

## RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES AND BUSINESS STUDIES TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN EDO STATE

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### Abstract

*The necessity for the business to properly apply HRM practices has been influenced by the need to encourage good citizenship behaviour in the face of an unhealthy work environment. This study sought to determine the degree to which business studies teachers' organizational citizenship behaviour in Edo State is predicted by human resource management practices. To direct the investigation, four research questions and four related null hypotheses were developed. 309 business studies teachers in Edo State comprised the population. To determine the link between the study variables, a correlational survey methodology was employed. For this study, two questionnaires were adapted. The Cronbach alpha was used to assess the instrument's reliability, yielding the following reliability coefficients: human resource management practices =.81, and organizational citizenship behaviour =.87). The data was analyzed using regression analysis and Pearson Product Moment Correlation. The findings showed that organizational citizenship behaviour in Edo State was significantly predicted by recruitment and selection, training and development, and compensation. Additionally, the study found that organizational citizenship behaviour in Edo State was jointly predicted by recruitment and selection, training and development, and compensation. By examining HRM practices as important indicators of business studies teachers' organizational citizenship behaviour in Edo State, this study closes a gap. As a result, the study suggests that the teachers' compensation package should be given top priority.*

**Keywords:** *HRM, Recruitment and Selection, Training and Development, Compensation, Organizational Citizenship Behaviour*

### Introduction

The school is an institution designed to make sure that educational activities are carried out for the general well-being of people and the community. Teachers, who are the organization's human resources, are expected to make use of the non-human resources at their disposal in order to achieve the organization's objectives. In doing so, the teachers—that is, business studies teachers—are required to demonstrate specific behaviours that would further facilitate the achievement of the objectives; these behaviours are frequently referred to as Organizational Citizenship Behaviour (OCB). Since its creation in the 1980s, academics have studied the OCB. Organ (1988) asserted that OCB stands for individual behaviour that is discretionary, not explicitly or immediately acknowledged by the formal incentive system, and that, taken as a whole, supports the organization's successful and efficient operation. The author went on to emphasize that OCBs are practically significant since they enhance organizational efficacy and efficiency through resource transformations, innovation, and adaptation. According to Thiruvenskadam and Durairaj (2017), the OCB includes anything constructive and helpful that employees choose to

perform that benefits the firm and their coworkers. Nowadays, contextual performance—which is described as "performance that supports the social and psychological environment in which task performance takes place"- is thought to be synonymous with OCB (Organ, 1997). It is evident from the aforementioned definitions that OCB entails people (business studies teachers) going above and beyond what is specified in their job descriptions.

The OCB has changed over time, and a number of authors have tried to characterize its dimensions. Altruism and general compliance, often known as conscientiousness, are the two characteristics of OCB, according to the first description of its dimensions (Smith et al, 1983). Helping behaviour, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development are the seven elements of OCB that were most recently described (Podsakoff, et al., 2000). The study by Organ (1988), which provided five dimensions of OCB (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue), was improved.

Individual-directed OCB (OCBI) and organizational-directed OCB (OCBO) are the two primary viewpoints from which Williams and Anderson (1991) examined the aspects of OCB. The OCBI refers to actions that directly benefit certain individuals and indirectly benefit the organization (e.g., assisting colleagues with concept clarification, filling in for absent teachers, finding teaching aids for colleagues, showing personal interest in other colleagues' career advancement, helping bereaved colleagues examine students and mark). Similarly, OCBO describes actions that are advantageous to the organization as a whole (e.g., giving advance notice when unable to come to work, follows to informal regulations developed to maintain order). All of these positive behaviours are only possible when the organization's human resource management practices are used correctly and fairly.

HRM is the managerial application of people's efforts, knowledge, skills, and dedicated behaviours to an authoritatively coordinated human enterprise as part of an employment exchange (or more transient contractual arrangement) in order to complete work tasks in a way that allows the enterprise to continue into the future. Harmonizing individual and corporate goals in order to achieve the organization's objectives is the main objective of HRM. The application of HRM practices including recruitment and selection, training and development, compensation etc., can accomplish this (Ediagbonya & Igbinedion, 2020; Ediagbonya & Igbinedion, 2021; Imeokparia & Ediagbonya, 2020; Imeokparia & Ediagbonya, 2021a; Imeokparia & Ediagbonya, 2021b).

