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The Power of Education: How Individuals and Organizations Shape the Future

Thëllëza Latifi Sadrija, Alma Shehu Lokaj and Mersiha Kalac

¹University "Haxhi Zeka", Pec/Pejë, Kosovo

Abstract

This article aims to explain and empirically prove that human resource management processes and practices influence individual and organizational performance, significantly contributing to the advancement of education in an organizational context. The reliability test was used to measure the level of internal consistency of the construct; Correlation analysis and OLS regression models were used to test the hypothesis. Questionnaires were distributed to 607 employees from 41 companies. The analysis shows that individual and organizational performance grew proportionally to the human resources selection process. There was a strong correlation between individual performance and education/training; a weak correlation between employee compensation and organizational performance; and a moderate correlation between individual performance and career development. Variables such as workforce competencies, motivation, and effective work structures had a strong effect on organizational performance. Based on the findings, we strongly recommend and encourage all companies in this study and beyond to develop a strategic plan to successfully guide their employees and implement processes and practices that improve individual and organizational performance, thus enhancing education in the business context. In the Balkan countries, especially in Kosovo, there is a lack of research on human resource management practices and processes. Therefore, this study will assist organizations in their efforts to improve HRM processes and practices, contributing to a better understanding and implementation of education strategies in organizational settings in this region.

Important in this paper is the objective which aims to highlight the importance of human resource (HR) processes and practices for individual and organizational performance. Since the success of an organization depends on skills and abilities, HR practices and processes play a crucial role in employee commitment.

Armstrong (2006) defined HR and (HRM) management as: "for the management of the most valuable assets of an organization, which are the people who work individually and collectively and contribute to the goals, a state-wise and coherent approach is used". Today, HRM-related issues are fundamental to the economy of every country.

Correspondence to: Alma Shehu Lokaj, University ''Haxhi Zeka", Pec/Pejë, Kosovo
E-mail: alma.shehu@unhz.eu

Organizations should make the utmost effort to employ people with the right skills. Human resource management and performance have been widely researched (Guest, 1997).

Addressing HRM concerns within the organization requires academic and scientific support. The present study has considerable value, given the importance of HRM and the lack of research on the subject in Kosovo. It also provides the basis for further investigations. Effective HRM practices and processes are indispensable for good organizational performance; indeed, they are the essence of an organization's existence (Babel'ová et al., 2020). Employees' performance, satisfaction, and engagement, on which the success of an organization is built, are closely related to these (Alola & Alafeshat, 2021; Nadarajah et al., 2012; Saleem & Khurshid, 2014).

The present study complements the literature on HRM practices and processes, especially in Western Balkan countries. It offers suggestions to companies on how they might improve their HRM practices and processes and thereby their performance. The main objectives of the study are:
- Impact on Human Resources practices and processes (recruitment, education/training, motivation, compensation, and career direction) on individual performance within the organization.
- The relationship/connection between HR practices and individual performance.
- The relationship/connection between HR practices and organizational performance.
- A suitable model that can predict individual performance within an organization.

Measuring performance has always been a challenge. It requires a commitment to implementing a series of activities within the enterprise (Lokaj & Xhemajli, 2014). Human resource management is one of the most important elements in achieving individual and organizational goals (Mansor et al., 2014) and ultimately success (Sheehan, 2014). Effective HR practices and processes ensure that employees are both skilled and motivated (Wojtczuk-Turek, 2017).

The relationship between HR practices and processes and individual and organizational performance has been the focus of a considerable amount of research (Gile et al., 2018; Montoro-Sánchez & Ribeiro Soriano, 2011). Effective HR

practices and processes increase employees' innovation, creativity, problem-solving skills, confidence, and engagement (Prieto & Pérez-Santana, 2014). These processes and practices—which comprise recruitment, education/training, motivation, compensation, and career direction—are the subject of the present study.

Recruitment is the process of choosing the best candidates with outstanding qualifications (Mohammad, 2020) consistent with the organization's needs. Studies have shown that the recruitment and selection process positively influences organizational performance (Pahos & Galanaki, 2019). Recruitment can also help the organization gain a competitive advantage (Amin et al., 2014).

