

ASSESSMENT OF HUMAN CAPITAL DEVELOPMENT AS CORRELATE OF JOB PERFORMANCE OF UNIVERSITY LECTURERS IN SOUTHEAST NIGERIA

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ABSTRACT

This study examined digital content development as a correlate of the job performance of university lecturers in South East Nigeria. The study adopted a correlational survey research design. The sample consisted of 333 lecturers drawn from four federal universities in South East Nigeria. The study adopted a multistage sampling procedure. The instruments for data collection were three researcher-developed questionnaires titled: Transformative Professional Development Questionnaire (TPDQ), Empowerment Strategies Questionnaire (ESQ), and Lecturers' Job Performance Questionnaire (LJPQ). Out of the 333 copies of the three instruments administered, 313 copies of each instrument, representing approximately a 94% return rate, were properly completed by the respondents and used for data analysis. Pearson Product Moment Correlation was used to answer the research question raised for the study, while linear regression analysis was used to test the null hypothesis that guided the study at a 0.05 level of significance. Based on the analysis, it was found, among others, that human capital development significantly related to the job performance of university lecturers to a very high positive extent. The regression result revealed a significant probability (p)-value of 0.000, which is less than the alpha value of 0.05. The study concludes that regular exposure of lecturers to training, workshops, and seminars are essential tools for enhancing lecturers' job performance in universities, which every stakeholder in university education should encourage. The study recommended that the Ministry of Education should make it mandatory for lecturers to attend a certain number of conferences or workshops each year, as this should serve as evidence of readiness for promotion

Keywords: Human Capital Development, job performance, university lecturer, Southeast, Nigeria

1.0 INTRODUCTION

Transformative professional development (TPD) is an advanced model of human capital development and as such it becomes necessary for discourse in this study. Fleming (2022) stated that transformative professional development is a deep, reflective process that goes beyond simply acquiring skills, focusing instead on fundamental shifts in a professional's understanding, attitudes and practices. The author further stated that it often leads to critical self-reflection, engagement with broader social issues, and the formation of new, more inclusive frameworks for understanding the world. Also, it encourages professionals to question existing assumptions, challenge power structures and adopt new perspectives that enable more ethical approaches to their work and the wider society.

Put differently, Ghamrawi (2024), defined transformative professional development as a training that creates significant and lasting change in educators' beliefs, practices, and even personal lives, fostering critical thinking, ethical action and a commitment to social justice. The author further stated that it includes experiential learning, reflection, sustained support from mentors and peers in collaborative communities and a focus on building agency and critical consciousness among educators. Rezk-Marey, Ashraf, Heba, and Andrew (2022) noted that transformative professional development program employed instructional strategies and digital assessment tools that provoke critical and creative thinking and transforming learning experiences into meaningful thought-provoking lessons that support students with the new styles of assessing higher order skills rather than testing for memorization. From the above definitions, transformative professional development is a conscious effort by lecturers to develop and skill up themselves in such a way that there will be significant and lasting changes in them and in what they do. For transformative professional development programme to remain relevant in equipping lecturers in their academic practices and job performance, it is important to understand that professional development requires a functional and implementable curriculum-based training programme that would support lecturers in their instructional programmes.

Human capital development is an essential transformative professional development mechanism that requires urgent attention and enforcement in public institutions especially the university community. The survival of any organization in complex dynamic world remains dependent on the human resources capacity of such organization and as such, its human capital development becomes very necessary. Ibok and Ibanga in Olonade and Omotoye (2020) contended that development enables the persons involved to maneuver vertically or laterally within the

economic and social environment. Human capital development deals with the act of improving and advancing the quality of workforce with the ability, training and skills which are the epicentre of organizational sustenance and improvement.

Human capital development needs urgent attention in the public service. Ilo, Olewe, and Asogwa (2022) argued that human capital development in the public sector should be ongoing to stay competitive and afloat, particularly in the areas of skill development, knowledge accessibility, training and development, and so on. To Olusoji, Adedayo and Alaighe (2017), human capital development is a form of undertakings undertaken to expose an employee to perform an additional duty and assume positions of importance in the organisational hierarchy. This makes human capital development a means of training and enhancing an employee's skill for the purpose of taking up advance responsibility in such firm in future. Organization for Economic Cooperation and Development (OECD) described human capital development as the advancement of skills, knowledge, talents, and attributes personified in people that enable the creation of personal, societal, and commercial well-being.

