



**SKILL-ENHANCING PRACTICES, EMPLOYEE COMMITMENT,
AND PERFORMANCE OF NIGERIA POLICE FORCE:
A CROSS-SECTIONAL INVESTIGATION**

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Abstract:

Evidence has been registered in the literature that human resource management systems for enhancing employee's skills have a significant influence on employee's attitudinal and behavioural outcomes, and as well as organisational outcomes. This evidence needs to be justified in Police Institution in Nigeria where studies on HRM practices-performance relationship remain empirically unexamined. This study therefore investigated the mediating effect of organisational commitment on the relationship between skill-enhancing practices and performance of Police Force in Nigeria. Utilising cross-sectional survey data from 321 respondents, this study found that the composite construct of skill-enhancing practices had a significant effect on performance of police Force in Nigeria. This study employed 'PROCESS macro' to test the hypothesis of mediation effect and the findings revealed that employee commitment fully mediated the relationship between skill-enhancing practices and performance in the context of Police Force in Nigeria. The findings of this study contain some policy implications on how to enhance human capital in an institution of Criminal Justice System such as Nigeria Police Force.

Keywords: skill-enhancing practices, AMO theory, self-determination theory, employee commitment, performance of police force, Nigeria

1. Introduction

Employees' perceptions of their organisations' investment in them beyond short-term basis may provoke positive attitudinal and behavioural outcomes, which in turn, lead to

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performance related outcomes (Paré & Tremblay, 2007). This form of investment, drawing from theoretical reasoning from self-determination theory and ability, motivation, and opportunity framework, is perceived as a way of managing the most valued organisational assets-people via organisational events known as human resource management practices (Armstrong, 2006; Mostafa, 2016). An important organisational event that has the capacity to enhance human capital and in turn occasions performance outcomes has been identified as skill-enhancing practices (Jiang, Lepak, Hu, & Baer, 2012). Skill-enhancing practices are designed and implemented to ensure that employee knowledge, skills, and abilities are enhanced either by developing existing employees or by hiring the best people at the labour market (Gardner, Wright, & Moynihan, 2011). Skill-enhancing practices as a bundle of HRM interventions have been found to have significant effect on both attitudinal, behavioural, and performance outcomes (Boselie, 2010; Demortier, Delobbe & Akremi, 2014).

The relationship between HRM systems for enhancing employee knowledge, skills, and abilities and performance can be further explained by the mechanisms of attitudinal and behavioural outcomes. Therefore, researchers in HRM literature through the mechanisms of attitudinal and behavioural outcomes have contributed to the opening of 'black box' in HRM-performance relationship (Karatepe & Olugbade, 2016). The contexts where evidence of significant HRM practices-performance relationship via mechanisms of attitudinal and behavioural outcomes is registered, however, remain a subject of discussion in literature. An inventory of HRM practices, attitudinal and behavioural outcomes, and performance relationship showed evidence significantly from the high and middle-income economies (Boselie, 2010; Guest, 2011, Mostafa, 2017); however, such evidence remains anecdotal in low-income country such as Nigeria. Moreover, the evidence of significant effect of attitudinal and behavioural outcomes on the HRM practice-performance relationship may vary across organisational contexts (Appelbaum, Bailey, Berg, & Kalleberg, 2000). In the last two decades, successful Administrations in Nigeria had made efforts to reform the Nigeria Police Force as an important agency of Criminal Justice System, however Police Institution has been adjudged to operate below optimum efficiency and outside their constitutional mandate (Eke, & Osaghae, 2018; Osayande, 2008). This study therefore contributed to the discussion of the model of HRM practices and performance relationship by investigating the pathway through which skill-enhancing practices impact on performance in the context of Police Force in Nigeria.

2. Conceptual and Empirical Review

2.1 Skill-enhancing Practices and Performance

As conceptualised in literature, skill-enhancing practices entail the combination or bundle of HRM practices that are designed and implemented to enhance employee knowledge, skills, and abilities to perform (Jiang, *et al.*, 2012). It is a bundle of HRM practices that are related to staffing and training of employees to attain the desired

organisational goals (Gardner, *et al.*, 2011). The conceptualisation of one of the dimensions of HRM practices as skill-enhancing practices is based on the premise that a combination of HRM practices is jointly experienced by employees, and therefore, will have synergistic effect and influence on employees' attitudes and behaviours which may in turn enhance superior performance (Obeidat, Mitchell, & Bray, 2016). As succinctly put by Jiang, *et al.* (2012), skill-enhancing practices are designed to ensure appropriately skilled employees in the organisation.

