

Human capital development as a catalyst for employee performance in selected Nigerian public institutions

Stephen Chinedu Chioke^{1*}, Nkemjika Kingsley Abasili², Queen Chijindu Okeke³, Kingsley Uchenna Mbamalu⁴, Rosemary Chinyere Ibe⁵, Theophilus Ekene Odidika⁶

¹Department of Public Administration, Faculty of Arts, Social and Management Sciences, Legacy University, Okija, Anambra State, Nigeria. eruditescholar001@gmail.com ORCID ID: <https://orcid.org/0000-0002-5337-452X>

^{2&4}Department of Public Administration, Faculty of Management Sciences, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. nk.abasili@unizik.edu.ng², ku.mbamalu@unizik.edu.ng⁴

³Department of Economics, Faculty of Social Sciences, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. qc.okeke@unizik.edu.ng

^{5&6}Department of Sociology, Faculty of Arts, Social and Management Sciences, Legacy University, Okija, Anambra State, Nigeria. ibe.cr@legacyuniversity.edu.ng or chinyereiberose@gmail.com⁵, theorather@gmail.com⁶

*Corresponding author: eruditescholar001@gmail.com

<https://doi.org/10.57040/wajesp.v2i2.474>

Received: August 29, 2023 | Accepted: October 20, 2023 | Published: November 15, 2023

ABSTRACT

Human capital development in federal universities in Southeast Nigeria is a significant factor for sustainable education management and the sustainability of educational policies. However, the academic staff of federal universities in southeast have not received adequate on the job training due to failures in governance and the overall negligence of the education sector in Nigeria by past and present Administrations. This study was undertaken to ascertain the association between employee training and employee performance in the selected federal universities, southeast Nigeria in terms of students' training and development. This study adopted quantitative approach. The population comprised 11600 academic staff of the selected universities. Results show that significant correlation exists between human capital development cum employee performance in terms of students' training and development in the selected federal universities in southeast Nigeria. The study implies that investment in human capital development will save the country from dwindling further. Based on the findings, we recommended that, federal government of Nigeria should invest more in training the academic staff of federal universities; so that the universities will be a nursery for nurturing quality manpower and a vineyard from whence quality manpower are harvested and assigned national functions.

Keywords: Academic corruption, Convenience sampling method, Employee performance, Human capital, Human capital development, Intellectual poverty, Public institution, Organisational performance, Students' training and development, Survey design

1. INTRODUCTION

Just as an empirical study has shown a significant correlation between nursing student sleep pattern and academic performance (Jibril, Ojo, Emmanuel, Arimiyau, Badaski, Abdulahi, Aliyu & Umar, 2023), training, employee educational level as well experience level are positively significant to the achievement of employee performance. (Onwumelu & Dialoke, 2018). Significantly, the relationship between human capital development (HCD) and the performance of the academic staff of selected federal government owned Universities in Southeast has not been empirically substantiated. This study is thus positioned to examine how HCD influences employee performance (EP) in tertiary institution in Southeast, Nigeria. The reason for approaching the issue of employee performance in Nigerian universities from the angle of human capital development is because this area has not been given prior empirical attention in the study area from the dimension of the specific goal of this study. This current study therefore highlights this area with thought provoking insights regarding possible way of revisiting HCD of public servants especially Lecturers in Federal Universities Southeast Nigeria. This is perhaps as a result of little emphasis on quality manpower or HCD and the resultant intellectual poverty disturbing the socio-economic progress of the country. In the view of Nchuchuwe and Etim (2020), human capital includes knowledge, habits and personality attributes that one has which enables the person to carry out assigned task within and outside an organization. However, this has been severely antagonized by diverse enigmas such as low human capital, poor pay, incessant strike and the like. The logic is that, if Nigeria had invested in HCD, then EP would have been

optimal thereby reducing poverty and corruption. These premises, therefore, holistically capture the need to embark on verifying the issues of HCD and EP in Nigerian public institutions with keen emphasis on tertiary institutions in southeast geopolitical zone.

