

**HUMAN CAPITAL DEVELOPMENT AND EMPLOYEES' PERFORMANCE: THE NIGERIAN FACTOR**

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**Abstract**

Nowadays, organizations and nations have recognized the importance of human capital and the need to invest in them for improved performance. The general objective of this study is human capital development and employees performance: The Nigerian Factor. The research design method adopted was cross-sectional survey methods. A sample size of 386 respondents was drawn from the 10,761 staff of sampled public and civil servants in Nigeria using Taro Yamane's formula. The sampling technique adopted was stratified random sampling and primary data was collected from the respondents. The data collected were analyzed using both descriptive and inferential statistical methods. Simple percentage and mean score were used to analyze respondents' profile and research questions respectively while multiple regressions were used to analyze the variables studied. According to the results, manpower planning, human resource recruitment, staff training and career development have positive significant relationship with employees' performance. The study concludes that when employees are given proper training, they are well developed, motivated, more satisfied and performances are enhanced. The study recommends among others the redistribution of public and civil servants such that ministries, boards and agencies of government get the required manpower across the state.

**KEY WORDS:** Human Capital, Development, Employees, Performance, Factor.

**Introduction**

Human capital is very important in any organization. It may be viewed as the engine room of the production process. This is because of its ability to transform other factor inputs

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such as land and capital into meaningful and useful form in order to achieve the organizational goals and objectives. However, the extent to which the organization's goals are achieved may depend on the skills, knowledge, competency and the experience of the employees of the organisation. Administrators and managers have to develop staffing programmed that will focus on identifying, recruiting, selecting and hiring of the brightest and most qualified workforce (Igaekemen & Odivwi, 2014). The orientation or induction and socialization of staff after employment is very necessary as it enables them to understand the organisation better and to know what is expected of them at every point in time (Salami, Ajobo & Okwuise, 2013).

Human capital development can be seen as a veritable aspect of Human Resource Management. According to Sullivan and Sheffrin, (2003), human capital development is about recruiting, supporting and investing in people through education, training, coaching, mentoring, internships, organisational development and human. Resources management. It improves the skills, knowledge, attitudes, competencies and capabilities of employees whether in public or private sectors. Ejere, (2011) opines that human capital is the human factor in the production process of acquiring requisite knowledge, skills and experiences that are applied to produce economic value for driving sustainable national development. This can be based on training and development of employees.

Human capital development is believed to depend on staff training and development. Staff training and development are essential in maintaining and developing the capabilities of employees (Sampson, Ibeh & Emerole, 2016). Training makes employee feel that the organisation cares about their career progression. Training and career development induce employees' skills and competences. As employees continue to perform a particular task over a time, he is likely going to master the job, especially in the civil service. Meanwhile, the quality of staff recruited is of significant importance to employees' performance. Sampson, et al (2016) notes that employees performance in government owned organisations are being affected by their qualifications and necessary skills. This requires organisations and their human resource department to adhere strictly to the standard entry requirements.

Human capital development has become a critical index of competition in every sectors of the economy in which Nigeria is not an exception. It is amazing that despite the abundant natural resources in Nigeria, there are limited human resources to make the best use of the natural resource for the betterment of her citizens. According to Alani and Isola (2009), natural resources can be fully utilised by skilled and experienced human resources.

Public sectors organisation performances are used by the citizen to measure government's ability to cater for the welfare of her citizen.. And these performances may depend on the type of human capital development programmes available for the employees of those organisations. Hence a strategy for improving workforce performance to drive higher value for the organisation has become important focus Marimuthu, Arokiasamy and Ismail, (2009).The ability of the organisation to manage the complexity of its workforce and improve their skills, knowledge and competency may enhance its competitiveness and performance. This is because the success or failure of any organisation is a function of its workforce. Organisations who invested on technologies may require human resources to operate on them; hence, training and development can never be overlooked. Though, manpower of any establishment has diversity of needs, attitude, ambition, and level 'of knowledge and skills as

well as potentials for growth and development, all these should be factored in any human capital development programme.

Igaekemen and Odivwi (2014) opine that employee who has not received adequate training before being assigned with responsibilities may lack the necessary confidence with which to carry out the job.

(Dae-Borg, 2009), Romer, (1990) refers to the human capital as a fundamental source of economic productivity. Rosen, (1999), states that human capital is 'an investment that people make in themselves to increase their productivity.

According to Aluko and Aluko (2012), human capital is an all-embracing and multidimensional concept that cannot be fully captured by mere definition. Human capital therefore seen as;

- i. Human resources including knowledge, skills, attitudes and motivation belonging to an enterprise or society and engaged in the development of that enterprise or society to fulfill its objectives and to enhance the quality of life of its members.
- ii. Human capability and productivity engendered through knowledge and skills acquired from education, training and experience, and facilitated by an enabling environment, and
- iii. That intangible factor of the production process that contributes to human intellect, skills and competencies in the production and provision of goods

### **Human Capital Formation**

Human capital is very important itself but also important is its accumulation process. This underscores the importance of human capital formation through knowledge and skills obtained throughout educational activities (De la Fuente & Ciccone, 2002). Human capital formation is thus associated with investment in man and his development as a creative and productive resource. It is the process of transforming the people in a country into workers who are capable of producing goods and services. During this process, relatively unskilled individuals are given the tools they need to contribute to the economy (Satope, 2012). Human capital formation implies the development of abilities and skills among the population of the country. In order to transform the liability of the huge size of population into assets, adoption of various measures for human capital formation is very much essential (Kumar, 2017).

According to Harbison in Kumar, (2017) the human capital formation is the process of acquiring and increasing the number of persons who have the skills, education and experience which are critical for the economic and the political development of the country. Human capital formation is thus associated with investment in man and his development as a creative and productive resource. Schultz in Kumar (2017) stated that there are five ways of developing human resources;

- ❖ Health Facilities and Services: Broadly conceived to include all expenditure that affects, the life expectancy, strength and stamina, and the vigour and vitality of the people;
- ❖ In On-The-Job Training: This includes the aid and type of apprenticeships organised by firms;
- ❖ Formally organised education at the elementary, secondary and higher levels;
- ❖ Study programmes for adults that are not organised by firms, including extension programmes notably in agriculture;

- ❖ Migration of individuals and families to adjust to changing job opportunities. Moreover, we will have to include the import of technical assistance, expertise and consultants.