As operationalised in research studies, practices that are designed to enhance knowledge, skills, and abilities of employees include: comprehensive recruitment, rigorous selection, extensive training, job rotation, coaching, mentoring, and these practices have been identified to have various degrees of relationship with performance outcomes at both individual and organisational levels (Boselie, 2010; Mostafa, *et al.*, 2017). In the study of Obeidat *et al.* (2016), skill-enhancing practices were found to be significantly related to organisational performance in Jordanian firms operating in financial and manufacturing sectors. In meta-analytic study conducted by Jiang, *et al.* (2012), skill-enhancing practices were found to have a significant relationship with human capital and financial outcomes. In a similar vein, Demotier, *et al.* (2014) found significant effect of skill-enhancing practices on human capital and performance in a study carried out in Luxembourg. The aforementioned evidence of significant relationship between skill-enhancing practices and performance relationship was in consonance with findings in previous studies investigating HRM practices-performance relationship (Boselie, 2010, Appelbaum, Bailey, Berg, & Kalleberg, 2000).

Moreover, a chunk of studies has provided evidence of individual HRM practices that can enhance employee knowledge, skills, and abilities on performance outcomes. Karatepe and Olugbade (2016) found significant effect of selective staffing on work engagement, service recovery, and creative performance in international chains hotels in Nigeria. In a similar vein, Kanu (2015) found significant relationship between recruitment and selection practices and performance of SMEs in Construction Industry in Sierra Leone. These findings of significant effects were in consonance with previous findings of recruitment and selection practices-performance relationship by Garmage (2014) in Japan, Saifalislam, Osman, and AlQudah (2014) in Jordanian Public University, Afriyie, Blankson, and Osumanu (2013) in Accra, Ghana, and Omolo, Oginda, and Oso (2012) in Kenya. As an important HRM practice for enhancing human capital, Casad (2012) averred that job rotation appeased to both individual and organisation through identification of individual strength for optimal organisational performance. Khan, Rasli, Tariq, Rahman, and Khan (2014) found significant effect of job rotation on job performance in Malaysia. Kampkötter, Harbring, and Sliwka (2018) found positive significant relationship between job rotation and employee performance in German banking and financial services sector. The study of Mohan and Gomathi (2015) found positive correlation between job rotation and employee development among staff of Hospitals in India.

Coaching practices, as empirically investigated in the HRM literature were also identified to enhance the professional skills and knowledge of employees. In an empirical study of Utrilla, Grande, and Lorenzo (2015), coaching was found to have significant influence on both individual and organisational performance. In a related study, Achi and Sleilati (2016) found that coaching increases employee creativity and performance in Lebanese banking sector. The significant effect of coaching practice on role clarity and performance was evidenced in a study conducted by Kim, Egan, and Moon (2014) employing data from United State of America and South Korea. The importance of mentoring practices has also been emphasised as HRM tool for enhancing employee knowledge, skills, and abilities. As investigated by Ofobruku and Nwakoby (2015), mentoring practice was found to have positive relationship with employee performance in a family business in a construction company in Abuja, Nigeria. In a study investigated in Chinese manufacturing sector, Liu, Liu, Kwan, and Mao (2009) found significant relationship between mentoring and mentor's in-role job performance and social status. In a study of employees of substance abuse treatment agencies in USA, Allen, Smith, Mael, O'Shea, and Eby (2009) found positive relationship with organisation-level mentoring and overall organisational performance. In a related study in Malaysia, Ismail, Tui, Faqih, and Abdullah (2015) found significant relationship between mentoring programme and mentee's academic performance. The empirical evidence discussed in the aforementioned studies support the findings of the constructs of recruitment, selection, job rotation, coaching, and mentoring as skill-enhancing practices designed and implemented to influence performance at both individuals and organisational levels.

2.2 Employee Commitment and Performance

Human resource management practices and firm performance have been identified as two remote constructs to be directly linked together, and therefore there is need to investigate how HRM practices enhance proximate outcomes before its influences on performance outcomes (Savaneviciene & Stankeviciute, 2012). The proximate outcomes are often referred to as the contents of the 'Black Box' that researchers attempted to unravel in order explain how HRM practices generate performance outcomes. A great number of studies have shown that HRM practices are designed and implemented to enhance employee attitudinal and behavioural outcomes which in turn lead to performance outcomes, and considerable number of studies have employed organisational commitment as mechanism to unearth the 'Black Box' in the HRM practices-performance relationship (Tremblay, Clouteir, Simard, Chenever, & Vandenberghe, 2010; Lamaba & Chouldhary, 2013). Employee commitment, as it is conceptualised by Mowday, Porter, and Steer (1982), reflects an employee's identification with the employer, attachment to the organisation, and willingness to expend discretionary effort on organisation's behalf, and it has been investigated by scholars based on its three major components-affective, normative, and continuance.