Empirical study shows that, institutions and student affairs professionals struggle to engage students from other countries in campus life (Cecil, Jeffrey & Brunow, 2022). Perhaps, the reason for this is not unconnected with the fact that there is poverty (dearth) of HCD program that is teacher-learner centered and this problem cuts across national boundaries. Corroboratively, Cecil et al. (2022) agreed that in U.S, while there are huge numbers of students from other countries on U.S based campuses, there is fewer student affairs experts who possess adequate intercultural skills useful for supporting the teeming population of international students. Therefore, there is need for HCD programs that ensures quality teaching, learning and other extra-curricular activities in universities. Remer (1990) stated that human capital is a fundamental source of economic productivity. While this is germane, employee training and development symbolizes HCD and HCD is one of the cardinal points overlooked by most public institutions in underdeveloped societies, especially in Nigeria where public institutions have underperformed (Chukwu, 2019; Igbokwe, Itoya & Eziuzo, 2020). This has however affected the development of all sectors of Nigerian economy and as such, there is immediate need for empirical study targeted at addressing the major concerns regarding HCD and EP in tertiary institutions. The need for this is predicated upon the argument of Ibok and Ibanga (2014) that, HCD is part of the most significant necessities needed to enable the improvement and sustenance of the economy either at the macro or micro level. Focusing at the macro level, Mahroum (2007) contends that human capital management (HCM) comprises three major capacities such as; capacity to develop talent, capacity to deploy talent, cum capacity to draw talent from elsewhere. The question of how talents are developed (student training) at the university level in Nigeria through the deployment of talent herein operationalized as quality employee performance (delivery of lectures, assignments, field works and examination) remains in the dark especially in Southeast Nigeria as prior studies have not done any meaningful interrogation in that regard. Put differently, in southeast Nigerian federal universities, the relationship between HCD and EP are not empirically known. Thus, the main problem of this study is to ascertain the correlation between employee training and EP in terms of productivity.

As Nigeria is regarded as the global headquarters of poverty (Alikor, 2022; Chioke, Umeokafor & Abasili, 2021; World Bank, 2016) due to lack of: essential training or little emphasis on human resource development (Ruchi, 2012; Zimmerman, 2009), low human capital (World Bank, 2022), poor work performance in private and public institutions (Chukwu, 2019; Igbokwe, et al, 2020), impotent poverty alleviation programs (Chioke, et al, 2021), mismanagement of diversity leading to inter-ethnic violence (Owolabi & Tijani-Adenle, 2022), leadership/accountability challenge (Chioke, 2023), dearth of societal transformation as well as sustainable development via quality education (Chioke et al., 2023) among other consequential factors; the present study reinforces and provides useful empirical evidence on the relevance of HCD for improved EP in Nigerian universities.

The study conducted by Thi and Quan (2022) was based on the need to extend already existing theory of organizational learning and in addition develop a theoretical model which examines the function of exploitative learning, exploratory learning, and organizational learning capacity (OLC) on individual employee performance in higher education environment. Their study revealed that exploratory and exploitative learning are the major drivers that drive employee performance. Adopting a survey design, the aims of the study carried out by Cross (2019) were to: examine the relationship that exists between human capital management and organizational performance and to establish the needs for HCD for enhanced organizational performance. The result shows that there is positive relationship between HCD and organizational performance. Onwumelu and Dialoke (2018) conducted a study and the specific aims comprise an examination of the impacts of training on employee performance; examination of the impacts of employee educational level on employee performance; and examining the impacts of employee experience level on employee performance. Their findings revealed that training, employee educational level as well as experience level are positively significant to the achievement of employee performance. It is pertinent to note that to the best of our knowledge, there is no known study that considered the specific purpose of this study.