### **Human Capital Formation and Development**

Although the accumulation of physical capital is very important to economic growth of any country, its growth depends largely on human capital formation. Kumar, (2017) opines that human resources are needed to accomplish many tasks. They transform other resources into usable and acceptable form. He emphasised that even though the use of machines eliminated the engagement of human in the production process, humans are needed to build these machines. Hence, priority attention needs to be given to investment in human capital formation without which, capital utilisation would be low leading to economic recession. It is believed that developed economies experienced rapid economic growth and development due to increased investment on education leading to increase in the level of human capital formation. For instance it is believed also that capital investment alone was not solely responsible for the industrial revolution experienced but also the investment and improvement brought by men. The efforts made to propagate education, knowledge, know-how and to increase skills and efficiency led to the high productivity in developed economies.

The terms "human resource development", "human capital management" and "Human capital development" are used interchangeably, though some scholars were able to distinguish between the latter two. Human capital management can be defined as the process of acquiring, developing, deploying and the retention of the collective knowledge, skills and abilities of an organisation's employees by implementing processes and systems that match employee talent to the organisation's overall business goals while human capital development is the process of developing and retaining the existing knowledge, skills, abilities and competencies of employees (Haslinda, 2009).

Human capital development is about recruiting, supporting and investing in people through education, training, coaching, mentoring, internships, organisational development and human resources management. Human capital development recognizes that the development and growth of people in organisations and business is an important and essential asset to organisation's future success (Sullivan & Sheffrin, 2003). Healthfield (2011) posits that human capital development is the framework for helping employees to develop their personal and organisation skills, knowledge and ability. Human capital development drivers in this study include; manpower planning, human resource recruitment, training and career development. Healthfield, (2011) stated that the focus of all human capital development is on developing the most superior workforce, so that the organisation and individual employees can accomplish their work goals in service to customers.

More importantly, Healthfield, (2011) opines that the shortage; of skilled people can act as a limiting factor on individual organisation and on the economy as a whole. It is in the interest of individual organisation and the nation to maximise its human capital. Human capital is a crucial component of an organisation's overall competitiveness. It is believed that economic growth, employment levels and the availability of a skilled workforce are interrelated. Economic growth creates employments, but economic growth partly depends on skilled human resources of the organisation.

The rapid development of the human capital development has led to greater attention being paid to training. Human capital development is any activity which leads to the improvement in quality (productivity) of the workers thus; training .is an integral component of human capital development. It refers to the training undergone by a person that increases his or her capabilities in performing activities which are of economic values.

#### Essence of Human Capital Development and Determination Needs

The challenges facing human resource managers today include more flexible work force, managing .changes, and new technological and continuous development of employees. In addition, organizations are realizing that in order to adequately address human resource concerns in the face of new and increased responsibilities and challenges; they must develop long term as well as short term solutions.

Human capital development involves human resource planning, recruitment, training/development and motivation.

This has traditionally been used by organisations to ensure that the right person is in the right job at the right time. Increasing environmental instability, demographic shifts, changes in technology and heightened international co-operation are changing the needs for and the nature of human resource planning in leading organisations. This suggests that the main determinant of human capital development needs is manpower planning,

#### Manpower Planning

Human capital planning is the method by which an organisation designs a coherent .framework of human capital policies, programmes, and practices to achieve a shared vision integrated with the organisation's strategic plan. (Rani, 2011) opines that human capital planning is a systematic process for identifying the resource pool and its capabilities to meet organisation goals and developing the strategies to meet the requirements to fulfill those goals according to Wickstron, (1971)" Human resource planning consists of a series of activities including:

- A. Forecasting future manpower requirement either in terms of mathematical projection of trends in the economic environment and development in industry or in terms of judgmental estimates based upon the specific future plans of a company.
- B. Making an inventory of present manpower resources and assessing the extent to which these resources an; employed optimally.
- C. Anticipating manpower problems by projecting present resources into the future and comparing them with the forecast of requirements to determine their adequacy, both quantitatively and qualitatively; and
- D. Planning the necessary programmes of recruitment, selection, training, development, transfer, promotion, motivation and compensation to ensure that future manpower.

#### Factors Affecting Manpower Planning

Manpower planning exercise is not an easy task because it is imposed by various factors such as:

- It suffers from inaccuracy because it is very difficult to forecast long-range requirements of personnel.

- Manpower planning depends basically on organisation planning. Overall planning is itself is a difficult task because of changes in economic conditions, which make long term manpower planning difficult.
- It is difficult to forecast about the personnel with the organisation at a future date. While vacancies caused by retirements can be predicted accurately other factors like resignation, deaths are difficult to forecast.
- Lack of top management support also frustrates those in charge of manpower planning because in the absence of top management support, the system does not work properly.
- The problem of forecast becomes more occur in the context of key personnel because their replacement cannot be arranged in short period of time. Hence, the need for and importance of human resource planning is explained by the fact that it maintains a fine balance between demand for and supply of human resources required to effectively complete those tasks that help organisation achieve its objectives. Human resource planning can become part of strategic planning at two ends. At the beginning of strategic planning, human resource planning provides a set of inputs into the strategic formulation process in terms of deciding whether the types and numbers of people are available to pursue a given strategy.

### **Human Resource Recruitment**

Recruitment is a critical process that can make or mar any organisation. The survival of any organisation depends largely on the calibre of human resources being recruited. Recruitment therefore is defined as the process of identification of different sources of personnel. It is a positive process of searching qualified person and stimulates them to apply for jobs in the establishment. It is an important task for the human resource managers as it helps in deciding the right candidate for a particular job Sajeena, (2017).