An inventory of studies on HRM practice and performance relationship showed mixed findings of possible intervening function of employee commitment. While some

studies found employee commitment as an outcome of HRM practices implemented in the organisation (Lanba & Chouldhary, 2013; Piyasena, 2016, Meyer & Smith, 2000), a considerable number of studies investigated it as mediating construct in HRM practices-performance relationship. Boselie (2010) found significant effect of skill-enhancing practices on organisation commitment in a study conducted in Netherlands. A study conducted in Canada by Pare and Tremblay (2007) found that the relationship between high-involvement HR practice and turnover intention was mediated by employee commitment. In a related study conduct by Appelbaum *et al.* (2000), skill-enhancing practices were found to have significant indirect relationship with performance via the construct of organisational commitment. However, a study investigated by Gardner, *et al.* (2011) found insignificant mediating effect of employee commitment on the relationship between skill-enhancing practices and voluntary turnover in United State of America. Kuvaas (2008) found no significant relationship between developmental HR practices and employee outcomes in Norwegian local savings banks. In a related study investigated in Australia by Chew and Chan (2006), HRM practices such as training and career development were not significant with intention to stay, and the relationship was not mediated by employee commitment. This study, therefore, investigated employee commitment as mechanism through which skill-enhancing practices impact on performance in the context of police in Nigeria.

3. Theoretical Framework and Hypotheses Development

3.1 AMO Theory

Ability, motivation, and opportunity (AMO) theory was conceptualised by Appelbaum, *et al.* (2000) as a theoretical lens for understanding performance outcomes in relation to three main attributes that characterised people working in the organisation. AMO theory emphasised that organisational performance is contingent on the ability, motivation, and opportunity of people to perform in their respective organisations ($P = A + M + O$). AMO theory has attracted a conscious attention of a great number of researchers in HRM literature employing the theory as either theoretical lens for explaining employee ability, motivation, and opportunity as proximate outcomes of HRM practices (Gardner, *et al.*, 2011; Demortier, *et al.*, 2014), or decomposing HRM practices into three dimensions such as skill, motivation, and opportunity-enhancing practices (Jiang, *et al.*, 2012; Boselie, 2010). A great number of researchers, drawing from AMO framework, were of the view that performance at various levels of an organisation can be generated through HRM practices that enhanced employee skills, motivation, and opportunity to perform (Ozcelik, & Uyargil, 2015; Anna, Bos-Nehles, Van Riemsdijk, & Looise, 2013). AMO theory has gained prominence among researchers, however, the model has never been empirically tested across different contexts (Kelliner, Caffferkey, & Townsend, 2019; Demortier, *et al.*, 2014). This study, therefore, draws from AMO theory to explain how HRM practices that enhance employee knowledge, skills, and abilities would generate

performance in the context of police force in Nigeria. This study then hypothesised the relationship between skill-enhancing and performance of police force in Nigeria as:

H₀₁: Rigorous recruitment and selection have no significant effect on performance of police force in Nigeria;

H₀₂: Job rotation has no significant effect on performance of police force in Nigeria;

H₀₃: Coaching has no significant effect on performance of police force in Nigeria;

H₀₄: Mentoring has no significant effect on performance of police force in Nigeria.

3.2 Self-Determination Theory

Self-determination theory states that people assumed positive behaviours based on the satisfaction of three innate psychological needs: autonomy, competency, and relatedness (Deci & Ryan, 1985). The need for autonomy reflects the need to feel for choiceful and volitional, that is, a person is an instigator of his or her own action and choice, the need for competence reflects that a person is capable and able of achieving a desired outcome, and the need for relatedness entails the need to close to and be understood as important by people (Deci & Ryan, 1985).

In HRM literature, authors have employed self-determination theory (SDT) as a theoretical lens for justifying organisational events (HRM practices) satisfying one or more of innate psychological needs- autonomy, competency and relatedness as capable of influencing positive attitudinal and behavioural outcomes, which will in turn lead to performance outcomes (Gardner, *et al.*, 2011; Marescaux *et al.*, 2013). As emphasised in HRM literature, skill-enhancing practices are designed and implemented to ensure the development of employee competences in terms of knowledge, skills, and abilities, and therefore, evidence from empirical literature has shown that skill-enhancing practices have the capacity to influence positive attitudinal and behavioural outcomes that in turns enhance organisational performance (Boselie, 2010; Demortier, *et al.*, 2014; Applebaum, *et al.*, 2000). Drawing from self-determination theory and the preceding literature, skill-enhancing practices are conceptualised in this study to enhance positive attitudinal outcome that in turn lead to the desired organisational performance. This study therefore hypothesised the pathway through which skill-enhancing practices generate performance outcomes as:

H₀₅: Employee commitment does not mediate the relationship between skill-enhancing practices and performance of police force in Nigeria.