While the broad objective of this investigation was to examine HCD and EP in Nigerian public institutions, the study within the purview of quantitative research design specifically sought to ascertain the correlation between HCD and EP in the selected federal universities, southeast Nigeria in terms of students' training and development. The research question was: How does HCD correlate with EP in the selected federal universities, southeast Nigeria in terms of students' training and development? The null hypothesis that guided the study was: There is no significant association between HCD and EP in the selected federal universities, southeast Nigeria in terms of students' training and development.

2. LITERATURE REVIEW

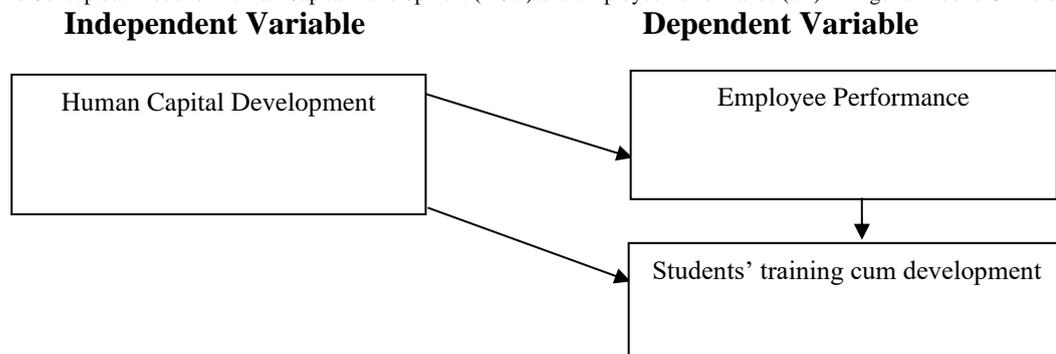
2.1. Understanding human capital development and employee performance

To properly understand HCD, we begin by exploring the term, human capital/resources – HC or HR. According to Simkovic (2013), human capital is the most vital factor for success in business. HR is the skills, attitudes, knowledge, physical and managerial effort needed to manipulate capital, technology, land and material required to produce goods as well as services for human consumption (United Nations Economic Commission for Africa, 1991). Then what is human

capital development (HCD)? HCD as perceived by Ibok and Ibanga (2014) comprises quality education at all levels, on-the-job training as well as appropriation of new technologies and ideologies. In the scope of the current study and even beyond, appropriation of new technologies for teaching and learning is essential for economic development and emancipation of the students from barriers that are inimical to sustainable development. In addition, Ebeofor and Nnaji (2022) stated that, development of human capital will improve the ability of human resources to coordinate cum improve the other sources of capital of the organization.

Employee performance plays important role in the society today as it leads to effective organizational performance in developed countries. Thus, many economists view employee performance as an engine in determining the social, economic, and political progress (Goldstein & Ford, 2002) of developed or underdeveloped countries. Batineh (2017) sees employee performance as the synthesis of efficiency and effectiveness of the employee’s daily function in achieving the expectations of stakeholders. Therefore, Anitha (2013) was apt in claiming that the performance of an employee or organization is dependent upon policies, organizational activities, knowledge management practices as well as employee engagement. Operationally, employee performance is the ability of the academic staff in universities to deploy their talents in developing the talents of learners. To show the independent and dependent variables of this study; the conceptual model of human capital development and employee performance is herein projected and the relationship thereof stated as shown in see figure 1 below.

Figure 1: Conceptual Model of Human Capital Development (HCD) and Employee Performance (EP) in Nigerian Public Universities



Source: Researchers’ own (2023)

The above diagram shows the nexus between the study variables. In this regard, it depicts that human capital development in one form or the other affects employee performance in terms students’ training and development in the federal universities under study.