Education/Training is considered to be the catalyst for improving the performance of the organization and its employees (Truitt, 2011). Education/training can be used to support the organization's leaders and remove workplace obstacles (Richardson et al., 2014). It is fundamental in increasing employee motivation and it can predict organizational performance (Sendawula et al., 2018). It can also help to overcome diversity issues and alleviate conflict within teams (Yeager & Nafukho, 2012). Furthermore, it plays a vital role in the retention and development of talent (Jyoti & Rani, 2017).

Motivation studies have shown that powerful motivation leads to high organizational performance (Zhu & Wu, 2016). Shoraj & Llaci (2015) suggested that the most important motivational factors for employees were financial remuneration and good communication; job satisfaction had no effect. Motivating employees is important if they are to be retained. Demotivated employees are inclined to leave organizations for their competitors (Dobre, 2013).

Compensation is the largest single cost in most organizations. Hence, the extent to which resources are allocated effectively is likely to have a major beneficial impact on organizational performance (Mejia et al., 2010). Onwuka and Onwuchekwa (2018, p.45) found that there is a positive relationship between compensation and organizational performance. Daniel (2019) stated that compensation not only led to better organisational performance but also better relationships between employees. Han & Hong (2016) measured the level

of accountability and organizational performance through staffing, performance evaluation, and compensation, and concluded that compensation had the strongest relationship with organizational performance. *Career development* has been shown to have a positive effect on both organizational and individual performance (Weng & Zhu, 2020). It is important because it gives them satisfaction and a sense of achievement. Supporting employees and giving them career opportunities improves their performance as well as that of the organization (Saleem, 2014). Osibanjo et al. (2014, p. 67) discovered that career development was a determining factor in organizational performance.

Human Resources Practices and Processes and Employee Performance

Muchhal's (2014), who studied 512 respondents, found that HR practices such as compensation, promotion, and performance evaluation were positively correlated with each other and were statistically significant. In another study (Mahmood et al., 2021, p. 2907), recruitment, selection, and compensation were positively correlated with employees' performance and were again statistically significant. Khoreva and Wechtler (2018), who used ability motivation and opportunity theory variables in their study of 300 employees and 34 supervisors, found that HR practices result in innovative job performance.

Human Resources Practices and Processes and Organisational Performance

To measure the correlation between organizational performance and HRM practices, Rafael Triguero-Sánchez et al. (2013) used training, selection,

Designee, flexibility, reward, evaluation, communication effectiveness, job stability, quality and equality at work as variables in their examination of the subjective performance (individual, group, and organizational) of 102 companies. They found that HR resources policies and practices had a positive effect. Jashari and Kutllovci (2020) studied 161 manufacturing enterprises and found that recruitment and selection, training development, flexible rewards, employee involvement, and working conditions were strongly related to overall organizational performance.

Methodology

This study used a sophisticated combination of quantitative and qualitative research methods to verify the researched facts and collect a comprehensive data set. The aim was to find the basic themes that would ultimately serve as the pillars of the survey. Using a multifaceted approach that included numerical analysis and in-depth qualitative research, this study attempted to extract valuable insights and synthesize them into key themes for questionnaire design. According to Dzogovic and Bajrami (2023, p. 158), this means that critical self-reflection does not reduce the value of the research work; on the contrary, it improves and increases its quality, that is, through introspection and intellectual research, the researcher confirms the integrity of his results and gives depth and authenticity to the research, which in turn increases its importance and contribution to the research field.

Recruitment is an activity that has a series that starts with a company that wants human resources (HR) and looks for positions in HR that are desired until they are accepted.