Backer and Huselid (2006) opine that organisation needs to employ quality human capital for the purpose of repositioning their organisations for good. He quoted the late Steve Jobs who states that; "It doesn't make sense to hire smart people and then tell them what to do, we hire smart people .so they can tell us what to do." Stuart-Greenfield, (2009) in Daniel, Sanda and Midala, (2014), of the American society for public administration, sees recruitment process as the best way to achieve success of any organisation, he further stated that implementing more effective processes to recruit candidates and select the best and the brightest will improve one's ability to meet the organisational human resource needs. There are basically two methods of recruitment;

- a) Direct Method
  - b) Indirect Method
- i. **Direct Method:** This includes scouting (campus interviews) employee contact, manned exhibits and waiting lists.
  - ii. **Indirect Method:** This includes sourcing for employees via newspaper, journals, radio, television media and internet to recruit employees.

There are basically two sources of recruitment. They are;

- a) Internal Source
- b) External Source

**Internal Sources:** The following are the internal sources of recruitment;

**1. Transfer:**

- Production transfer (department to department)
- Replacement transfer (another department)
- Rotation transfer (one job to another to make them versatile)
- Remedial transfer (employee feels discomfort)
- Promotions (based on seniority and competence)
- Recalls from layoff and reorganization of the organizational chart and demotion (i.e. reversal of promotion).

**External Sources:**

The external source of recruitment according to Sajeena, (2017) includes; notice at the factory gate, unsolicited applications, casual callers (appointed for short period), advertisement in (Newspapers, Journals, Radio, Television and Internet), employment exchange (for skilled, unskilled and semi-skilled person), colleges institutions and universities (fresh young graduates of different disciplines), labour contractors (for unskilled labours), private agencies, trade unions and leasing. Other sources identified by Salami, Ajobo and Okwuse, (2013) are referrals and walk INS, older workers, executive recruiters and e-recruitment. There are Mo stages of recruitment. They are;

- Pre recruitment: where the actual hidden cost of recruitment and selection are determined which should be between 4% - 40% of total annual basic salary budget.
  - Recruitment: Humphrey (2010) in Omisore and Okofu (2014) opine that information on a formal staff requisition document should include the following;
    1. Name and location of originating department
    2. Job title
    3. Main job function
    4. Salary or grade
    5. Benefits (allowance)
    6. Reason for requisition
- Replacement
  - New appointment A
  - Additional appointment
1. Required by (date)
  2. Signature.(Head Department)

Sajeena (2017) posits that selection is the process of choosing the most suitable person from all the applicants.

Selection process starts immediately after recruitment. Selection involves picking a group of workers from a local group of workers who has applied for job.

Dale Yoder said that 'Selection is the process in which candidates for employment are divided into two classes; those who are to be offered employment and those who are not.

### **Steps in Selection Process:**

Sajeena (2017) points out the following steps in selection process.

1. **Receipt and Scrutiny of Application:** If there are vacancies, it will be notified in newspaper, notice board etc. Numbers of applicants received are candidates. After the prescribed date, personnel department makes a detailed scrutiny of applications.
2. **Preliminary Interviews:** It is the basic interview. It is normally conducted by the assistant or secretary of personnel department. Appearance and personality of the candidates are also examined.
3. **Blank Application Form:** A blank application form is given to candidates. They are required to fill up the application form in their own handwriting. These are printed applications used to collect the individual bio-data of the candidates.
4. **Tests:** After preliminary interview, the candidates are asked to appear for selection tests. It is mainly to examine the suitability of the candidates for the job. The management needs to know the capabilities and the knowledge, the pattern of interest, skill and aptitude of an individual in terms of job specification. For this purpose, different types of test are used. The important type of tests is intelligence test, trade test, aptitude test, interest test and personality test.
5. **Interview:** Interview is a powerful exchange of ideas, the answering of questions, and communication between two or more persons. The interview enables the candidates to get information about the nature of job, compensation package, working condition etc.
6. **Checking References:** In the blank application form, there is column for giving references. The candidates are required to write the names of one or two important persons in his/her locality.
7. **Approval of the Supervisor:** The name and details of the candidates selected is sent to the supervisor for approval.
8. **Medical Examination:** The qualified candidates are required to go for medical examination. He/she will be examined by a doctor to check whether he/she is ' suffering from any disease which will render him/her physically unfit for the job.
9. **Final Selection:** After completing all the above formalities, the successful candidates are given appointment order.
10. **Placement:** when the candidates is selected and appointed, he/she is posted to a particular position for which he/she is selected. Placement means the determination of the job to which an accepted candidate is to be assigned to that job.
11. **Induction and Orientation:** This is the process of inducting an employee into the social set up of his/her work. It is a welcoming process through which he/she feels at home and a feeling is generated in him/her that is his/her own job and his/her own organisation.

### **Training**

Training can be viewed as the systematic development of the attitude, knowledge and skill pattern required by a person to perform a given task or job adequately. Training gives .new or present employees the skills they need to perform their jobs.



Salami, C.G.E et al (2013). According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or to ask for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

### **On-The-Job Training**

On-the-Job training is based on the principle of "learning by doing", i.e. the workers learn the job while performing it within the actual work environment. This type of training is beneficial for both the workers and the organization.