3. RESEARCH METHOD

3.1. Study design and instrumentation

This study is established through a quantitative approach (survey method). Chioke (2018) perceived survey design as a system that uses instruments mostly questionnaire instrument to ascertain data concerning either animate or inanimate objects in a specified study area. Survey method is useful for this present study because making use of survey in the experiment made it possible to recruit diverse sample and to test the generalizability of the effects (Wejryd, 2023). The focus of this study is on HCD (independent variable) measured with EP (dependent variable). Thus, self-structured questionnaire that is closed ended with six (6) items was drafted to serve as the research instrument. The questionnaire was carefully designed in polychotomous and multiple choice approach using: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The research instrument was face and content validated by three research experts and their observations were incorporated during the correction prior to pilot test. For the internal consistency, the researchers administered the questionnaire on 25 respondents and their responses were subjected to Cronbach Alpha test - the reliability index α result for this cluster showed that (α) was $\alpha = 0.875$ indicating internal consistency of the research instrument. Pearson Product Moment Correlation Coefficient was utilised by the researchers in testing the hypotheses at 5% (0.05) level of significance.

3.2. Scope and participants

Due to proximity and ease of access, the researchers adopted convenience sampling approach in selecting three (3) federal universities out of five (5) public tertiary institutions. Imperatively, “convenience sampling method is a non-probability sampling where units are selected for inclusion in the sample because they are the easiest for the researcher to access. This can be due to geographical proximity, availability at a given time, or willingness to participate in the research (Nikolopoulou, 2023).” Information from Personnel, Academic Planning, Records and Statistics Departments of the Institutions under survey, show that Federal University Technology, Owerri (FUTO) has 2800 tutorial staff, University

of Nigeria Nsukka (UNN) has 5000 tutorial staff and Michael Okpara University of Agriculture, Umudike (MOUAI) has 3800 tutorial staff strength. Thus, the study has a total population of 11600. Sample size was determined through Taro Yamane’s formula to arrive at 387. Thus 387 questionnaires were shared, but 218 were returned while 165 were the data producing sample, as the rest of the instruments were either unreturned or mutilated.

3.3. Ethical Issues and Data Analyses

For data collection, a letter of permission was written by the researcher requesting for the permission of the respondents before administering the questionnaire. With this, the researcher followed significant procedures in addressing research ethics. Confidentiality and the convenience of the respondents were considered by the researcher by making sure that the privacy of respondents was respected. Hence, personal details of the respondents were not disclosed in the research. Descriptive cum inferential statistics were used by the researcher for data analysis. Mean scores of 2.5 and above were accepted, while mean score of 2.4 and below were rejected. Pearson Product Moment Correlation Coefficient was used to test the hypotheses at 5% (0.05) level of significance.

4. DATA ANALYSIS

Question: How does human capital development correlate with employee performance in the selected federal universities, Southeast Nigeria in terms of students’ training and development?

Table 1: Statistical analysis of the correlation between HCD and EP in selected Nigerian universities.

Variables	N	Mean	Std. Deviation	Variance
HCD enhances Lecturers’ input in classroom teaching in federal universities in southeast, Nigeria.	165	2.8909	1.04775	1.098
HCD improves Lecturers’ efficiency in setting aptitude questions.	165	3.2121	1.03469	1.071
HCD gives room for the enhancement of Lecturers’ performance in student mentorship of students to become culturally competent.	165	3.1394	1.22920	1.511
HCD boosts Lecturers’ performance in script marking.	165	2.3273	.96376	.929
While discouraging academic fraud, HCD enables academic staff to improve in the area of research and publications for the benefits of the students.	165	2.9818	1.35913	1.847
HCD contributes to making Lecturers to be self-reliant in the performance of assigned roles.	165	3.1030	1.02186	1.044
Valid N (listwise)	165			

Source: Field Survey (2023)

Table 1 shows the mean as well as the standard deviation results on the association between HCD and EP in the selected

federal universities, Southeast Nigeria in terms of manpower development. 2.50 was adopted as bench-mark for this study. Mean response scores of all except the fourth item with mean, 2.3273 were above 2.50. It shows that only item 1, 2, 3, 5 and 6 items were highly relevant for the study.