Figure 1.
Model Structure: Dependent and Independent variables
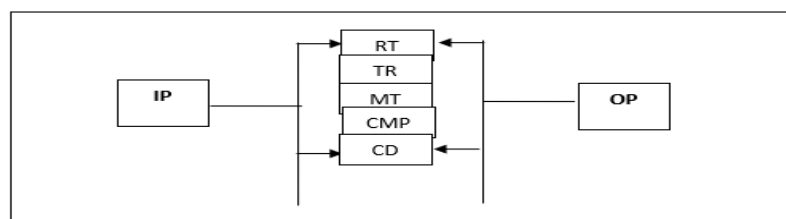
Note: RT=recruitment; TR=education/training; MT=motivation; MP=compensation; CD=career direction=organisational performance and =individual performance

Source: Authors

Note: RT=recruitment; TR=education/training; MT=motivation; MP=compensation; CD=career direction=organisational performance and =individual performance

Questionnaires were distributed to 607 employees in 41 enterprises**.** The ordinary least square (OLS) regression model structure forms two models with the following independent variables: recruitment (measured by 19 questions); education/training (measured by 14 questions); motivation (measured by 15 questions); compensation/reward (measured by 3 questions); and career direction (measured by 3 questions). The dependent variables were organizational performance (measured by 22 questions) and individual performance (measured by 10 questions). The first condition that qualifies the OLS regression model is when all ordinal questions are added together to form a composite score (continuous scale) for each variable. A composite score is simply the sum of several different sub-scores, also known as components (Coombs, 1953). From a statistical standpoint, composite scores were preferable because they tend to provide a more reliable and valid measure of our construct. Because composites combine information from multiple smaller, repeated measures of the construct, they are more reliable and valid.

The model was therefore introduced to predict individual and organizational performance with the explanatory variable of recruitment, education/training, motivation, compensation, and career direction, while individual and organizational performance were the dependent variables. The OLS regression applied here was multiple regression analysis because we considered more than one independent (or what we also call explanatory) variable. Mathematically, it can be expressed generally as:

$$Y_i = B_o + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + \varepsilon$$
$$Y_i = B_o + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + \varepsilon \quad (1)$$

Where Y_i is the organizational performance and Y_i is the individual performance, X_1 is recruitment, X_2 is education/training, X_3 is motivation, X_4 is compensation, and X_5 is

career direction. Bo is the intercept while B1 to B5 are the slopes or coefficients estimate. Ɛ is the Error term that takes care of all other factors that are not included in the model.

Meanwhile, the following OLS assumptions had to be satisfied:

- Assumption of linearity. The fitted model should be linear in its parameters.
- The error term should not be correlated with the explanatory variables; autocorrelation occurs when the assumption is violated.
- Assumption of normality. The residual error should be approximately normally distributed because we cannot have perfect normality in practice.
- Assumption of homoscedasticity. The error term is expected to have a constant variance (homoscedasticity); violation of this assumption is called heteroscedasticity.
- There should be no multicollinearity. This is another very important OLS assumption that must be carefully observed because the presence of multicollinearity usually gives misleading *p*-values and R-squares. Multicollinearity is said to occur when we have two or more independent or explanatory variables that are highly linearly correlated. We usually measure this with the variance inflation factor (VIF) in practice (VIF = 1/tolerance and tolerance = 1–R-square). R-square is the coefficient of determination. When the VIF of the independent variables is less than 5 (VIF < 5), the model is free from the problem of multicollinearity; VIF > 5 is an indication of the presence of multicollinearity; and VIF > 10 is an indication of severe multicollinearity (O'Hagan & McCabe, 1975).

Data Analysis and Interpretation

Instrument reliability and accuracy were examined using SPSS Version 26.0. Discriminant measures were then examined to see if they provided different results. Table 1 shows the Cronbach's alpha, composite reliability (CR), and average extracted (AVE) for each variable. The factor loading reflects the magnitude of the correlation between the measured variables and the latent variable. Cronbach's alpha was used to measure the internal consistency of the variables. All measures had a Cronbach's alpha above the threshold of 0.6 (Hair et al., 2019).

Table 1.

Composite reliability, VIF, AVE, and correlation of the construct values

Variable	Composite reliability	Cronbach's alpha	AVE	1	2	3	4	5
Recruitment	0.735	0.767	0.754	**0.868**				
Education/Training	0.722	0.819	0.769	0.711	**0.877**			
Motivation	0.727	0.788	0.765	0.708	0.744	**0.875**		
Compensation	0.841	0.745	0.530	0.324	0.351	0.346	**0.728**	
Career Direction	0.826	0.793	0.689	0.657	0.634	0.632	0.367	**0.830**

Source: Authors

Note. The bold diagonal values are square roots of the AVE.