The methods of on-the-job training are;

- **Coaching:** Under this method, the superior or experienced staffs give instructions to the workers to perform a job. It is one-to-one training designed for the workers where they can find answers to their queries through the instructions and demonstrations given by the superior.
- **Job Rotation:** This method either involves the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work process or through job enlargement. That is, giving additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Yalokwu 2000; Lawal 2006).
- **Mentoring:** Mentoring is a mutually beneficial training technique in which a more senior staff member provides support and guidance to a new staff member. In addition to technical training and support, mentors also tend to provide emotional advice and support to new recruits. This is important for on boarding as it helps to effectively develop bonds between staff of varying departments, fostering cohesion throughout the business Robert, (2018).
- **Apprenticeship:** Apprenticeship is a formalized method of training curriculum programme that combines classroom education with on-the-job work under close supervision. The training curriculum is planned in advance and conducted in careful steps from day to day. Most trade apprenticeship programmes have duration of three to **four years before an** apprentice is considered completely accomplished in that trade or profession. This method is appropriate for training in crafts, trades and technical areas, especially when proficiency in a job is the result of a relatively long training or apprenticeship period, e.g., job of a craftsman, a machinist, a printer, a tool maker, a pattern designer, a mechanic, etc.
- **Orientation/Induction:** It deals with a situation whereby new employees are given training to enable them to get acquainted with the work and the organisation as a whole in respect of values, rules and regulation (Olaniyan & Ojo, 2008). According to Milkovich and Boudreau (2004), orientation is a continuous process and takes time for its purpose to be achieved. Organisations give orientation to their new employees based on three reasons First, the orientation will afford the new employee the opportunity to acquaint himself/herself with job procedures. The new employee is also oriented on how to relate with other employees and finally it makes the new employee feel that he is part of the organisation and that his/her job is important (Milkovich & Boudreau. 2004). Generally,

orientation is carried out for new entrants on the job to make them familiar with the organisation as a whole in terms of structure, objectives, policy etc. (Malaolu & Ogbuabor, 2013). One advantage of this method is that it boosts the morale of the employee to deliver without committing grievous errors. Committee Assignments: Under the committee assignment, group of trainees are given and asked to solve an actual organisational problem. The trainees solve the problem jointly. It develops team work.

- Understudy: Here, the superior gives training to the subordinate as an understudy or an assistant who is likely to perform a superior's job in case of the vacancy arising out of superior's retirement, transfer, promotion or death.
- **In House Training:** This involve a formal method of on the job training in which skills and knowledge are acquired by employees through internally organised seminars and workshops geared toward updating the workers with new techniques or skills associated with the performance of their jobs Lawal, ( 2006).
- **In Service Training:** This method involves training outside the organisation or workplace in higher institution of learning or vocational centres under the sponsorship of the organisation or on terms that may be agreed upon between the organisation and the worker Lawal, (2006).
- **Computer or online-Based Training Modules:** Systems like Mind flash, Velpic and Course Genius enable employers to create training modules, measure progression and test skills with assessment tasks like quizzes. These programmes are an easy on the job training solution, as they are comprehensive and do not require the presence or time of other staff. Most programmes can be tailored specifically to the needs of your new recruit and the team in which they will work. This On-the-job technique provides a detailed and documented way of learning. Your new recruit can then use this as a manual and guide, referring back to it throughout the on boarding process. It also provides you with tangible measurements of their learning and identifies areas that need to be further developed. Computer or online-based training modules complement other on-the-job methods and allow your new recruit to apply what they learned from staff, during coaching and/or mentoring.

### **Off-The-Job Training**

**The Off-the-Job Training** is the training method wherein the workers/employees learn their job roles away from the actual work floor. It is employee training at a site away from the actual work environment. Off-the-job training involves taking employees away from their **usual** work environments and therefore all concentration is left out to the training, examples include conferences, role playing, and many more (Nassazi,2013). The methods of off-the-job training are as follows;

- **Classroom Lectures:** This is a training wherein the employees are given lectures about the job requirements and the necessary skills required for implementing the job. This method is appropriate in a situation where large number of trainees is involved. Classroom method or lecture method is well known to train white collar or managerial level employees in the organization. There is generally a classroom or a workshop wherein the complete job knowledge is given to the workers by the experts or specialists from the

professional institutes. The main purpose of this training is to make the employees well informed about their job roles and discussing their queries arising out of the lectures. This method is effectively used for the purpose of teaching administrative aspects or on management subject to make aware of procedures and to give instructions on particular topic.

- **Audio -Visual:** This has to do with providing training by way of using Films, Televisions, Video, and Presentations etc. This method of training has been used successfully in education institutions to train their students in subjects to understand and assimilate easily and help them to remember forever. New companies have come up for providing audio visual material for students in their concern subjects. In the corporate sector, mainly in customer care centres, employers are giving training to their employees by using audio visual material to teach how to receive, talk and behaviour with the customer.
- **Simulation:** Under this situation, an imaginary situation is created and trainees are asked to act on it. According to Cole (2002), simulation refers to the situation whereby the trainee or the employee, is trained in a near perfect work situation. Mack (2009) also posits that simulation is a training or research method designed to get an experience in a controlled environment. According to Mehta and Bhatt (2014), simulation concerns training employees in any artificial environment just like the actual work situation whilst vestibule concerns using the prototype or the same equipment just like these used in the workplace for training but the training is conducted outside the workplace. For example, assuming the role of a director, solving problems and developing new strategies of solving problems.
- **Vestibule Training:** This type of training is specifically given to the technical staff, office staff and the employees who learn the operations of tools and equipment assembled at a place away from the actual work floor. This type of training is conducted to give the trainees real feeling that they would be experiencing at the actual plant. Vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimises the problem of transferring learning to the job. Vestibule training is provided to employees when new or advanced equipment or tools introduced in to the organisation to do a particular job by using them: For this purpose, such equipment is brought to a separate place to give demonstration and training on how to use and handle it by employees safely, for example, Independent National Electoral Commission's (INEC) ad hoc staffs are given vestibule training on electoral equipment like card reader.
- **Case Study:** Usually, case study deals with any problem confronted by a business which can be solved by an employee. The trainee is given an opportunity to analyse the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.
- **Role Playing:** In this case also, a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.

- **Conferences/ Workshops/ Seminar:** A meeting of several people to discuss any subject is called conference. Each participant contributes by analyzing and discussing various issues related to the topic. Everyone can express their own view point.
- **Incident Method:** incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decision.