3.3 Conceptual Framework

The conceptual framework of this study, as depicted in Figure 1, shows the direction of the hypothesised relationships between the constructs of skill-enhancing practices as composite independent variable, performance of police force as the dependent variable, and employee commitment as the mediating variable.

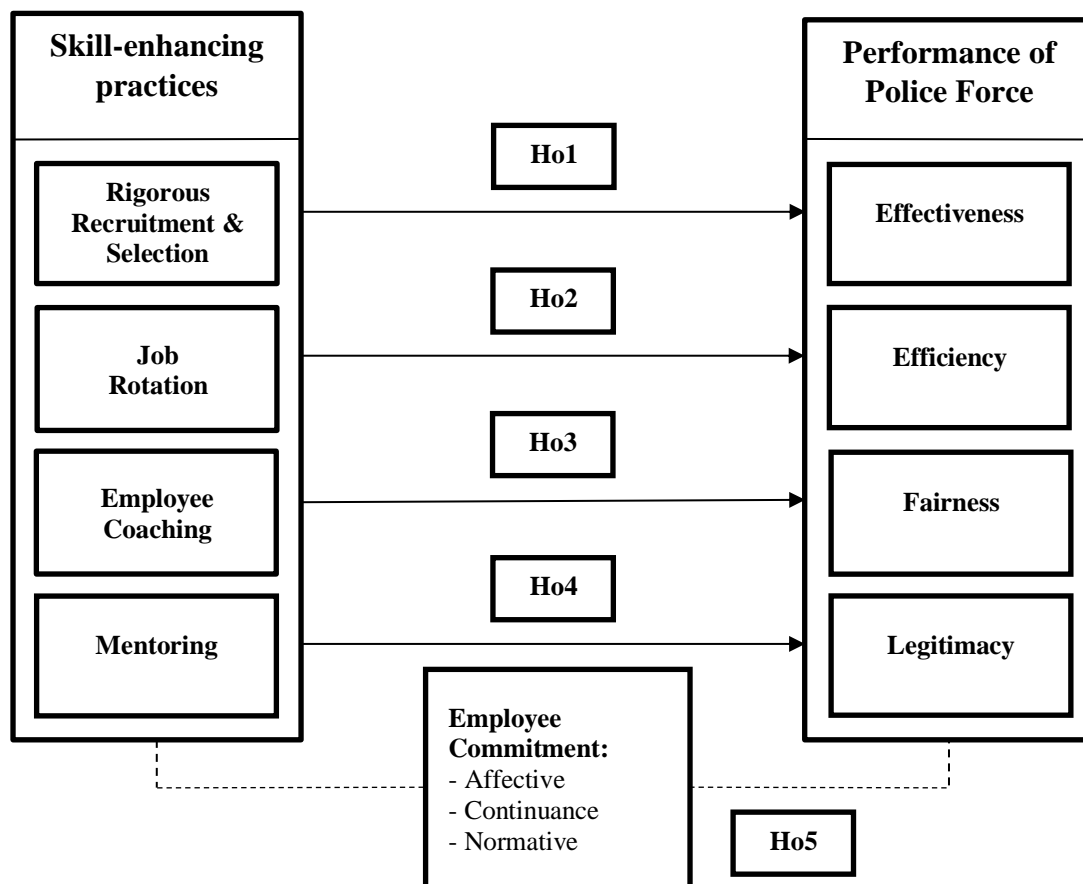


Figure 1: Conceptual framework

4. Methodology

This study employed descriptive and explanatory designs. The descriptive design paves way for the explanation of the attributes of the survey data collected about phenomenon under study, while the explanatory design allows for testing of hypotheses so as aid drawing of inferences. The use of descriptive and explanatory designs has been justified in literature (Kiiru, 2015; Muli, 2014). The study population comprised 6, 588 police personnel operating in Ondo State, Nigeria and the sample size of 377 was determined using Yamane formula. The study respondents were selected from the 18 Local Government Areas in Ondo State using multistage sampling technique (purposive, stratified, and random sampling techniques). A cross-sectional survey data was collected from the respondents using self-administered questionnaire and 'drop and pick' method was the collection method. Data from 321 respondents were subjected to descriptive and inferential analysis using analytical tool of Statistical Package for Social Sciences (SPSS). The study formulated two empirical models to address the hypotheses stated in this study. The first empirical model is contextualised as:

$$PP = \beta_0 + \beta_1 RS + \beta_2 JR + \beta_3 CO + \beta_4 ME + \epsilon \quad (1)$$