To validate the measurement model, composite reliability and AVE values were investigated. Composite reliability values for all measurements of the model meet or exceed the recommended value of 0.70. It is also suggested that the AVE variance measures should be above the accepted cut-off value of 0.50, indicating that half of the items in the sample should contribute to the variation (Fornell & Larcker, 1981). Table 1 shows that all current model variables have AVE values greater than or equal to the minimum recommended value of 0.50. All values reported in the present study for composite reliability and AVE meet the recommended values. The statistical analyses show that the model exhibits adequate convergent validity and reliability.

Table 2.

Descriptive Statistics

	Mean	Std. deviation	N
Recruitment	70.32	11.182	607
Education/Training	51.69	10.357	598
Motivation	60.55	11.335	604
Compensation	11.27	4.478	607
Career direction	11.40	2.590	607
Organisational performance	81.51	15.606	601
Individual performance	34.54	7.605	607

Source: Authors

The descriptive statistics in Table 2 show that organizational performance has the highest mean value of 81.51 and the highest standard deviation of 15.606, indicating that it has the highest variability. This is due to the fact it was measured by 22 questions, which is relatively higher than the others. Meanwhile, compensation has the lowest mean of 11.27, which suggests that, on average, the respondents believed that employees are not well compensated.

Career direction has the lowest standard deviation of 2.59, which shows that it has the least variability or deviation from the mean. Motivation is a very important approach in increasing organizational performance; it is recommended to use more motivational methods from leadership in private businesses, which should motivate employees to look at problems from a new perspective and contribute to increasing their potential Lokaj and Sadrija (2020).

Table 3.

Human Resources Practices and Processes

Variable	Recruitment	Education/Training	Motivation	Compensation	Career direction	*p*-value
Organisational performance	0.741	0.741	0.741	0.434	0.782	0.000
Individual performance	0.704	0.673	0.626	0.325	0.575	0.000

Source: Authors

Note. Correlation is significant at the 1% level

As can be seen in Table 3, the correlation coefficient for organizational performance and recruitment is 0.741, It explains a strong relationship between organizational performance and recruitment. This implies that the more effective the organization's recruitment, the better the organization's performance and vice versa.

The correlation analysis coefficient between organizational performance and education/training is 0.741, indicating a strong positive relationship between organizational performance and education/ training. This implies that the more the organization invests in employee education/ training, the better the organization's performance and vice versa.

The correlation analysis coefficient between organizational performance and motivation is 0.741, indicating a strong positive correlation or relationship between organizational performance and motivation. This implies that the higher the employees' motivation, the higher the organization's performance, and vice versa.

The correlation analysis coefficient between organizational performance and compensation is 0.434, indicating a weak positive correlation between compensation and organizational performance. This implies that the higher the employee's compensation, the better the organization's performance and vice versa.

The correlation analysis coefficient between organizational performance and career direction is 0.782, indicating a strong positive relationship between career direction and employee career direction. This implies that the higher the career direction, the better the organization's performance, and vice versa.

The correlation analysis coefficient between individual performance and recruitment is 0.704, indicating a strong positive relationship between recruitment and individual performance. This implies that the more effective the recruitment and selection process, the higher the individual's performance within the organization.

The correlation analysis coefficient between individual performance and education/training is 0.673, indicating a strong positive relationship between education/training and individual performance. This implies that the more HR invests in education/training, the higher the individual's performance within the organization.

The correlation analysis coefficient between individual performance and motivation is 0.626, indicating a strong positive relationship between motivation and individual performance. This implies that the higher the motivation provided by HR, the higher the individual's performance within the organization.

The correlation analysis coefficient between individual performance and compensation is 0.325, indicating a weak positive relationship between compensation and individual performance. This implies that the more HR compensates employees, the higher the individual's performance within the organization.