### **Career Development**

Career, development is a combination of two concepts; "career" and "development". The term "**career**" connotes different meaning to different people Adeniji and Osibanjo (2012), **Career** refers primarily to the sequence and variety of work roles, paid or unpaid, that individuals undertake throughout their lives; but it is also the construct which enables individuals to make sense of valued work opportunities and how their work roles relate to their wider life roles (Career Development Institute, 2017). It is a pattern of work experiences comprising the entire life span of a number of phases or stages reflecting the tradition from one stage of life to the next (Weinert, 2001). Similarly, career is a sequence of interaction of individuals with society, education and organisations throughout their lifespan. It is necessary, however to emphasize that the majority of the responsibility now rests on the individual for their own career progression, which requires sustained employability (Beukes, 2009, Herr, Cramer, & Niles, 2004). This interaction according to Savikas, (2009) is no longer merely just a sequence of jobs but is now a story that working people build about themselves.

Career development on the other hand is a lifetime process that encompasses the growth and change process of childhood, the formal career education at school, and the maturational processes that continue throughout a person's working adulthood and into retirement Flexer, Baer, Luft and Simmons, (2008). According to Career Development Association of Australia (CDAA), career development focuses on enabling people to understand and develop their skills and preferences to manage these challenges, make good decisions about their working lives, and maximise their contribution to the communities in which they live and work.

Stevens, (1990) stated that each career has a lifecycle which has four discrete stages; exploration, advancement, maintenance and decline. Flexer et al, (2008) state that although these four stages are specific to employment, a broad definition of career development incorporates all life areas. They furthered that there should be an inclusion of the influences from other life roles and responsibilities that ultimately lead to a satisfactory quality of life. They conclude that the four stages support a comprehensive view of career development and transition planning. While there are four discrete stages of development, they do not necessarily only take place on numerous occasions through career changes, such as changing jobs.

### **Training and Development Process**

Training and development process refers to the steps within a training and development programmed that ensures that the intended objectives are achieved. There are five stages or steps involved in the training and development process according to Salami et al,

(2013). These are training needs analysis, instructional design, validation, implementation and Evaluation and Follow up.

- a) **Training Needs Analysis:** Noe (2013) as cited in Darkwa (2016) indicates that training needs assessment concerns the process of finding out if training is required or not. Three analyses are performed; employees (personal), organisational and task **Job** analyses. Salami et al (2013) summarised needs analysis as follows;
  - i. Identify specific **job** performance skills needed to improve performance and productivity.
  - ii. Analyse the audience to ensure that the programme will be suited to their specific levels of education, experience and skills as well their attitudes and personal motivation.
  - iii. Use research to develop specific measurable knowledge and performance objectives.
- b) **Instructional Design:** training and development design concerns the factors or activities included in the training programme in a bid to increase the probability that there will be a high degree of transfer of knowledge Noe (2013) in Darkwa (2016). According to Salami et al (2013), instructional design includes;
  - i. Gather instructional objectives, methods, and media, description **of** sequence of content, examples, exercises and activities. Organize them into a curriculum that support adult learning theory and provides a blueprint for programme development.
  - ii. Make sure all materials, such as video scripts leaders' guides, and participants' workbooks, complement each other, are written clearly and blend into unified training geared directly to the stated learning objectives.
  - iii. Carefully and powerfully handle all programme elements whether reproduced on paper, film or tape to guarantee quality and effectiveness.
- c) **Validation of Training and Development:**
  1. Introduce and validate the training before a representative audience. Base final revisions on pilot results to ensure programme effectiveness.
- d) **Implementation of Training and Development:** Haile Michael (2014) in Darkwa, (2016) opines that training and development is implementation concerned with starting the training and development programme. That means the actual announcement of training and development programme.
  - i. When applicable, boost success with a train-the trainer workshop that focuses on representation knowledge and skills in addition to training content.
- e) **Evaluation and Follow -up Training and Development:** This is the determination of whether the training programme is successful or not in relation to the objectives set and makes recommendations for improvement or change (Armstrong, 2003 in Darkwa, 2016).

### Employees Performance

The term "employee performance" signifies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate co leagues/employers around (Hellriegel, Jackson, & Slocum, Karakas, as cited in Pradhan and Jena (2017), Performance is a multicomponent concept and on the fundamental level one can distinguish the process aspect of performance,

that is, behavioural engagements from an expected outcome (Borman, & Motowidlo, 1993; Campbell et al., 1993; Roe, 1999).

Also, as cited by Nassazi (2013), "Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behaviour (Armstrong 2000). Kenney et al, (1992) stated that employees' performance is measured against the performance standards set by the organisation. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992)".

**Efficiency:**

A level of performance that describes a process that uses the lowest amount of input to create the greatest amount of output. Efficiency refers to doing things in a right manner. Scientifically, it is defined as the output to input ratio and focuses on getting the maximum output with minimum resources (Cole, 2011). Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible (Stoner 1996).

Efficiency is related to accuracy in performance of organisational tasks. The decisions are made with the aim of reducing costs, increasing productivity and improving product quality. Efficiency is output to standard output ratio. The efficiency means achieving organisation aims with minimum cost and undesirable consequences. Touryazdan, Soltani & Lari, (2015) apparently, organisation efficiency can be examined through comparing efficiency of operation and used resources;

**Effectiveness:**

Effectiveness can be defined as the extent to which an organisation realizes its goals or objectives. This means that it relates directly to organisational goals and objectives (Cole, 2011). Effectiveness is the ability of employees to meet the desired objectives or target. (Stoner, 1996). Piter Deraker, as experts of management science, believes that effectiveness means to do right works. According to Deraker, effectiveness is the key to organisation success. Tools, patterns and best applications of knowledge management that are along with knowledge sharing culture, form the working environment and increase the effectiveness of organisation (Heidari Tafreshi a id Khadivi, as cited in Pouryazdan et al (2015).

**Productivity:**

Productivity is commonly defined as a ratio between the output volume and the volume of inputs. In other words, it measures how efficiently production inputs, such as labour and capital, are being used in an economy to produce a given level of output. The International Labour Organisation (I.L.O) in its report summarizes the concept of productivity, thus some think of productivity as a measure of the economy as a whole. Others think of productivity in terms of individual industries or plants". Some businessmen in their public relations speak as though the whole matter of productivity had to do with the degree of application of the workers to their Jobs. At other times, the concept of productivity is used as though it were a measure of the degree of efficiency achieved in production/The I.L.O. publication "Higher Productivity in Manufacturing Industries" has defined productivity as the ratio between output of wealth and the input of resources used in the process of production.