4.1. Examination of research hypothesis

Hypothesis 1: There is no significant association between HCD and EP in the selected Federal Universities, Southeast Nigeria in terms of students’ training and development.

In order to test the research hypothesis, the mean ratings of respondents were analyzed using Pearson Product Moment Correlation Coefficient in SPSS version 20 as presented in Table 2.

Table 2: Correlations between HCD and EP in the selected Federal Universities, Southeast Nigeria

		Employees’ input in classroom teaching.	Employees’ efficiency in setting aptitude questions.
Employees’ input in classroom teaching.	Pearson Correlation	1	.854**
	Sig. (2-tailed)		.000
	N	165	165
Employees’ efficiency in setting aptitude questions.	Pearson Correlation	.854**	1
	Sig. (2-tailed)	.000	
	N	165	165

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson Product-Moment Correlation was done in order to determine the association that exists between HCD and EP in the selected federal universities, southeast Nigeria. The hypothetical analysis shows strong positive relationship between HCD and EP ($r = .854$, $n = 165$, $p = .05$). Therefore, the research agrees that there is significant correlation between HCD and EP in the selected Federal Universities, South-East Nigeria in terms of students’ training and development.

5. FINDINGS AND DISCUSSION

The process of creating something new, better or more advanced thrives with well executed manpower development. Considering this, the study’s null hypothesis (There is no significant association between HCD and EP in the selected Federal Universities, South-East Nigeria in terms of students’ training and development) was tested and rejected as the study indicated otherwise – there exist strong positive relationship between HCD and EP. Therefore, the research agrees that there is significant correlation between HCD and EP in the selected Federal Universities, South-East Nigeria in terms of students’ training and development. Corroborating this, Zayum and Agbodike’s (2021) survey recorded a positive relationship between HCD cum quantity of work produced in Benue State Universal Basic Education Board Makurdi. Similarly, significant relationship exists between HCD cum organizational performance (Michael & Zaid, 2014). The focus of table 1 is on the correlation between HCD and EP in federal universities, Southeast Nigeria in terms of students’ training and development. Respondents, in the first statement, were asked whether HCD enhances employees’ input in classroom teaching in federal universities in southeast, Nigeria. Their responses were positive as indicated by the mean score above. The implication of this is that, human resource development as opined by Schultz (1993) is about the processes of educating and the professional initiatives that increase levels of skills, knowledge as well as the social assets of employee that lead to employee’s satisfaction cum performance, and the eventual effective service delivery in a firm.

With mean scores of respondents also confirmed the second and third statements that tests whether HCD improves Lecturers’ efficiency in setting aptitude questions; and enhancement of employees’ performance in student mentorship for cultural competency. For the fact that some institutions have a mission statement focused on educating a global citizenry now that employers are seeking graduates that are culturally competent – the ability to work with persons from diverse cultures (Cecil et al., 2022; National Association of Colleges and Employers, 2021) coupled with the truth that culture has remained crucial to development of education world over (Uzomah, 2022); lecturers/employees saddled with the responsibilities of students’ training and development should focus on providing mentorship that takes cognizance of developing learners that will not be ethnocentric, but culturally relative and open to others across cultures when employed. When intricately viewed, the above findings support the fact that HCD entails recruiting, supporting cum investing in people via education, mentoring, internships, and human resources management (Sullivan & Steven, 2013). Bearing this in mind, the responses from the respondents prove that employee training is vital in the above dimensions. However, the respondents disagreed with the fourth statement, which says that it boosts Lecturers’ performance in script marking. Thus, this finding suggests that Lecturers in tertiary schools needs not go through special processes of extensive training for script marking, but could be done with ease. Again, this study revealed that HCD while discouraging academic corruption