The correlation analysis coefficient between individual performance and career direction is 0.575, indicating a moderate positive correlation between individual performance and career direction. This implies that the more HR assists in guiding the career direction of the employees, the higher the individual's performance within the organization.

The $p = 0.000 < 0.01$ implies that individual performance and HR processes at a significant level of 1% is a significant relationship. In the same vein, there is a significant relationship between organizational performance and human resources processes at a 1% significance level.

Table 4.

OLS Regression Model/Model Summary[b]

Model	R	R-square	Adjusted R-square	Std. error of the estimate	Durbin-Watson
1	.871[a]	.759	.757	7.633	1.820

Source: Authors

Note. a. Predictors: (constant), recruitment, education/training, motivation, compensation, and career direction.

R-square = 0.759 indicates that the 75.9% variation in organizational performance can be explained by recruitment, education/training, motivation, compensation, and career direction. The R-square is relatively high, which indicates that the model is adequate. Meanwhile, the Durbin-Watson statistic, D = 1.82 which lies between the two critical values of 1.5 and 2.5, respectively, implies that the error term is not auto-correlated with an order of 1. This supports the assumption that the error term should not be correlated with explanatory variables.

Table 5.

Analysis of Variance

	Model	Sum of squares	df	Mean square	F	Sig.
1	Regression	107058.414	5	21411.683	367.490	.000[b]
	Residual	33968.309	583	58.265		
	Total	141026.723	588			

Source: Authors

Note. a. Dependent variable: organizational performance.
b. Predictors: (constant), recruitment, education/training, motivation, compensation, and career direction.

The $p = 0.000 < 0.01$ for the overall regression means that the fitted OLS regression is statistically significant, which explains that there is a linear significant relationship between organizational performance and the explanatory variables (recruitment, education/training, motivation, compensation, and career direction). This also suggests that the model is a good fit for the data and can be used for future predictions of organizational performance.

Meanwhile, the significant linear relationship also satisfies the linearity assumption of the ordinary least square (OLS) regression model, which tells us that the model is linear in its parameters.

The points appear diffused and do not form a clear specific pattern. This shows that the regression model does not suffer a heteroscedasticity problem, and thus meets the homoscedasticity assumption, implying that the residual has a constant variance.

Table 6.
Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	VIF
	B	Std. error	Beta			
(Constant)		2.072			.254	
Recruitment	2.366	.046	.178	1.142	.000	2.573
Education/Training	.248	.051	.183	5.458	.000	2.735
Motivation	.276	.046	.207	5.453	.000	2.699
Compensation	.284	.076	.101	6.194	.000	1.190
Career direction	.346	.176	.381	4.553	.000	2.056
	2.297			13.070		

Source: Authors

The coefficient estimate for recruitment is 0.248, and $p = 0.000 < 0.01$, indicating that for a 1-unit increase in recruitment, organizational performance will increase by 0.248. Recruitment has a positive significant impact on organizational performance.

The coefficient estimate for Education/Training is 0.276, $p = 0.000 < 0.01$, indicating that for a 1 unit increase in Education/Training, organizational performance will increase by 0.276. Therefore, Education/Training has a positive significant impact on organizational performance.

The coefficient estimate for motivation is 0.284, $p = .000 < .01$, indicating that for a 1-unit increase in motivation, organizational performance will rise by 0.284. Therefore, motivation has a positive significant impact on organizational performance.

The coefficient estimate for compensation is 0.346, $p = .000 < .01$, indicating that for a 1 unit increase in compensation, organizational performance will increase by 0.346. Therefore, compensation has a positive significant impact on organizational performance.

The coefficient estimate for career direction is 2.297, and $p = .000 < .01$, indicating that for a 1-unit increase in career direction, organizational performance will rise by 2.297. Therefore, career direction has a positive significant impact on organizational performance.