Where PP is denoted as performance of police; and the composite construct of Skill-enhancing practices is represented with variables RS denoted as rigorous recruitment and selection, JR as job rotation, CO as coaching, and ME as mentoring. The model is tested using multiple regression method. The second model is contextualised for testing mediation effect using three-variable model suggested by MacKinnon, Lockwood, Hoffman, West, & Sheets (2002) as:

$$EC = \beta_0 + \beta_5 SEP + \varepsilon \dots\dots\dots \text{Indirect Effect} \quad (2)$$

$$PP = \beta_0 + \beta_6 SEP + \beta_7 EC + \varepsilon \dots\dots \text{Direct Effect} \quad (3)$$

$$PP = \beta_0 + \beta_8 SEP + \varepsilon \dots\dots\dots \text{Total Effect} \quad (4)$$

In the above model, EC is denoted as employee commitment, SEP as the composite construct of skill-enhancing practices, and PP as performance of police force. The β_0 indicated the intercept or constant and β_5 - β_8 indicated the regression coefficients, and ε indicated the stochastic term. The mediation model is tested using PROCESS macro developed by Hayes (2018).

4.1 Measures

The study used adapted instruments from previous studies. Skill-enhancing practices were measured using latent variables of rigorous selection and recruitment with 4-item from Karatepe and Vatankhah (2015), job rotation with 4-item from Paré and Tremblay (2007), coaching and mentoring with 4-item from Tarius (2014). employee commitment was measured based on its components of affective, continuance, and normative commitment with 15-item from Meyer and Allen (1991). Performance of police force was measured as police effectiveness and efficiency with 8-item from Kim (2004) and perceived fairness and legitimacy with 6-item from Rosenbaum, *et al.*, (2017). All items were measure on 5-point Likert scale ranging from 5 = strongly agree, 4- agree, 3 = neither agree nor disagree, 2 = disagree, and 1= strongly disagree.

4.2 Validity and Reliability of Research Instruments

The study instruments were adapted from previous studies. These instruments were previously validated and tested for reliability in the contexts different from where this present study took place. It was then considered imperative to test for validity and reliability of those instruments before further analysis. The validity of the study instruments was ascertained via principal component analysis (PCA). Factor analysis (PCA) was considered appropriate for factoring of data subject to conditions where correlation matrix is showing some correlations of $r = .3$ or greater, Bartlett's Test of Sphericity is statistically significant at $p < .05$, and Keiser-Meyer Olkin value is 0.6 or greater (Pallant, 2005). As shown in Table 1, the conditions necessary for factorability of data were met as the correlation matrix showed some correlations $r = .3$ and above, KMO

sampling adequacy showed values exceeding recommended value of .6 (Skill-enhancing practices = 0.722, Employee commitment = 0.849, Performance of police force = 0.841), and Bartlett's Test of Sphericity was significant at $p = 0.000$ for each construct. The study used orthogonal approach via Varimax method for rotation and interpretation of the components' loadings and items with loading of .3 were retained and considered. The loading of items with $r = .3$ has been identified as adequate and appropriate for analysis in research study (Pallant, 2005). The PCA revealed two components solution for skill-enhancing practices explaining total variance of 39% with eigenvalue exceeding 1, two components solution with 60% variance explained for organisational commitment, and two components solution with 43% variance explained for performance of police. The strong loadings of all the observed variables in various components solution further ascertained appropriateness of the items adapted in this study. The results of the PCA analysis showed that there was no removal of items, and therefore the factorability of 41 observed items measured the underlying latent constructs of this study. As also shown in Table 1, the internal consistency of the instruments was tested using Cronbach's Alpha (α) coefficient and it was revealed that the recommended alpha coefficient of .7 as a threshold used in research studies was exceeded (Skill-enhancing interventions = 0.722, employee commitment = 0.745, and Performance of police = 0.841), and therefore the study instruments were reliable. Drawing from the results of the PCA and test of internal consistency carried out in this study, the data collected in relation to the items measuring the study constructs are considered suitable for further analysis.