enables academic staff to improve in the area of research and publications for the benefits of the students. Then, why is HCD devoid of manipulations employed as antidote against academic fraud? Academic corruption is responsible for illiteracy, unemployability, unemployment and underemployment (Chioke, 2022) in Nigeria. A situation where academic staff are giving on the job training as regards research, report writing, proposal writing and allied areas helps in making them exceptional in the area of publications thereof. Finally, data on the table shows that, HCD contributes in making Lecturers to be self-reliant in the performance of assigned roles. Thus, this finding aligns with the conclusion of Ameyaw, Peprah and Anuwuo (2019: 53) which stated that the “HC of an organization is dynamic in the sense that when human resource is well-developed; it does not suffer redundancy, obsolesce or irrelevance. Hence, by being self-reliant, employees become proficient and relevant to the organization and this in turn fosters organizational performance and wellbeing.”

We discovered that, there is significant association between HCD and EP in students’ training and development (manpower development) in the selected federal universities southeast Nigeria. The implication of the responses of the respondents to the statements in table 1 is that without HCD; there will not be optimal EP in the studied public institutions and other institutions by extension. This finding aligns with the position of the study carried out by Onwumelu and Dialoke (2018), which made it clear that employee educational level, training as well as the experience level are positively significant to the achievement of EP. Impliedly, there is also a nexus between HCD and organizational performance. This was validated by studies done by Awan and Sarfraz (2013) and Michael and Zaid (2014) which found a significant relationship between HCD and firm performance. Therefore, human capital has been considered the main resource or capital of an organization and its training.

6. CONTRIBUTION OF THE STUDY

Consequent upon the need to understand and explicate the observable realities in Nigeria’s public institutions, this study has provided additional information on the neglected issue of manpower development of the country’s developers of the latent potentials (academic staff) in the country’s teeming population of students within the geopolitical zone. In a bid to understanding the entire work, this study also contributed meaningfully in explicating the useful concepts under study. Then again, this study has unveiled the correlation between HCD and the performance of the academic staff of the selected public institutions. Being compelled by the need to proffer applicable solution, the study divulged into limelight the very sacrosanct aspect of the web of issues in contemporary Nigerian public sector where Government has failed and currently needs to brace up in its quest for sustainable education.

7. IMPLICATIONS OF THE STUDY

The implication for practice is that HCD barriers in the country’s public institutions especially federal universities should be removed to create an enabling ground for the Lecturers to contribute to national development via quality classroom lecture delivery. This therefore leads to effective HCD of the academic staff of the Federal Universities in Nigeria under study. By implication, effective HCD leads to improved academic performance of university students and sustainable education management in Federal Universities in Nigeria.

8. CONCLUSION

Expectedly, human capital development (HCD) and improved employee performance (EP) directly or indirectly reduce poverty and inequality among citizens and as such, government is expected to rejig the ailing education sector in Nigeria as a way of: reducing poverty and inequality, improving the country’s gross domestic product, enhancing bureaucratic effectiveness and tackling the menace of acute corruption given the lack of quality education. Since there is significant correlation between HCD and EP in students’ training and development (manpower development); the study implies that investment in HCD will save the country from dwindling further by fostering the ability of the country’s manpower to improve other sources of capital for Nigeria.

This study recommends that in order to gain quality students training and development; federal government of Nigeria should invest more in training the academic staff of federal universities so that the universities will be a nursery for nurturing quality manpower as well as a vineyard from whence quality manpower are harvested and assigned national functions. This therefore provides an insight regarding the fact that human capital justifies enormous public and even private expenditures on education. Public bureaucracies in Nigeria should articulate strategies on how to make efficacious use of capital investment for employee training and development. In this regard, the culture of mismanagement overtly present in Nigeria’s public space should be fought with concerted efforts. On this, note we recommend that Administrators known for this mismanagement of the selected universities should endeavor to meticulously utilize and manage government grants to universities for regular training of their academic staff.