The essence of human capital development amongst lecturers in public universities is to enhance instructional productivity and institutional sustainability in both the local and global education market. Sowunmi, Eleyowo, Salako, and Oketokun (2015) noted that human capital development is a continual process of upgrading the skill content of an organization's employees as a consequence of "job change. Human capital development involves skill development, knowledge accessibility, manpower planning, technical training, advanced study in areas of specialization, seminar sponsorship and workshop, institutional workforce collaboration, research cross-pollination and other activities that result to training and acquisition of new idea in workforce job specialization. Anosa (2021) perceived skill development as the process of identifying one's skill gaps, learning and strengthening those skills. This thus entails that skill development deals with one's ability to conduct a new idea and concept successfully. Skill development enhances quality and efficient participation amongst lecturers in the university system. Agreeing to this fact, Olusoji, et. al. (2017) concerted that skill development deals with the productive skills acquired at all levels of knowledge and training, including formal, non-formal, informal, and on-the-job contexts. To Ilo et. al. (2022), skill development enables people to become fully and effectively involved in their livelihoods, as well as to adjust their skills to meet the changing demands and opportunities of the economy and labor market.

The study thus posed a question that requires empirical response: "to what extent does human capital development relate to job performance of university lecturers in South East Nigeria?" In a bid to fill in gap in knowledge, the study examined human capital development as a correlate of job performance of university lecturers in universities in South East Nigeria. The study will specifically determine the extent to which human capital development relates to job performance of lecturers in South East, Nigeria.

RESEARCH QUESTIONS

The following research questions will guide the study:

1. to what extent does human capital development relate to job performance of lecturers?

Hypothesis

The following null hypothesis was formulated and tested at 0.05 levels of significance to guide the study.

H₀1: There is no significant relationship between human capital development and job performance of lecturers.

2.0 METHODOLOGY

The study was carried out in South East, Nigeria. The South East zone has five states namely Abia, Anambra, Ebonyi, Enugu and Imo. South East zone consists of low sedimentary plain that are essentially an extension of South West coastal plain. The South East states are bordered in the west, north, east and south by Delta, Benue, Cross River, Akwa-Ibom and Rivers States respectively which cuts across latitudes of between 04'' minutes 45'' degree and 07'' 15'' north and longitude 06'' and 50'' and 08'' and 20' east. Abia State was created on 27th August, 1991 with Umuahia as the capital city. Geographically, the state is bounded by Enugu state on the north, Akwa-Ibom state on the east, Rivers state on the south east part of Nigeria. The old Anambra state which was created in 1976 constituting part of East Central with its capital at Enugu. The zone has many tertiary institutions (Federal and State Universities, Universities of Technologies, University of Agriculture, Polytechnics and Colleges of Education). Four universities out of the five federal universities in the South east of Nigeria will be used for the study. The universities are Michael Okpara University of Agriculture, Umudike (MOUAI), University of Nigeria, Nsukka (UNN), Alex Ekwueme Federal University Ndufu-Alike Ikwo (AEFUNAI) and Nnamdi Azikiwe University, Awka (UNIZIK). The area of the study is suitable for this research because the researcher is interested in finding strategies that would be of benefit to the lecturers which would as well help to

improve their job performance in the area. Also, there are good number of lecturers in the faculties/colleges of Education in the Federal Universities who provided information for the study.

The population for the study is 1009 lecturers in Faculties/Colleges of Education in Federal Universities in the South East, Nigeria. The universities under study were Michael Okpara University of Agriculture Umudike (MOUUAU) with 114 lecturers; University of Nigeria Nsukka (UNN) 151 lecturers, Alex Ekwueme Federal University Ndufu-Alike Ikwo (AEFUNAI) 106 lecturers and Nnamdi Azikiwe University Awka (UNIZIK) 247 lecturers. (See appendix B, page 97). (Source: Field survey, 2025)

The sample size for the study was 286 lecturers. This was comprised of 46 lecturers from Michael Okpara University of Agriculture Umudike (MOUUAU); 43 lecturers from the University of Nigeria Nsukka (UNN); 30 lecturers from Alex Ekwueme Federal University Ndufu-Alike Ikwo (AEFUNAI) and 49 lecturers from Nnamdi Azikiwe University Akwa (UNIZIK). This sample size was determined using Taro Yamen mathematical estimation model. Proportionate stratified random sampling technique will be used to select a sample of 286. A sampling fraction of 0.2 will be used to multiply the population of each strata to obtain the sample size of each state.