Recruitment, education/training, motivation, compensation, and career direction are very important practices that have a positive impact on organizational performance. Meanwhile, the VIF for each of the explanatory variables (recruitment, education/training, motivation, compensation, and career direction) is less than 5, which indicates that the model does not suffer from a multicollinearity problem.
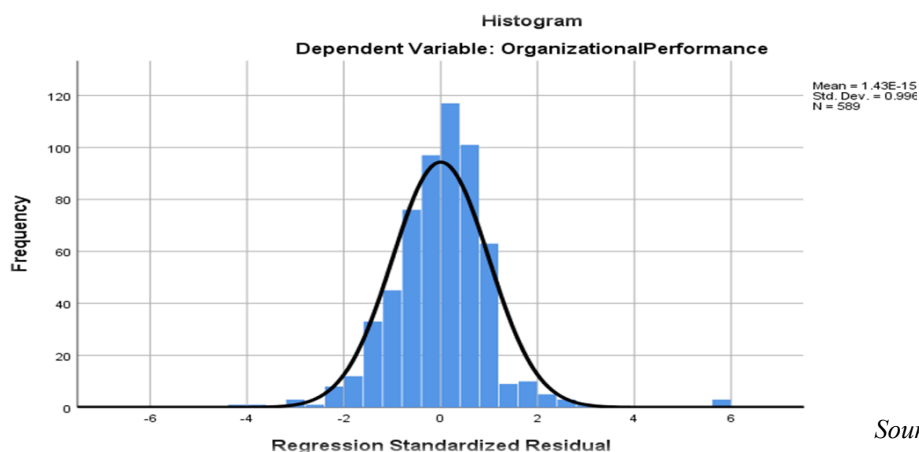
Figure 2.
Organisational Performance (Histogram)

Source: Authors

Figure 2 shows that the residual for the estimated organizational performance is approximately normally distributed because it follows a dumbbell shape, which is a major feature of a normal distribution.

Table 7.

Regression − Model Summaryb

Model		R-square	Adjusted R-square	Std. error of the estimate	Durbin-Watson
1	753[a]	.567	.563	5.060	1.511

Source: Authors

Note a. Predictors: (constant), recruitment, education/ training, motivation, compensation, and career direction. b. Dependent variable: individual performance.

That R-square = .567 indicates that the 56.7% variation in individual performance can be explained by recruitment, education/training, motivation, compensation, and career direction. The R-square result indicates a measure of good fit. Meanwhile, the Durbin-Watson result (D) = 1.511 falls between the two critical values 1.5 and 2.5, indicating that the error term is not autocorrelated with an order of 1. This supports the assumption that the error term should not be correlated with explanatory variables.

Table 8.

Analysis of Variancea

Model	Sum of squares	df	Mean square	F	Sig.
Regression	19716.498	5	3943.300	154.030	.000[b]
Residual	15078.924	589	25.601		
Total	34795.422	594			

Source: Authors

Note. a. Dependent variable: individual performance; b. Predictors: (constant), recruitment, training, motivation, compensation, and career direction.

The $p = .000 < .01$ for the overall regression means that the fitted OLS regression is statistically significant, indicating that there is a significant linear relationship between individual performance and the explanatory variables (recruitment, education/training, compensation, motivation, and career direction). This also suggests that the model is a good fit for that data and can be used for future predictions of individual performance. Meanwhile, the significant linear relationship also satisfies the linearity assumption of the ordinary least square (OLS) regression model.

The coefficient estimate for recruitment is 0.267, and $p = 0.000 < 0.01$, indicating that for a 1-unit increase in recruitment, individual performance will increase by 0.267. The $p < .01$ implies that recruitment has a positive significant impact on individual performance.

The coefficient estimate for education/ training is 0.197, $p = .000 < .01$, indicating that for a 1-unit increase in education/ training, individual performance will increase by 0.197. $p < .01$. This means that education/ training has a positive significant impact on individual performance.

Table 9.
Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	-1.561	1.360		-1.148	.251	
Recruitment	.267	.030	.387	8.855	.000	2.595
Education/Training	.197	.033	.266	5.893	.000	2.764
Motivation	.058	.030	.086	1.918	.056	2.735
Compensation	.068	.050	.040	1.352	.177	1.196
Career direction	.250	.116	.084	2.154	.032	2.079

Source: Authors

The coefficient estimate for motivation is 0.058, indicating that for a 1-unit increase in compensation, individual performance will increase by 0.058. The p = .056 > .05 significance level means that compensation is not statistically significant.