REFERENCES

1. Alikor, V. (2022). Nigeria: How do we expect world poverty capital to be safe? *Business Day*. Retrieved from: <https://businessday.ng/opinion/article/nigeria-how-do-we-expect-world-poverty-capital-to-be-safe/>

2. Ameyaw, D. A., Peprah, W. K., & Anowuo I. (2019). Human capital development and organizational performance: A conceptual review. *International Journal of Innovative Research and Development*. 8(1), 49-54.
3. Anitha, J. (2013). Determinants of employee engagement and their impact on employee performance. *GRG School of Management Studies*, 63, 1741-0401.
4. Awan, M. A. S. A., & Sarfraz, N. (2013). The impact of human capital on company performance and the mediating effect of employee satisfaction. *IOSR Journal of Business and Management*. 8(2), 76-82.
5. Bataineh, K. A. (2017). The impact of electronic management on the employees' performance. *Journal of Management and Strategy*, 8(5), 86-100. <https://doi.org/10.5430/jms.v8n5p86>
6. Cecil, B. G., Jeffrey, J. S., & Brunow, B. (2022). International student engagement: Closing gaps and internationalizing student affairs. *Journal of Higher Education Policy and Leadership Studies* 3(4), 7-26
7. Chioke, S. C. (2018). Impact of poverty on the academic performance of students in secondary schools in Enugu East Local Government Area. PGDE project submitted to the Department Educational Foundation. National Open University of Nigeria, Enugu Study Centre.
8. Chioke, S. C. (2022). Slaying corruption for effective educational management: A clinical insight. *Archives of Educational Studies* 2(1), 1 – 18.
9. Chioke, S. C. (2023). Responsible leadership and accountability challenge in Nigeria's public administration and sustainable development: A glocalised perspective. *Innovative Issues and Approaches in Social Science*. 16, 98-116 <https://doi.org/10.5281/zenodo.7605676>
10. Chioke, S. C., Ukeje, I. O., Mbamalu, K. U., & Oranekwu, D. C. (2023). Rethinking the function of quality education towards societal transformation and sustainable development in African States: Nigeria's 21st century in perspective. *Archives of Educational Studies*, 3(1), 35-61 <https://ares.pk/ojs/index.php/ares/article/view/54>
11. Chioke, S. C., Umeokafor, C. C., & Abasili, N. K. (2021). Glocalization and the politics of poverty alleviation in Nigeria's Covid-19 era. *International Journal of Public Administration and Management Research*, 7(3), 22–30. <https://doi.org/10.36758/ijpamr/v7n3.2021/03>
12. Chukwu, B. A. (2019). Critical factors that influence employee job performance on selected Banks in Nigeria. *Journal of Management and Economic Studies*, 4(1), 28-41.
13. Cross C. O. (2019). The effects of human capital development on organizational performance. *International Journal of Scientific Research and Management (IJSRM)*.
14. Ebeofor, O. G., & Nnaji, I. L. (2022). Human capital development and employee service delivery in ministry of local government and chieftaincy matters Awka, Anambra state, Nigeria, 2017-2021. *Review of Public Administration and Management*, 19(2), 30-36.
15. Goldstein, I. L., & Ford, J. K. (2002). Training in organizations: Needs Assessment, Development and Evaluation, 4th edition, Wadsworth, engage Learning.
16. Ibok, E. E., & Ibanga, S.E. (2014). The impact of human capital development and economic empowerment on the socio-economic development of Akwa Ibom State, Nigeria. *Global Journal of Human Resource Management*, 2(3), 37-44.
17. Igbokwe, I. C., Itoya, J., & Eziuzo, G. O (2020). Long hours of work and employee performance in Nigerian universities. *European Journal of Human Resource Management Studies*, 4(2), 189-203
18. Ramayah, T., & Mutahar, A. M. (2017). Internet usage, user satisfaction, task-technology fit, and performance impact among public sector employees in Yemen. *The International Journal of Information and Learning Technology*, 34, 210-241.
19. Jibril, U., Ojo, A., Emmanuel, A., Arimiyau, S., Badaski, S. L., Abdulahi, A., Aliyu, U., & Umar, A. (2023). The perceived effect of sleep pattern on the academic achievement among University of Ilorin nursing students, Nigeria. *West African Journal of Educational Sciences and Practice*, 2(2), 64 – 72. <https://doi.org/10.57040/wajesp.v2i2.314>
20. Michael, O. O., & Zaid, A. A. (2014). An empirical analysis of human capital development and organizational performance in banking sector: A Nigerian experience. *International Journal of Economics, Commerce and Management*, 2(7).
21. National Association of Colleges and Employers (2021). What is career readiness? Retrieved from: www.naceweb.org/career-readiness/competencies/career-readiness-defined/
22. Nchuchuwe F. F., & Etim E. (2020). Human capital development and service delivery in Lagos State: A study of selected Ministries. *Asian Journal of Advanced Research and Reports*, 12(2), 10-19.
23. Nikolopoulou, K. (2023). What is convenience sampling? Definition & Examples. Retrieved from: <https://www.scribbr.com/methodology/convenience-sampling>
24. Owolabi, T. O. S., & Tijani-Adenle, G. (2022). Ethnic diversity and human capital development in the digital age. In: Ngwainmbi, E. K (Ed.) *Dismantling cultural borders through social media and digital communications*. Cham: Palgrave Macmillan.
25. Onwumelu, O. P., & Dialoke, P. (2018). Impact of human capital development on employee performance: A study of selected Oil Service Firms in Rivers State, Nigeria. *International Journal of Social Sciences and Management*