The organisation for European economic cooperation (OEEC) has defined the concept of productivity as follows. In its widest sense it may be said that productivity is the measurement of the economic soundness of the nations; The European Productivity Agency (EPA) has defined productivity as follows. "Productivity is an attitude of mind. It is a mentality of a progress, of the constant improvement of that which exists. It is the certainty of being able to do better today than yesterday and continuously. It is the constant adaptation of economic and social life to changing conditions. It is the continual effort to apply new techniques and methods. It is the faith in human progress.

Employees' Loyalty and Commitment:

*Employee loyalty can be defined as employees being committed to the success of the organisation and believing that working for this organisation is their best option (Iqbal, Tufail & Lodhi, 2015). They further emphasized that loyalty as a general term signifies a person's devotion or sentiment of attachment to a particular object, which may be another person or group of persons, an ideal, a duty or a cause.*

*Employee commitment on the other hand is the degree to which the employee feels devoted to their organisation. Akintayo as cited in Irefin, and Mechanic (2014). Meyer and Herscovitch (2001) opine that commitment is a force that binds an individual to a course of action that is of relevance to a particular target. Iqbal et al (2015) differentiated between Career commitment and work commitment.*

*To them, career commitment refers to identification with and involvement in one's occupation. It' is same as occupational commitment, professional commitment, career salience, the local distinction and professionalism common to all these is the critical notion of being committed to one's career or occupation rather than to the organisation which employs one Fosam, as cited in Iqbal et al (2010).*

### **Public Sector**

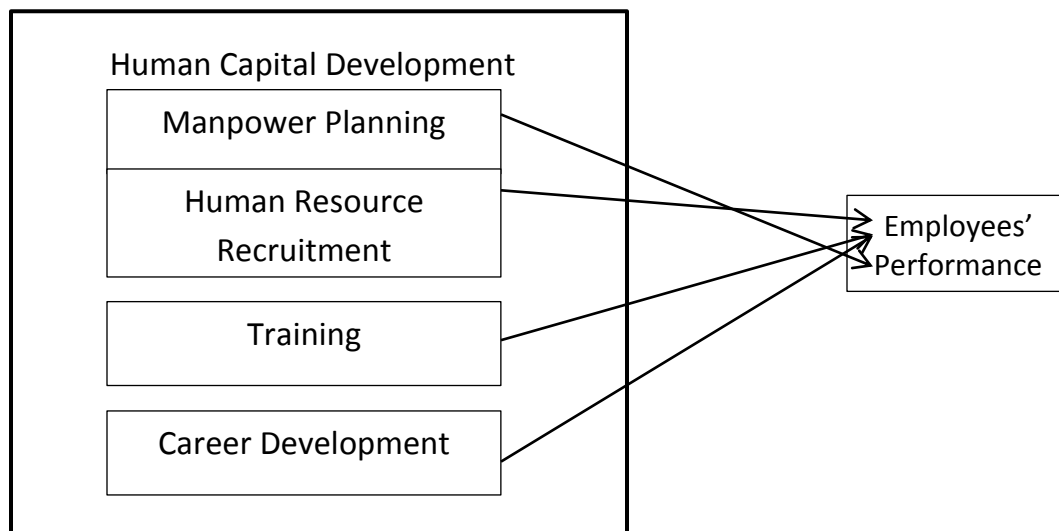
According to System of National Accounts (**SNA**), public sector consists of general government, public non-financial corporate (and quasi-corporate) enterprises and public financial institutions. The System of National Account distinction between private and public is based on ownership and or control. But what constitutes "control" of an enterprise becomes problematic in this definition.

Thus, the Manual on public sector statistics (**MPSS**) asserted that to be "public", an enterprise must be both owned and controlled by the government, and goes on to specify the areas over which government control should extend (notably **employment** and- investment policies) and how that control should be exercised (regularly rather than spasmodically).

In general terms, the term; "public sector" according to the Institute of Internal Auditors consists of governments and all publicly controlled or publicly funded agencies, enterprises, and other entities that deliver public programmes, goods, or services. Public sector organisations may exist at any of four levels:

- International (multistate 'entities or partnerships).
- National (an independent state).
- Regional (a province/state within a national state).
- Local (a municipal-level body such as a city or county).

**Fig. 1.0: Conceptual Framework of Variables**



**Source:** Researcher, 2021

### **Human Capital Theory**

The basic assumption of Human Capital Theory states that individuals who invest in education and training will increase their skill level and be more productive than those less skilled and so can justify higher earnings as a result of their investment in human capital. According to Lucas, (1990), human capital theory states that people's learning capacities are of comparable value with other resources involved in the production of goods and services. Furthermore, the idea of investing in human capital was first developed by Adam Smith, (1963), who argued in the Wealth of Nations that differences between the ways of working of individuals with different levels of education and training reflected differences in the returns necessary to defray the costs of acquiring those skills.)

Meanwhile some classical scholars like, Pigou (1912) posits that firms would not have sufficient incentives to invest in their workers' skills because trained workers can quit working for other employers who can use these skills. But Becker, (1964) challenged this assumption and stated that organisations would be more willing to share the costs of firm-specific training, as it is valuable to the incumbent firm only. This is based on the observation that employees and potential employers would not benefit from the same level of productivity if they changed jobs.