The process of identifying possible applicants and enticing them to apply for an open position inside the company is known as recruitment (Eva, 2018; Imeokparia & Ediagbonya, 2021a; Asghari, et al, 2022; Veseli, 2025). According to this concept, the focus of recruitment is on encouraging people to express interest in working for a company, regardless of their qualifications. Several processes are involved in the recruitment process, all of which are intended to guarantee that a position is filled by the most qualified candidate or candidates. Imeokparia and Ediagbonya (2021a) list internal and external recruitment as noteworthy sources of hiring. The goal of an external recruiting is to fill positions with members who are not workers of the organization, whereas the goal of an internal recruitment is to fill positions with members of the organization. This approach has the potential to bring in new and intelligent ideas to the company. Selection is made after these individuals are drawn in. According to Eva (2018), selection is the process of gathering and analyzing application data in order to identify the most suitable candidate for a certain role. Selection, according to Sisneros (2024), is the process of selecting a candidate to fill a particular post from a sizable pool of applicants. For this objective, various tactics are used. Introducing newly hired employees to training and development programs is always a good idea.

One of the most important aspects of HRM is training and development. The process of giving people the abilities, information, and mindset they need to perform well is referred to as training (Ediagbonya, 2019; Ediagbonya & Ezeani, 2021). In essence, training seeks to provide workers with the abilities, information, and mindset necessary to meet the demands of the modern workplace (Yunia & Marlianingrum, 2025; Ayere & Adetayo, 2025). Similar to this, development seeks to give workers the abilities, know-how, and mindset necessary to meet future work demands. Employees (such as business studies teachers) receive training in a variety of ways, from on-the-job to off-the-job. The organization receives fair returns from investing in training and development. Enhanced employee performance, dedication, retention, engagement, and OCB are some of these advantages (Malasari, et al., 2025; El-Shahat, et al., 2025). Better performance and participation in OCB are ensured by exposure to training and development, which is frequently compensated by the company.

The monetary and non-monetary benefits that workers receive in exchange for their labor and contributions, as well as the structured set of procedures that provide those benefits to influence behaviour and results, are usually referred to as compensation. One strategy used by companies to encourage and acknowledge the efforts of their workers is pay (Hasan & Sandi, 2025; Asrizal, et al, 2025). Teachers of business studies may be compensated with a consistent salary and stipend. Additionally, it could not be monetary (Imeokparia & Ediagbonya, 2021b; Samarasinghe & Sewwandi, 2024). That is recognizing the accomplishments of business studies teachers with compensation for worthy educators, safe workplaces, and promotions (Ediagbonya, 2023). All these exercises go a long way in promoting OCB in the organization. Employees will want to reciprocate proper implementation of HRM practices by carrying out voluntary and discretionary behaviour that will help the organization in achieving its goals. There has been increasing research in this field owing to its impact in the organizations.

A number of researches have been carried out to determine the relationships between HRM practices and OCB in organizations. According to studies by Asghari, et al. (2022), Recla and Gutierrez (2025) and Veseli (2025), recruitment and selection are significantly correlated with OCB. The studies by Liu, et al. (2022), Maszah, et al. (2023), Gupta, et al. (2023), Malaka, et al. (2023), Yunia and Marlianingrum (2025), Tanchi, et al. (2025), Ayere and Adetayo (2025), Darmawan, et al. (2025), Malasari, et al. (2025), El-Shahat, et al. (2025), and Veseli (2025) have also revealed that training and development significantly predict OCB. However, the study by Badran, et al. (2025) revealed that training and development did not significantly predict OCB. Studies have also shown that reward significantly predicts OCB (Zhao, et al., 2022; Murdiono, et al., 2023; Abubakar, et al., 2024; Samarasinghe & Sewwandi, 2024; Veseli, 2025; Setiawan & Rusdi, 2025; Setiawan, et al., 2025; Asrizal, et al., 2025; Hasan & Sandi, 2025). The study by Tashtoush and Eyupoglu (2020), Moreira and Cesario (2021), Demo, et al. (2022), Vuong (2022), Pradhan and Shrestha (2022), Khan, et al. (2023), Putrini and Satrya (2023), Mach, et al. (2024), Shahzad, et al. (2025), Kulkami and Shukla (2025), Nasik, et al. (2025), Basnet and Neupane (2025), and Veseli (2025) found that HRM practices significantly predicts OCB. There is still a gap in spite of the review of empirical studies done in the field. The majority of researches in this field were carried out outside the country. From the reviewed studies, no single study has looked at the relationship between HRM practices and business studies teachers' OCB in Edo State. This study fully addressed the gap by investigating the relationship between HRM practices and business studies teachers' OCB in Edo State.