Table 1: Factor Analysis of Instruments

Variables	KMO	α	Factor Solution	Var. Explained	Bartlett's Test of Sphericity		
					Approx Chi-Square	Df	Sig
Skill-enhancing Practices	0.671	0.722	2	38.71	782.546	66	0.000
Organisational Commitment	0.849	0.745	2	60.16	3274.763	36	0.000
Performance of Police	0.842	0.841	2	45.49	1419.859	91	0.000

Note: $p < 0.05$, $N = 41$.

5. Findings and Discussion

A total number of 377 questionnaires containing items measuring the constructs of this study were administered to the study respondents and out of which 321 questionnaires were properly filled and returned. The total number of returned questionnaires represented a response rate of 85%, and 15% accounted for questionnaire not retrieved. The response rate attained in this study surpassed 50% response rate that was considered as appropriate for analysis and reporting in research studies (Kinyua, 2015; Mugenda & Mugenda, 2003). Cross-sectional data collected from respondents, having subjected to PCA, were analysed using both descriptive and inferential statistics.

5.1 Descriptive Statistics

5.1.1 Demographic Profiles of the Respondents

Data from 321 respondents analysed and interpreted showed that the percentage of male to female respondents was 61 to 39 respectively. The distribution of age characteristics showed that 23 per cent of the respondents were in age bracket 20-29, 42 per cent in age bracket 30-39, 21 per cent in age bracket 40-49, and 14 per cent in above 50 age bracket. The distribution in terms of the level of education showed that 69 per cent had degrees in various higher learning institutions, and 31 per cent were holders of Secondary School Certificate. The distribution of work experience showed that 44 per cent of the participants had more than 16-year experience, 23 per cent with 11-15 years of experience in service, 18 per cent with 1-5 years of experience, and 15 per cent with 6-10 years of experience. The distribution of rank and file showed that 54 per cent of the respondents were under the category of Junior Police Officers and 46 per cent were under the category of Senior Police Officers (Junior Police Officers-From Constables to Sergeant Major, and Senior Police Officers- Police Inspector to Inspector General).

5.1.2 Analysis of Variables

The aggregate mean and standard deviation scores were reported in this study. As shown in Table 2, the aggregate mean and standard deviation scores for skill-enhancing intervention stood at 4.0136 and 0.9607 respectively. The mean score of 4 (agree) on 5-point Likert scale indicated that majority of the respondents agreed to the items measuring skill-enhancing interventions. The standard deviation score of 0.9607 showed a low value which indicated a low variability of responses among the respondents. The mean score of 3.8239 approximates to 4 (agree) on 5-point Likert scale indicated agreement in relation to responses from the respondents on the construct of employee commitment. The standard deviation score of 1.0001 for employee commitment showed low variability of responses. Performance of police force had a mean score of 4.0880 (agree) on 5-point Likert scale indicated agreement of responses among the respondents, and the standard deviation of 0.8999 also showed low variability of responses. The standard deviation scores revealed in the descriptive analysis showed a low variability of responses and therefore indicated that the mean reflects as a true estimator of the study population parameter.

Table 2: Descriptive Analysis of Variables

Variables	Mean	Standard Deviation
Skill-enhancing Practices	4.0136	0.9607
Employee Commitment	3.8239	1.0001
Performance of Police Force	4.0880	0.8999

5.2 Inferential Statistics

5.2.1 Test of Hypotheses

Multiple regression statistical method was employed to test the three hypotheses linking the independent variable (skill-enhancing practices) and the dependent variable

(performance of police force) in the study. The composite construct of skill-enhancing practices was regressed against performance of police force to determine whether significant effects exist. As presented in Table 3, the regression coefficient (R) of 0.292 was significant at $p = 0.000$. This therefore indicated that performance of police force was predicted by skill-enhancing practices. The coefficient of determination (R^2) was 0.085 which appeared to be reasonably low, and this indicated that approximately 9 per cent variation in the dependent construct (Performance of police force) was explained by composite construct of skill-enhancing practices. The F-value (7.344) was significant at $p < 0.05$ and therefore indicated a fit between the data and the regression model. As shown in Table 3, at $\beta = 0.703$, $t = 3.747$, and $p = 0.000$, the results are significant, and therefore the hypothesis of no significant effect of rigorous recruitment and selection practice on performance of police force was rejected. At regression coefficient $\beta = -0.305$, $t = -0.994$, and $p = 0.321$, the results are not significant and therefore the null hypothesis of significant effect of job rotation on performance of police force was not rejected. The null hypothesis of significant effect of employee coaching on performance of police force was rejected since regression results were significant, $t = 2.553$, and $p = 0.011$ ($p < 0.05$). Also, the hypothesis of no significant effect of mentoring on performance of police force was not rejected as the regression results indicated that $t = 0.493$, $\beta = 0.068$, and $p = 0.622$ ($p < 0.05$). The regression model is then be computed as performance of police force = $40.745 + 0.703$ rigorous recruitment and selection -0.305 job rotation practice $+ 0.746$ employee coaching $+ 0.068$ mentoring practice.