The researcher will seek the help of four research assistants who will be adequately briefed to help in the administration of the copies of the 286 copies of the Questionnaires to the 286 respondents. These research assistants were briefed on how to relate and administer the instrument to the respondents. Thus, this approach will help the researcher to gain a high level of cooperation, accuracy and return from the respondents. The researcher collated all the questionnaires so as to determine both the percentage of return, determine the percentage of inadequately filled questionnaire as well as to determine the percentage of instrument mortality. Only well filled returned instruments served the basis for the analysis. The researcher will also use percentage rating to determine the level of instrument return.

The data collected from the field was analyzed using Pearson Moment Correlation Coefficient to answer the research questions. Linear Regression analysis was used to test the null hypotheses at 0.05 level of significance. Decision rule for result acceptance was interpreted as: 0.00-No relationship; 0.01-0.20- very low relationship; 0.21-0.40 - low relationship; 0.41- 0.60 - moderate relationship; 0.61-0.80 - high relationship; 0.81-0.99 - very high relationship; 1.00 - perfect relationship. More so, null hypothesis was accepted as the alternative rejected if the F ratio is less than the f-critical.

3.0 RESULTS

The results of the study were presented in tables and based on the research questions and the hypotheses that guided the study.

Research Question: To what extent does human capital development relate to job performance of lecturers?

Data for answering research question are presented in Table 1.

Table 4.3: Correlation matrix of relationship between Human Capital Development and job performance of lecturers

		HCD	JPL
HCD	Pearson	1	.883
	Sig (2-tailed)		.000
	N	313	313
	R ²	(0.780)	78.0%
JPL	Pearson	.883	1
	Sig. (2-tailed)	.000	
	N	313	313

HCD = Human Capital Development, JPL= Job Performance of Lecturers

The results on Table 1 reveal a correlation (r) value of .883 which is positive and within the coefficient limit of range of 0.80 and above, indicating very high extent relationship. This result indicates that human capital development to a very high extent, relate to job performance of lecturers. The coefficient of determination (R²) of 0.780 indicates that 78.0% of job performance of lecturers could be accounted for by human capital development of such lecturers.

Hypothesis

There is no significant relationship between human capital development and job performance of lecturers.

Data for testing hypothesis are presented in Table 2

Table 2: Regression analysis of the extent of relationship between human capital development and job performance of lecturers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3599.801	1	3599.801	98.611	.000 ^b
Residual	11389.560	312	36.505		
Total	14989.361	313			

Data in Table 2 show a probability (P) - value of 0.000 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected. Therefore, there is a significant positive relationship between human capital development and job performance of lecturers.

DISCUSSION

It was found from the study that Human capital development significantly to a very high positive extent relates to job performance of university lecturers. The results specifically showed that human capital development of university lecturers through so many ways such as professional courses, Tefund sponsorship, and training and retraining of lecturers as well as collaborative researches among lecturers of various universities among others, relate to a very high to the job performance of lecturers. The results also showed that there was a significant relationship between human capital development which implies that the more lecturers are exposed to different human capital development programmes, the higher they will put in their knowledge, skills and effort to attain to their job. The results corroborated Daniel (2019), Chigozie and Onyia (2018) and Olonade and Omotoye (2020) who in their separated studies found among others that human capital development significantly and positively influence employee performance. The result was not surprising because, the more individual lecturers are exposed to trainings the more they acquire more new skills which they put into their job to enhance their productivity.

CONCLUSION AND RECOMMENDATION

The study assessed human capital development as a correlate of the job performance of university lecturers in Southeast Nigeria. The study concluded that human capital development significantly relates to the job performance of university lecturers to a very high positive extent. The results further indicated that human capital development significantly relates to the job performance of university lecturers in Southeast Nigeria to a very high positive extent. This implies that regular exposure of lecturers to training, workshops, and seminars are essential tools for enhancing lecturers' job performance in universities, which every stakeholder in university education should encourage. It was recommended that the Ministry of Education should make it mandatory for lecturers to attend a certain number of conferences or workshops each year, as this should serve as evidence of readiness for promotion.

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