### **Theoretical Framework**

Blau (1964) developed the Social Exchange Theory (SET), which serves as the theoretical foundation for this investigation. The SET asserts that there is a mutually beneficial interaction between employers and employees (Ediagbonya, et al., 2025). To put it another way, "mutual give and take" is said to be the cornerstone of an employer-employee relationship. Teachers of business studies, for instance, will want to return the favor by acting in a way that goes above and beyond what is required of them in their job description when they receive positive support from their employers in the form of training and development opportunities and compensation like recognition, fringe benefits, pay, bonuses, and other allowances. This is founded on the reciprocity norm, which holds that when an organization does good deeds, such as implementing HRM policies correctly, employees feel obligated to "pay back" by adopting positive attitudes and actions (Cropanzano & Mitchell, 2005). OCB (altruism, conscientiousness, sportsmanship, civic virtue, and courtesy) is an example of the positive mindset and conduct that employees exhibit in return for the organization's good acts. Employers who appreciate their employees' contributions, use fair hiring and selection procedures, and make training and development investments should anticipate having a team of workers who will participate in OCB.

### **Methods**

The study examined the link between the independent and dependent variables using a cross-sectional survey research design. Given its focus on determining the relationship between the independent variables (HRM practices—recruitment and selection, training and development, and compensation) and dependent variable (OCB), this design was deemed appropriate for the study.

The 309 Business Studies teachers at Edo State's public secondary schools comprise the study's population. The sample for the study was chosen using the multi-stage sampling procedure. The teachers were first divided into three Senatorial Districts: Edo South, Edo North, and Edo Central. Next, a proportion of 50% from each Senatorial District was chosen using the proportionate sampling technique. There were 153 business studies teachers in the sample.

Structured questionnaires that were adapted from earlier scales served as the study's instruments. The OCB scale was modified from Organ (1988), while the HRM scale was modified from Demo, et al. (2012). Two professionals in the field of business education received the instruments and validated them.

The instrument's dependability was assessed using the Cronbach Alpha. 30 business studies teachers were given the test. After the responses were examined, a coefficient of .81 was found. A total of 153 instruments were returned after the researchers used a Google Form to administer the instruments to the responders.

The Statistical Packages for Social Sciences (SPSS) Version 26.0 was used to analyze the collected data. The data was analyzed using regression analysis and Pearson Product Moment Correlation (PPMC).

### **Results**

The results of the data analysis are presented in this section with respect to the correlation matrix and hypotheses testing of the study variables.

**Table 1**  
*Correlation Matrix showing the relationship among HRM practices and Organizational Citizenship Behaviour*

Variables	Mean	Standard Deviation	1	2	3	4
Recruitment and Selection	3.48	1.03	1			
Training and development	3.52	1.09	.20*	1		
Compensation	3.50	1.08	-.02	.02	1	
Organizational Citizenship Behaviour	3.84	.93	.19*	.16*	-.21*	1

\*. Correlation is significant at the .01 level (2-tailed); (N=153)

Table 1 displays the correlations between recruitment and selection, training and development, compensation, and organizational citizenship behaviour. The variables have correlation coefficients ranging from -.02 to .20. There was a low correlation ( $r=.20$ ,  $n=153$ ) between training and development, and recruitment and selection. There was a negative low association ( $r=-.02$ ,  $n=153$ ) between compensation and recruitment and selection. There was a low correlation ( $r=.19$ ,  $n=153$ ) between recruitment and selection and OCB. There was a low correlation ( $r=.02$ ,  $n=153$ ) between compensation and training and development. There was a low correlation ( $r=.19$ ,  $n=153$ ) between recruitment and selection and OCB. There was a low correlation ( $r=.16$ ,  $n=153$ ) between training and development and OCB. There was a negative low association ( $r=-.21$ ,  $n=153$ ) between compensation and OCB.

