices influence job satisfaction among non-teaching staff of Rufus Giwa Polytechnic, Owo. The model examined six predictors fairness and objectivity of appraisal, performance-enhancing feedback, clarity of evaluation criteria, motivational capacity of appraisal, linkage to promotion, and recognition of staff contributions against overall job satisfaction. The findings indicate that all the variables exert a positive and statistically significant influence on job satisfaction. Among them, appraisal practices that motivate improved performance emerged as the strongest predictor ($\beta = 0.203, p < 0.01$), followed by fair and objective appraisal systems ($\beta = 0.187, p < 0.01$) and constructive feedback ($\beta = 0.154, p < 0.01$). Other variables, including promotion-related outcomes, clarity of criteria, and recognition, also contributed

significantly, though with relatively smaller effects. These results suggest that job satisfaction is largely shaped by how appraisal systems are implemented rather than merely their existence. Systems perceived as fair, transparent, and development-oriented tend to enhance employees’ sense of value and commitment. While recognition of contributions positively affects satisfaction, its relatively lower coefficient ($\beta = 0.111, p < 0.05$) indicates that acknowledgment alone is insufficient without accompanying opportunities for growth and tangible rewards. Overall, the study demonstrates that effective appraisal practices are critical drivers of employee satisfaction. Institutions should therefore adopt transparent, consistent, and performance-linked appraisal systems that integrate feedback, motivation, and career advancement opportunities to sustain workforce morale and productivity.

Table 3 Regression Analysis of Employee Welfare on Job Satisfaction of Non-Teaching Staff in Rufus Giwa Polytechnic, Owo

Coefficients					
	Coefficient (B)	Std. Error	t-value	Sig. (p-value)	Tolerance
(Constant)	0.412	0.112	3.679	0.000	–
Adequate welfare benefits	0.158 **	0.034	4.647	0.000	0.735
Satisfaction with physical working conditions	0.142 **	0.036	3.944	0.000	0.718
Cordial relationships among staff & management	0.127 **	0.032	3.969	0.000	0.742
Health and safety measures in place	0.121 **	0.035	3.457	0.001	0.729
Opportunities for rest and recreation	0.098 *	0.037	2.649	0.009	0.751
Motivation due to welfare & environment	0.164 **	0.033	4.970	0.000	0.732

Notes: *Significant at $p < 0.05$; *Significant at $p < 0.01$

Dependent Variable: Job Satisfaction of Non-Teaching Staff

Source: Author’s Computation, 2026

The regression results show that employee welfare significantly shapes job satisfaction among non-teaching staff at Rufus Giwa Polytechnic, Owo. Key welfare dimensions adequate benefits ($t = 4.647, p < 0.01$), quality of physical work environment ($t = 3.944, p < 0.01$), positive staff-management relations ($t = 3.969, p < 0.01$), and effective health and safety provisions ($t = 3.457, p < 0.01$) all exert strong positive effects. Motivation derived from welfare and the work environment records the highest influence ($t = 4.970, p < 0.01$), indicating that employees’ perception of supportive and rewarding conditions is central

to their overall satisfaction. Opportunities for rest and recreation also contribute significantly ($t = 2.649, p < 0.05$), though with a comparatively weaker effect. Collectively, the six welfare indicators provide a meaningful explanation of job satisfaction. The model’s R^2 value of 0.507 suggests that 50.7% of variations in job satisfaction are accounted for by welfare-related factors, while the remaining proportion reflects other influences such as individual attitudes and institutional policies. The absence of multicollinearity, as indicated by acceptable tolerance values, supports the robustness of the findings. These results highlight that

welfare is multidimensional, encompassing physical conditions, interpersonal climate, and motivational support. For management, strengthening welfare policies especially those that enhance motivation, workplace safety, and staff relations—can improve morale, commitment, and retention. Overall, the findings reinforce the view that well-structured welfare systems are essential for sustaining employee satisfaction and institutional effectiveness in higher education settings.