The coefficient estimate for compensation is 0.068, indicating that for a 1-unit increase in compensation, individual performance will increase by 0.068. The p = .177 > .05 significance level means that compensation is not statistically significant.

The coefficient estimate for career direction is 0.25, indicating that for a 1-unit increase in career direction, individual performance will increase by 0.25.

The p = .032 < 0.05 means that career direction has a positive significant impact on individual performance.

In sum, recruitment, education/training, and career direction are very important practices that have a positive impact on individual performance, while compensation does not make a significant contribution. Meanwhile, the VIF for each of the explanatory variables (recruitment, education/training, motivation, compensation, and career direction) is less than 5, which again shows that the model does not suffer from a multicollinearity problem.

Figure 3.
Individual Performance (Histogram)
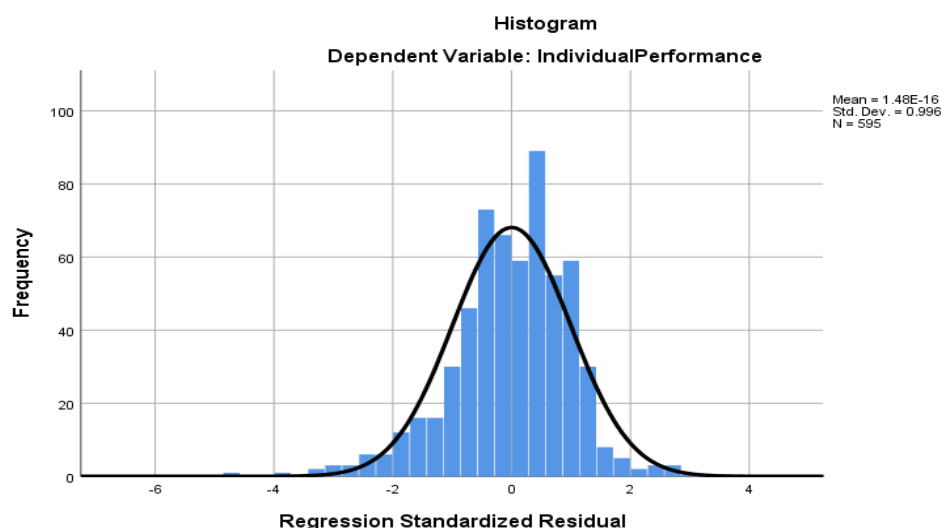
Source: Authors

Figure 3 illustrates that the residual for the estimated organizational performance is approximately normally distributed because it follows a dumbbell shape, which is a major feature of a normal distribution.

Conclusion

The present study aimed to examine how human practices and processes impact individual and organizational performance. Given the correlation between individual performance and human resources, individual performance will rise in proportion with the selection process. There was a strong correlation between performance and education/training of 0.673, indicating that individual performance was positively correlated with human resources, and this resulted in better overall performance. A correlation coefficient of 0.325 implied that there was a weak correlation between employee compensation and performance in the organization. The correlation coefficient between individual performance and career planning of 0.575 indicated a moderate correlation; in other words, if an employee's personal human resources have a positive impact on their career plan, then their career will progress.

However, $p = .000 < .01$; individual performance and human resources had a significant correlation at the 1% significance level. There was an established correlation between organizational performance and HR (i.e., workforce skills, motivation, and the effectiveness of the work structures and practices). This is in keeping with John Delaney and Mark Huselid (1996), who found support for their hypothesis that HRM inputs such as recruitment and selection, education/training, compensation, and career direction had a strong effect on company performance.

The coefficient estimate for motivation was 0.058, $p = .056 < .10$, indicating that for every 1-unit increase in motivation, individual performance rose by 0.058. The $p < .10$ implied that motivation had a positive significant impact on individual performance at a 10% significance level.

Meanwhile, diagnostic measurements were performed to ensure that the results were valid, reliable, and repeatable. The results indicated that recruitment, education/

training, motivation, and career direction should be enhanced to improve individual performance.

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