Table 3: Results of Hypotheses Testing

Goodness of fit	Test Statistics	p-value	
R	0.292		
R-squared	0.085		
Adjusted R-squared	0.073		
F-value	7.344	0.000	
Dependent Construct = Performance of Police			
	Coefficients	t-statistics	p-value
Rigorous recruitment & selection	0.703	3.747	0.000
Job rotation	-0.305	-0.994	0.321
Coaching	0.746	2.553	0.011
Mentoring	0.068	0.493	0.622
Constant	40.74	10.011	0.000

Note: p is statistically significant at 5 per cent

5.1.2 Test of Hypothesis of Mediation Effect

The hypothesis of mediation effect was tested using 'PROCESS marco' developed by Hayes (2018). The interpretation of results of the test was done following decision criteria of the proposed three-variable model by MacKinnon, *et al* (2002). The decisions criteria state that mediation effect takes place if the difference between the value of coefficients of independent variable in both total and direct effects equals the product of both the significant value of the coefficient of mediating variable in direct effect and significant

value of the coefficient of independent variable in indirect effect. In addition, the condition satisfying full or complete mediation effect takes place where the difference between the values of coefficients of independent variable in both the total and direct effect equals the value of interaction term of the coefficient of mediating variable in direct effect and the coefficient of independent variable in indirect effect but the value of independent variable in the direct effect must be insignificant. The condition satisfying partial mediation effect take place where the difference between the value of coefficients of independent variable in both the total and direct effect equals the value of interaction term of the coefficient of mediating variable in direct effect and the coefficient of independent variable in indirect effect subject to significant value of the coefficient of independent variable in direct effect. The condition satisfying no mediation effect occurs when there is no change in the values of the coefficients of independent variable in both total and direct effects.

As shown in Table 4, the complete mediation criterion was satisfied since the difference in the value of the coefficient (β_8) of independent variable in the total effect and insignificant value of the coefficient (β_6) of the independent variable in direct effect ($0.2983 - 0.0906 = 0.2077$) equal the value of the interaction term ($\beta_7 * \beta_5$) of coefficients of both the mediating variable in direct effect and independent variable in indirect effect ($0.4792 * 0.4334 = 0.2077$). These results showed that the hypothesis of no mediation effect was rejected, and therefore, employee commitment fully mediated the relationship between skill-enhancing practices and performance of police force in Nigeria

Table 4: Summary of Regression Results for Mediating Effect

Parameter	Step 1 Total Effect	Step 2 Direct Effect	Step 3 Indirect Effect	Test	Remarks
R	0.2359	0.5078	0.3431		
R ²	0.0557	0.2579	0.1177	$\beta_1 - \beta_2 =$	There is a full mediation effect
F-value	50.075	55.249	42.572	0.2077	
Sig (0.05)	0.000	0.1644	0.000	$\beta_3 * \beta_4 =$	
Skill-en.prc	$\beta_1 = 0.2983$	$\beta_2 = 0.0906$	$\beta_4 = 0.4334$	0.2077	
EC	-	$\beta_3 = 0.4792$ (p = .0000)	0.2077		

Note: Coefficient (β) is significant at 5 per cent .p < 0.05 ($\beta_1 - \beta_2 = \beta_3 * \beta_4$).

6. Discussion

This study was interested in finding whether HRM practices for enhancing knowledge, skills, and abilities of organisational workforce are also found in the context of criminal justice system (police force) in Nigeria. The overall mean and standard deviation scores revealed that skill-enhancing practices were part of the interventions designed and implemented to enhance human capital in a police institution in Nigeria. This therefore indicated that skill-enhancing practices (rigorous recruitment and selection, job rotation, coaching, and mentoring) are also HRM practices that are being implemented in police institution like any other organisations. The overall objective that this study sought was