**Hypothesis 1:** Recruitment and selection is not a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Table 2**  
*Recruitment and Selection Predicting Organizational Citizenship Behaviour*

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.080	.919		18.581	.000
	Recruitment and Selection	.301	.128	.188	2.349	.020

a. Dependent Variable: Organizational Citizenship Behaviour

Note:  $R^2 = .035$ ,  $Df = 1, 151$ ,  $F = 5.518$ ,  $P < .05$ , 95% LLCI = .056, 95%ULCI = .569

Table 2 reveals that recruitment and selection ( $F(1, 151) = 5.518$ ,  $SE = .128$ ,  $\beta = .188$ ,  $t = 2.349$ , 95% LLCI = .056 – ULCI = .569) had a significant positive influence on organizational citizenship behaviour. The R-square (.035) reveals that 3.5% of the variance in organizational citizenship behaviour is influenced by recruitment and selection. The results of the 5000-resample bootstrap coefficients for recruitment and selection influencing organizational citizenship behaviour (bias = -.005,  $p < .05$ ) were statistically significant. All in all, the results confirmed the expectations of the authors. Therefore, hypothesis 1 is rejected in the study. That is, recruitment and selection is a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Hypothesis 2:** Training and development is not a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Table 3**  
*Training and Development Predicting Organizational Citizenship Behaviour*

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	17.556	.847		20.720	.000
	Training and development	.230	.116	.159	1.981	.049

a. Dependent Variable: Organizational Citizenship Behaviour

Note:  $R^2 = .025$ ,  $Df = 1, 151$ ,  $F = 3.926$ ,  $P < .05$ , 95% LLCI = .009, 95%ULCI = .428

Table 3 reveals that training and development ( $F(1, 151) = 3.926$ ,  $SE = .116$ ,  $\beta = .159$ ,  $t = 1.981$ , 95% LLCI = .009 – ULCI = .425) had a significant positive influence on organizational citizenship behaviour. The R-square (.025) reveals that 2.5% of the variance in organizational citizenship behaviour is influenced by training and development. The results of the 5000-resample bootstrap coefficients for training and development influencing organizational citizenship behaviour (bias = -.004,  $p < .05$ ) were statistically significant. All in all, the results confirmed the expectations of the authors. Therefore, hypothesis 2 is rejected in the study. That is, training and development is a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Hypothesis 3:** Compensation is not a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Table 4**  
*Reward Predicting Organizational Citizenship Behaviour*

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	21.336	.868		24.572	.000
	Compensation	-.309	.120	-.205	-2.571	.011

a. Dependent Variable: Organizational Citizenship Behaviour

Note:  $R^2 = .042$ ,  $Df = 1, 151$ ,  $F = 6.610$ ,  $P < .05$ , 95% LLCI = -.540, 95%ULCI = -.092

Table 4 reveals that compensation ( $F(1, 151) = 6.610$ ,  $SE = .120$ ,  $\beta = -.205$ ,  $t = -2.571$ , 95% LLCI = -.540 – ULCI = -.092) had a significant positive influence on organizational citizenship behaviour. The R-square (.042) reveals that 4.2% of the variance in organizational citizenship behaviour is influenced by compensation. The results of the 5000-resample bootstrap coefficients for compensation influencing organizational citizenship behaviour (bias = -.005,  $p < .05$ ) were statistically significant. All in all, the results confirmed the expectations of the authors. Therefore, hypothesis 3 is rejected in the study. That is, compensation is a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Hypothesis 4:** Human resource management practices is not a significant predictor of business studies teachers' organizational citizenship behaviour in Edo State.

**Table 5**

*Human Resource Management Practices (Recruitment and selection, training and development, compensation) predicting organizational citizenship behaviour*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.249	1.388		13.145	.000
	Recruitment and Selection	.256	.128	.160	2.000	.047
	Training and Development	.178	.115	.123	1.544	.125
	Compensation	-.301	.118	-.200	-2.557	.012

a. Dependent Variable: Organizational Citizenship Behaviour

Table 5 reveals that human resource management practices (recruitment and selection, training and development and compensation) collectively predict organizational citizenship behaviour ( $P < .05$ ;  $F = 4.942$ ;  $df = 1, 149$ ). The result further reveals that reward was the most significant predictor of OCB. All in all, the results confirmed the expectations of the authors. Therefore, hypothesis 4 is rejected in the study. That is, human resource management practices (recruitment and selection, training and development and compensation) jointly predict business studies teachers' organizational citizenship behaviour in Edo State.