- Research*, 4(3), 56 – 69.
26. Remer, P. M. (1990) Capital, labour and productivity. *Brookings papers on Economic Activity macro- economics*, 337- 367.
 27. Ruchi, H. (2012). Skills, knowledge and organizational performance. Research Paper 3 November Unpublished
 28. Simkovic, M. (2013). Risk-based Student Loans”. *Washington and Lee Law Review* 70(1), 527.
 29. Schultz, T. W. (1961). Investment in Human Capital. *The American Economic Review*, 1(2), 1-17.
 30. Sullivan, A., & Steven, M. S. (2003). *Economics principles in action*. Upper Saddle River, New Jersey: Pearson Prentice.,
 31. Thi, N. Q. N., & Quan H. M. T (2022). Learning paradox and employee performance: Empirical evidence in a Vietnamese public university. *International Journal of Public Administration*. <https://doi.org/10.1080/01900692.2021.2010751>
 32. United Nation Economic Commission Africa (1991) Africa’s human resource agenda for 1990s and beyond. Report of the Fourth Meeting of the ECA conference of Ministers Responsible for Human Resources Planning Development and Utilization.
 33. Uzomah, M. M. (2022). Religio-cultural perspectives and their contributions to the historical development of education and the civilization of nations. *West African Journal of Educational Sciences and Practice*, 1(1), 1-13 <https://doi.org/10.57040/wajesp.v1i1.184>
 34. Wejryd, J. (2023). Pacified citizens with a marketized school system: Causal evidence of boomeranging effects of user choice. *Governance*. <https://doi.org/10.1111/gove.12793>
 35. World Bank (2022). A better future for all Nigerians: Nigeria Poverty Assessment 2022.
 36. Zayum, S. S., & Agbodike, F. C. (2021). Human capital development and service delivery in Benue State Universal Basic Education board Makurdi, Nigeria. *International Journal of Public Administration and Management Research*, 7(3), 41-49.
 37. Zimmerman, K. (2009). The impact of job performance employee turnover and the voluntary turnover process, a meta-analysis and path model. *Personnel Review*, 38, 142-158.
-