to investigate the significant effect of skill-enhancing practices on the performance of police force in Nigeria, and therefore the objective was supported by the findings of positive and significant prediction of skill-enhancing practices on performance of police force in Nigeria. The findings of this study were in agreement with prior studies on findings of significant effect of skill-enhancing practices and performance (Boselie, 2010; Vermeeren, 2017; Veth, *et al.*, 2017; Demortier, *et al.*, 2014; Gardner, *et al.*, 2011). Moreover, this study also poised to investigate the significant effect of the variables that constituted the composite construct of skill-enhancing practices on the performance of police in Nigeria. The findings revealed that rigorous recruitment and selection, together with coaching contributed significantly, and have significant effect on performance of police in Nigeria. These findings were in consonance with findings in previous studies of Garmage (2014), Saifalislam, *et al.* (2014), Afriyie, *et al.* (2013), Utrilla, *et al.* (2015), Achi, *et al.* (2016). However, the study found that job rotation and mentoring did not have significant effect on performance of police in Nigeria. The finding of insignificant effect of job rotation on performance were consistent with findings of Saravani and Abbasi (2013) but negated the chunk of studies with significant findings of job rotation-performance relationship (Khan, *et al.*, 2014; Mohan & Gomathi, 2015; Kampkötter, *et al.*, 2018), The findings of insignificant effect of mentoring-performance relationship in police institution in Nigeria were not in consonance with most of the prior studies that found positive and significant relationship between mentoring and performance (Ofobruku & Nwakoby, 2015; Ismail, *et al.*, 2015; Allen, *et al.*, 2009).

This study hypothesised to establish the indirect relationship between skill-enhancing practices and performance of police force via employee commitment. The findings therefore revealed that the relationship between skill-enhancing practices and performance of police force in Nigeria was fully mediated by employee commitment. The findings of significant mediating effect of employee commitment in skill-enhancing practices-performance relationship in this study were consistent with findings in prior studies of Boselie (2010), Paré and Tremblay (2007), and Appelbaum, *et al.* (2000), and however, disagreed with insignificant findings of Gardner *et al.* (2011), Chew and Chan (2006), and Kuvaas (2008).

7. Conclusion

Firstly, the strength of this study lies in the findings of significant relationship between skill-enhancing practices and performance in the context of criminal justice system in a non-western country such as Nigeria, which previous studies have paid scant attention to. Therefore, this study contributes to the body of knowledge in HRM literature by the findings of significant prediction of performance via the composite construct of skill-enhancing practices in an institution of police force in Nigeria. In addition, the findings of insignificant effect of job rotation and mentoring on performance of police in Nigeria largely disagreed with chunk of previous studies with significant findings in several organisations, and therefore this study contributes to body of knowledge that the effect

of individual HRM practices on performance differs from one organisation to another. The direct and abstract relationship between HRM practices and performance may not be enough to comprehend HRM-practices-performance relationship unless theories are employed (Guest, 1997), therefore, this study contributes to HRM literature by underpinning the relationship between HRM practices that enhance employee knowledge, skills, and abilities via theoretical lenses of AMO and self-determination frameworks. The inconsistencies of findings in unearthing the so called 'Black Box' via attitudinal outcome such as employee commitment in HRM literature was addressed in this study by the findings of complete mediation effect, and therefore this study contributes to opening of the so called 'Black Box' in a collectivist context like Nigeria.

The findings of this study have some policy implications that can be fused into the system of running an institution of criminal justice system such as police force in Nigeria. Firstly, this study revealed positive and significant relationship between rigorous recruitment and selection practices on performance of polices. Therefore, the Police Administration in Nigeria should ensure that the processes of enlisting police personnel need to be more rigorous and selective. That is, people with requisite knowledge, skill, and abilities are brought in to the system for better professionalism and performance. This study revealed insignificant findings of job rotation and mentoring on performance of police, but the participants (police officers) agreed that such practices were implemented in the institution. The implication is that Police Administration needs to redesign the practices of job rotation and mentoring as interventions that tend towards enhancing the knowledge, skills, and capacities of police personnel. The most important aspect that this study revealed is that attitudes of police personnel matter a lot in performance attainment, therefore Police Administration in Nigeria must ensure that ideal HRM practices that enhance employee KSAs, but not rhetoric, must be designed and implemented so as to influence commitment of police officers and improve performance of police institution in Nigeria.

7.2 Limitation and Implication for Future Research Studies

This study has some limitations that may influence the applicability of its findings. Firstly, the coefficient of determination explaining the relationship between the predicting variable and outcome variable in this study appeared to be reasonably low. This indicates that there are other substantial HRM interventions that can influence performance in the context of police force in Nigeria. Future researchers can explore other interventions that can enhance motivation of employees towards attaining performance. Secondly, this study is cross-sectional and therefore the evidence of correlation cannot be treated as causal effect. Future empirical investigation can be conducted to establish the causal effect of skill-enhancing practices on performance in the context of police force in Nigeria.

Conflict of Interests Statement

The authors declare no conflicts of interest.

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