## Discussion of Findings

The study's first hypothesis demonstrates that the OCB of business studies teachers in Edo State is significantly predicted by recruitment and selection. This suggests that there is a chance of hiring qualified individuals who will occasionally exhibit behaviours that will benefit coworkers and the organization when firms conduct fair recruitment and selection processes. This result supports the findings of Asghari, et al. (2022), Recla and Gutierrez (2025), and Veseli (2025), who discovered a substantial correlation between recruitment and selection and OCB.

The study's second hypothesis states that business studies teachers' OCB in Edo State is significantly predicted by their training and development. This suggests that companies that invest in their employees' training—for example, by paying for their study leave or sending them to conferences and workshops—will strengthen their bonds with the company and encourage them to support both the company and their coworkers. This finding corroborates the findings by Liu, et al. (2022), Maszah, et al. (2023), Gupta, et al. (2023), Malaka, et al. (2023), Yunia and Marlianingrum (2025), Tanchi, et al. (2025), Ayere and Adetayo (2025), Darmawan, et al. (2025), Malasari, et al. (2025), El-Shahat, et al. (2025), and Veseli (2025) who found that training and development significantly predict OCB. However, this finding contradicts the finding by Badran, et al. (2025), who revealed that training and development did not significantly predict OCB.

The study's third hypothesis states that the OCB of business studies teachers in Edo State is significantly predicted by compensation. This suggests that employees will be more inclined to help coworkers and the company when their accomplishments are acknowledged and compensated through pay increases, bonuses, fringe benefits, and other means. The negative relationship further explains that compensation alone may not be sufficient to trigger the reciprocal relationship as advocated by SET. This finding corroborates the findings by Zhao, et al. (2022), Murdiono, et al. (2023), Abubakar, et al. (2024), Samarasinghe and Sewwandi (2024), Veseli (2025), Setiawan and Rusdi (2025), Setiawan, et al. (2025), Asrizal, et al. (2025), Hasan and Sandi (2025) who found that compensation significantly predict OCB.

Human resource management practices (recruitment and selection, training and development, and compensation) were found to be a major predictor of business studies teachers'

OCB in Edo State, according to the study's fourth hypothesis. This suggests that when HRM practices are fully and appropriately implemented in organizations, employees will wish to return the favor by acting in a way that benefits both the organizations and their coworkers. This finding corroborates the findings by Tashtoush and Eyupoglu (2020), Moreira and Cesario (2021), Demo, et al. (2022), Vuong (2022), Pradhan and Shrestha (2022), Khan, et al. (2023), Khan, et al. (2023), Putrini and Satrya (2023), Mach, et al. (2024), Shahzad, et al. (2025), Kulkami and Shukla (2025), Nasik, et al. (2025), Basnet and Neupane (2025), and Veseli (2025) who in their separate studies found that HRM practices significantly predicts OCB

### Conclusion and Recommendations

The results show that the OCB of business studies teachers in Edo State was significantly predicted by recruitment and selection, training and development, and compensation. The study also showed that business studies teachers' OCB in Edo State was predicted by the several HRM practices that were jointly studied. The findings imply that appropriate and equitable application of HRM practices, such as recruitment and selection, training and development, and compensation, can elicit desired behaviour from workers (such as business studies teachers). This supports the Social Exchange Theory that was applied in this study, which emphasized that employees should behave well in response to their employers' positive behaviours. Additionally, this finding makes a novel contribution to the literature in HRM which will further promotes research interest in the field.

Based on the study's findings, the following recommendations are made:

- i. the reward package of the teachers should be given utmost consideration;
- ii. the recruitment and selection process should be fair and void of sharp practices;
- iii. employers should continue to invest in the training and re-training of their employees; and
- iv. employers should continuously sponsor their employees for development programmes.

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