➤ *Discussion of Findings*

This study investigated the influence of human resource management (HRM) practices on job satisfaction among non-teaching staff at Rufus Giwa Polytechnic, Owo, Ondo State, focusing particularly on performance appraisal and employee welfare as key variables. The findings reveal that performance appraisal practices have a significant positive relationship with job satisfaction. Employees who are regularly assessed through transparent, objective, and development-oriented appraisal systems demonstrate higher levels of satisfaction compared to those subjected to irregular or biased evaluations. Performance appraisal serves as a structured mechanism for feedback, enabling employees to understand job expectations, recognize their strengths, and address performance gaps. When appraisal criteria are clearly defined and fairly applied, they enhance employee confidence and promote continuous professional development (Armstrong & Taylor, 2020). Furthermore, fair appraisal systems reinforce employees' perception of recognition and institutional support, which strengthens commitment and morale. Conversely, inconsistent or subjective evaluation processes undermine trust and reduce job satisfaction, as employees may perceive such practices as unjust (Kuvaas et al., 2020).

The study also established that employee welfare significantly influences job satisfaction. Welfare provisions such as timely salary payment, healthcare support, leave benefits, job security, and safe working conditions were found to be critical determinants of employees' positive work attitudes. These welfare components address both economic and psychological needs, thereby enhancing overall well-being and motivation (Dessler, 2020). Employees who perceive their institution as supportive of their welfare tend to exhibit higher commitment and reduced stress levels. This finding aligns with existing literature, which shows that welfare initiatives improve work-life balance and reduce workplace tension (Islam, Khan, & Uddin, 2021). From a theoretical perspective, Herzberg's two-factor theory suggests that welfare factors function as hygiene elements; their adequacy prevents dissatisfaction, while their absence leads to discontent (Herzberg, Mausner, & Snyderman, 2017). Additionally, perceptions of fairness in welfare administration strengthen organizational trust and improve employee attitudes (Colquitt et al., 2019). In summary, both performance appraisal and employee welfare are critical HRM practices that significantly shape job satisfaction among non-teaching staff. Institutions that ensure fairness, transparency, and consistency in appraisal systems, while also strengthening welfare provisions, are

more likely to foster a motivated, committed, and productive workforce.

V. CONCLUSION AND RECOMMENDATIONS

➤ *Conclusion*

Human resource management practices play a crucial role in improving the job satisfaction of non-teaching staff in Rufus Giwa Polytechnic, Owo, the study concludes. Fair, participative and developmental performance appraisal systems tend to promote a sense of equity and motivation. On the other hand, ineffective appraisal systems can result in job dissatisfaction and low productivity. Also, staff welfare was found to be a significant factor in job satisfaction. When employees' welfare needs (for example, timely payment, health care and decent working conditions) are met, they show increased loyalty and dedication. Overall, the study confirms that HRM practices are not just processes but tools that shape staff performance and organizational outcomes. As such, institutions with strong HRM systems are likely to attain staff productivity and institutional stability.

➤ *Recommendations*

Based on the findings and conclusion, the following recommendations are proposed:

- *Improve Performance Appraisal Systems:*

Management should ensure that appraisal processes are transparent, objective, and inclusive. Employees should receive regular feedback, and appraisal outcomes should be clearly linked to promotions, training, and rewards.

- *Strengthen Employee Welfare Packages:*

The institution should enhance welfare programs by providing competitive salaries, health insurance, housing support, and other incentives that improve employees' quality of life.

- *Promote Capacity Development:*

Regular training and professional development opportunities should be organized for non-teaching staff to improve competence and job satisfaction.

- *Enhance Communication Channels:*

Management should establish open and effective communication systems that allow employees to express concerns and contribute to decision-making processes.

- *Ensure Fairness and Equity:*

HR policies should be implemented in a manner that promotes fairness, reduces bias, and builds trust among staff.

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