### **Resource- Based View (RBV) Theory**

The basic assumption of Resource-Based Theory is that the organisational resources and capabilities that are rare, valuable, non-substitutable, and imperfectly imitable form the basis for a firm's sustained competitive advantage. This theory was first introduced by Penrose (1959) who investigated how firms create sustainable competitive advantage through the management and deployment of internal resources but was articulated into a coherent theory



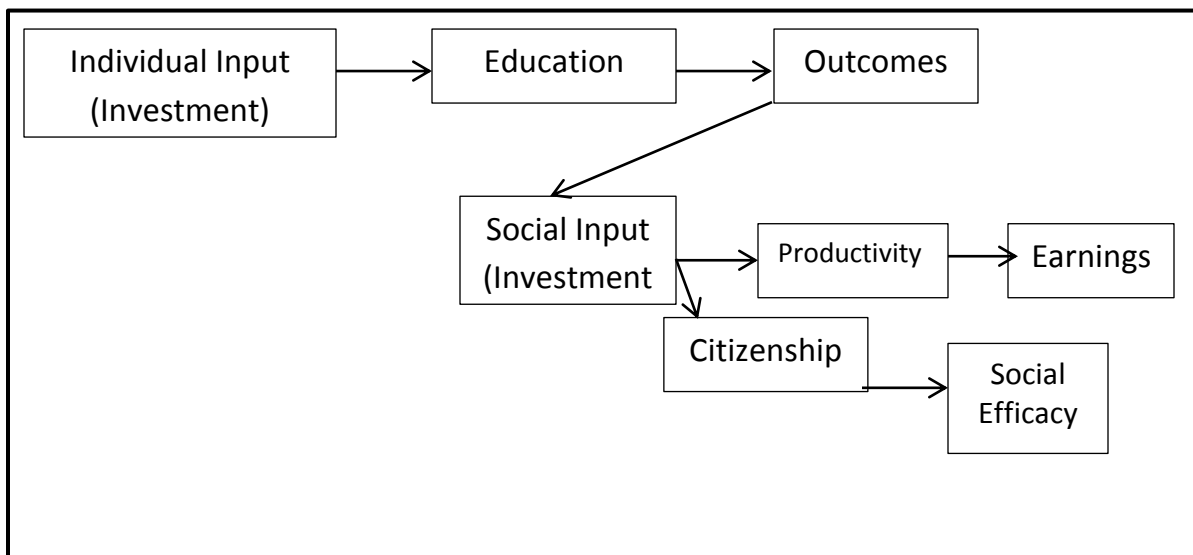
by Wernerfert (1984). Resource- Based View suggests that the firm can secure a sustained competitive advantage through facilitating the development of competencies that are firm specific, produce complex social relationship; are embedded in a firm's history and culture, and generate tacit organisational knowledge (Odhong, & Were 2013). Thus, it is argued that the basis for a firm's competitive advantage lies primarily in the application of a bundle of valuable tangible or intangible resources. The Resource-Based View suggests that creating and exploiting specific investments in times of uncertainty is essential if firms are to attain long-term success (CIDP Technical Report, 2017).

Barney (1991) argued that resources include 'all assets, capabilities, organisational resources, firm attributes, information and knowledge controlled by a firm that enable the firm to conceive and implement strategies that improve efficiency and effectiveness'.

He further stated that a firm's resources can be grouped into three categories, namely, physical capital resources, human capital resources and organisational capital resources. However, it is important to note that regardless of the category grouping, any resource that creates a sustainable competitive advantage for a firm must have the following attributes (Barney, 1991);

- It must be valuable, that is, it exploits, opportunities and/or neutralizes threats in a firm's environment.
- It must be *rare* among a firm's current and potential competition.
- It must be *imperfectly imitable*; this can be for a number of reasons:

**Figure 1.1: Model of Human Capital Theory**



Source: Swanson and Holton (2001, P. 110)

## Nigerian Factor: A Monster in Nigeria's Wheel of Progress and the Way Out

### The concept of Nigerian factor

Nigerian factor is a concept that many Nigerians are familiar with and can easily decode its meaning once it is mentioned, or surfaces at one point or the other consciously or

unconsciously. It means different things to different people as well as the context in which it is used. Nwodo described Nigerian factor as a phenomenon that is at one's social, psychic and psychological which embodies the potential failure of any enterprise in Nigeria simply because it may be Nigerian in origin, conception or execution. This presupposes that once a project or an enterprise hails from Nigeria, or is executed by Nigerians, there is the likelihood of failure of such venture simply because of its link with the name Nigeria. Similarly, Okwuje sees Nigerian factor as that niggling stronghold which prevents the average Nigerian from accomplishing certain things. In addition, just as it was established earlier that the concept of Nigerian factor is multifaceted, Okwuje added that one may also see it as that straight jacket which confines one and brings about disillusion.

### **Manifestation of Nigerian Factor**

Nigerian factor are corrupt tendencies which originate from corrupt value system and mind-set and has become an acceptable way of life among Nigerians and given the multi-faceted nature, its manifestations will be discussed from different perspectives.

First is Nigerian factor in relation to attitude to work: It has been observed by Onakpoberuo that from birth to adulthood Nigerians are nurtured along cultural thought patterns that later on provide a solid base for engaging, promoting and entrenching corrupt tendencies. Since corruption which comes through the perspective of Nigerian factor has been sub-consciously adopted as national socio-cultural norms acceptable by many Nigerians, it becomes very difficult to modify.

Some of the ways through which this monster of Nigerian factor manifest in Nigerians' attitude as identified by Onakpoberuo include Nigerian time, gratitude, "use your brain o", "shine your eye o", "No carry government for head o", "E no matter, forget e", among others.

Even the education sector is not left out of this menace of Nigerian factor. Torulagha observed some of the corrupt tendencies in the Nigerian educational system which is part of Nigerian factor to include paying professional examination takers to take standardized examinations for them, paying invigilators at the examination centres to enable them to look the other way and allow the professional examination takers to do their jobs for them, sorting which has to do with the art of giving money to lecturers in order to gain undue advantage from the lecturers, even some parents pay for their wards to enable another person take examination on their behalf (impersonation) among others.

Apart from the issue of "sorting" and giving of 'appreciation' to lecturers in order to gain undue advantage, one other area that this menace has caught many academics unconsciously is in the area of "who you know syndrome" in tertiary institutions of learning in Nigeria. Some rich men bribe Vice chancellors, Registrars, Deans and Head of Departments to secure admission for their children, or to secure a particular course for their ward, even when other candidates may be better off intellectually than their candidate, or using their positions of influence or financial status to see that their children score some marks at all cost. It is an open secret that some high ranking staff of tertiary institutions of learning do give the names or matriculation number of their 'candidates' to some lecturers after examinations for special favours and consideration during marking and scoring.

### **Effects of Nigerian factor syndrome**

The fact that Nigerian factor has been accepted as the normal way of life for many Nigerians does not mean that it does not have any negative consequences on Nigerians as well as the social, economic, political and educational life of the country. Some of these effects include;

- It puts public officers and others in the private sector in a dire conflict between doing the right thing by law and heeding to the strong lure of this cultural thought pattern. Since the practice has become part of the socio-cultural pattern in Nigeria, many people without the strong will to change the status quo often find themselves in a dilemma to either do the right thing and face the reaction of the people or yield to the demand of Nigerian factor.
- It affects the quality of graduates that are produced from educational institutions in Nigeria. One cannot truly vouch for the quality of graduates as well as the class of degree that they carry since many factors might have interplayed to give such candidates the results. It is no longer news to see many graduates with second class degree or first class who cannot defend the certificate during interview or place of work. Commenting on the issue of quality in our institutions of learning in Nigeria, Torulagha observed that:
- The educational sector today, seems to produce graduates who are not sufficiently disciplined and equipped with the appropriate academic and professional skills, hence, have no qualms about breaking the law, perpetually looking for shortcuts to amass wealth and are morally bankrupt.
- Marginalization of those that tried to uphold the tenets of integrity and due process. This was affirmed by Nwodo, that those who try to institute a semblance of order in Nigeria's grossly dysfunctional systems are marginalized. This is because what ought to be an aberration has now become part of the socio-cultural pattern in Nigeria, and as such, those that tried to do the right thing suffer marginalization and deprivation in various ways. Similarly, it was also observed that the art of giving and receiving gratification also leads to "come back" syndrome by those that refuse to pay or give it. This is common in many public offices where "tipping" which is another manifestation of Nigerian factor is operational. Those that "tip" the officer in charge of files will enjoy faster and speedy movement of files while those that refuse to give such bribe are delayed unnecessarily using various terms like go and come back later or the officer concerned is not on seat.
- Abuse of power is a common seen in many episodes of everyday life in Nigeria society, This is common with uniform men in Nigeria who use their position and the power of their guns to terrorize innocent citizens who display the knowledge of their right in the face of intimidation and molestation. It is a common practice in Nigeria for uniform men to have their way in filling stations, use sirens to push other motorist out of the road in traffic, and jumping of queues at ATM points for transaction without any form of apology to those that came earlier.

### **The way out of Nigerian factor**

Even though Nigerian factor has become systemic and institutionalized, all hope is not lost in changing Nigerian factor syndrome among Nigerians. The following are recommended as the way forward:

**OKWUISE, U. YOUNG PhD AND IDOWU GODSPOWER**  
**HUMAN CAPITAL DEVELOPMENT AND EMPLOYEES' PERFORMANCE: THE NIGERIAN FACTOR**

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1. There is need for value reorientation through effective teaching of values in Social Studies at all levels of education in Nigeria. Since the ultimate purpose of value education is to change behavior for the enhanced well-being of all, such teaching will equip the young ones with the necessary where with all to cultivate positive values that could refute "Nigerian factor".
2. There is need for attitudinal change through the instrumentality of education. Inculcation of the right attitude in children and youths through education is a necessity if the fight against Nigerian factor must succeed. If children and the youths are not properly socialized, they are very likely to end up adopting destructive social values.
3. Defending Nigerians that dare to stand out for what is right. The government and every organization should ensure that those that can stand up for what is right and fight the menace of Nigerian factor are protected in order to encourage others to adopt such practices. Positive reinforcement could also be given to such individuals by way of promotion and other incentive so as to encourage similar gesture from other Nigerians.
4. Modeling the appropriate values and attitude by the Nigerians that believe in changing the status quo. Nwodo reiterated that the onus is on those who have been scared so many times and in so many places by this syndrome to begin to model an alternative value system. This presupposes that those that have fallen victim of Nigerian factor syndrome at one point or the other who believe in changing the menace should be more resilient, and stand for what is right in order to serve as role model to others.
5. Appropriate sanctions should be meted out promptly to those that engage in corrupt practices under Nigerian factor syndrome by government to serve as deterrent to others. This can be done by instituting non-corrupt and uncompromising administrators and heads of various agencies of government who can stand for what is right and punish all forms of corruption in the name of Nigerian factor in their organization.

### **Implication of the Study**

The study contributes to knowledge in the following ways

Many empirical reviews were carried out in relation to the study within and outside Nigerian which shows that most scholars focused more on training and development as independent variables of human capital development. Little or no attention was given to manpower planning and human resource recruitment which are the foundation of human capital development and employees' performance.

Also there is little or no publication on Human Capital Development and Employees' Performance: The Nigerian Factor meet of the areas empirically reviewed did not in any way discuss the Nigerian factor for that has inhibited the wheel of progress and its consequences for her industrial revolution to be able to provide the green prints for true industrialization and sustainability in Nigeria. Thus, this study has to bridge this knowledge gaps.

### **Conclusion/Recommendation**

Nigerian factor has become a serious challenge to nation-building as well as a scourge which has eaten deep into the fabrics of Nigerian society. Even though this scourge has been with Nigerians and has been accepted as part of the socio-cultural life of Nigerians, it can still be overcome with serious determination, resilience, persistence and doggedness on the part of

government and Nigerians who believe that Nigerian factor is a scourge that must be fought to a standstill.

The government must also show serious commitment in this fight, not just to gain cheap popularity and to score political goals but to create enabling environment in order for few Nigerians who are ready to fight the scourge to boldly stand out in different sectors of the society to confront the menace.

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**OKWUISE, U. YOUNG PhD AND IDOWU GODSPOWER**  
**HUMAN CAPITAL DEVELOPMENT AND EMPLOYEES' PERFORMANCE: THE NIGERIAN FACTOR**

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