



Human capital development and employee performance in tertiary institutions in Enugu state

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Abstract

The study examined effect of human capital development on employee performance in tertiary Institutions in Enugu State. Specifically, the sought to: determine the effect of education acquisition on effective lesson plan of tertiary Institutions in Enugu State and ascertain the effect of skills development on effective instructional design of tertiary Institutions in Enugu State. Research design was descriptive survey research. The sample size of 343 respondents was taken from population of 2,403 male and female staff of five tertiary institutions in Enugu State. The area of the study was Enugu State Nigeria. The selected tertiary Institutions in Enugu State includes University of Nigeria Enugu campus (UNEC), Enugu State University of Science and Technology (ESUT), Godfrey Okoye University Enugu (GO University) and Peaceland University Enugu. Research questions were answered using mean score and standard deviation. The hypotheses stated were tested using single least square techniques. The empirical results showed that education acquisition has significant effect on effective lesson plans of tertiary Institutions in Enugu State (t-statistic; 6.445; *p*-value; 0.000 < Sig-value; 0.05) and skills development has significant effect on effective instructional design of tertiary Institutions in Enugu State (t-statistic; 11.826; *p*-value; 0.000 < Sig-value; 0.05). The study concludes that there is a positive and significant effect of human capital development on employee performance in tertiary Institutions in Enugu State. The study recommended that management of tertiary institutions should formulate effective policies that should focus on improved creativity and educational level of staff in the tertiary institutions. The policy should also discourage employees leaving the institutions after the acquisition of skills to avoid loss of efforts.

Keywords: Human capital development, Tertiary institutions, Education acquisition, Lesson plan, Skills development and Effective instructional design

1. Introduction

1.1 Background to the study

Human capital development is of utmost importance in the improvement of education as it enhances the practices of teachers and the learning of students. Effective professional development programs enable teachers to acquire new knowledge, skills, and teaching strategies that directly influence their instructional practices. Consequently, this leads to the implementation of more engaging and effective teaching methods, resulting in improved educational outcomes (Bucata & Tileaga, 2023) [7]. Educational institutions play a vital role in this process by providing teachers with ongoing professional development opportunities. By doing so, they ensure that educators stay updated with the latest research on how children learn, emerging technology tools for the classroom, and new curriculum resources. This continuous learning empowers teachers to adapt their teaching methods to effectively cater to the evolving educational landscape and the diverse needs of their students. Effective professional development programs help to develop leaders within the education system who can build a culture of high expectations. When school leaders believe in the potential of all students to learn, it positively influences the entire educational environment. These leaders can inspire and motivate both teachers and students, creating a

more conducive atmosphere for learning and growth. Nwachukwu (2023) asserts that the professional development of teachers allows them to acquire needed skills such as stress management.

Furthermore, the development of human capital serves to enhance the school community through a cascading effect. As educators acquire advanced training and knowledge, they gain access to fresh insights and more efficient tools to impart to their students. This not only elevates the standard of teaching but also fosters a culture of perpetual learning within the educational institution, benefiting both instructors and learners alike. Investing in the professional growth of teachers is imperative for the progress of education, as it directly influences teaching methodologies, student academic achievements, and the overall cohesion of the school community. By providing teachers with the necessary resources and guidance, educational institutions can ensure that they are adequately prepared to address the evolving needs of their students and equip them for triumph in their academic pursuits and future endeavours (Nafiu, Orga & Aduku, 2022) [12].

Employee performance is a measure of how an employee fulfils the duties of their role and behaves within the workplace.

According to Ahmed, Majid, and Zin (2019) ^[3], the performance of employees within an organization is crucial in determining the success and profitability of a company. It is important to every aspect of the business because it can affect customer satisfaction, the company's bottom line, company culture, and staff retention rates, to name a few consequences. Employee performance includes the quality, efficiency, and effectiveness of an employee's output. An employee's performance is also indicative of how valuable they are to the organization. Employees are an investment, so their return on investment is essentially calculated by their performance. According to Arasanmi and Krishna (2019) ^[5], job rotation also enhances employee's learning and skill acquisition and allows them better to understand the capabilities and challenges of other departments. Thus, effective training programmes help the academic staff of the polytechnics to get acquainted with new technological advancements, and to gain full command of the competencies and skills required to perform in a particular job and to avoid on the job errors and mistakes.

The link between human capital development and employee's performance is obvious. Agaba, Turyasingura, Kabagambe and Kyabalongo, (2023) ^[2] examined human capital growth and employee performance in Local Government in Uganda. The results therefore show clear evidence of a moderately positive relationship between the variables, implying that human capital development does not directly affect employee performance. Aderibigbe, Dauda and Fapohunda (2022) ^[11] examines the impact of human capital development on employee's performance in two Chinese owned manufacturing firms. The empirical results revealed that job-related experiences, development skills acquired through academic and professional qualification and identification of training programmes have significant influence on the performance of employees in the Chinese-Owned firms in Nigeria. Ilo, Olewe and Asogwa, (2022) ^[10] examined the effect of human capital development on the performance of public organizations in Anambra State, Nigeria. The findings showed that skill development; knowledge accessibility and manpower planning have a significant effect on the performance of public organizations. It is at this premise that the study investigates the human capital development and employee performance in tertiary Institutions in Enugu State.

1.2 Statement of the problem

No doubt, many organizations in Nigeria and across the globe consider human capital development to be very important for gaining a competitive advantage. Also, some scholars have debated that not only motivation in terms of salary and allowances enables workers to perform more, but employee manpower development to ensure workers have the skills and ability to work. Khayinga and Muathe, (2018) ^[11], reaffirmed that human capital development has become a component of an overall endeavour to produce cost-effective performance in a corporation. (Khayinga & Muathe, 2018) ^[11].

In Nigeria today, the high level of moral decadence among the students, injustice and unethical value system that pervade Nigerian universities' system serve as indication deteriorating

and degeneration of ethical values system that society desire for intense socio-economic development vis-à-vis peaceful co-existence in Nigeria. Also, words and expressions like dilapidation, rehabilitation, refurbishment, deficiency (especially in funding), examination malpractice, nocturnal (cultic) activities, sexual harassment of female students, mediocrity have now imperceptibly crept into the university vocabulary replacing words like excellence, meritocracy, distinction, creativity, which were more common place forty years ago when the quest for academic excellence and high standards of scholarship were the order of the day.

The failure of National Policy on Education (2004) is clearly seen in the fact that, over the years acts such as victimization of staff and students, cultism, examination malpractices, high handedness, injustices, sexual harassment, tyranny and corruption in Nigerian universities today have grown to unprecedented proportion. Furthermore, inadequate investment in human capital development results high rate of rejections in the quality of output: Human capital development is required when the quality and performance of service is not acceptable. Success or failure of any organization depends on the performance of the employees in the organization. However, little studies have evaluated human resource education, training, and development along with other elements of human capital development stated herein on employee performance in tertiary institutions. Hence there is a need to examine human capital development and employee performance in tertiary Institutions in Enugu State.

1.3 Objectives of the study

The main objective of this study is to examine human capital development and employee performance in tertiary Institutions in Enugu State. The specific objectives of this study are to:

- i. Examine the effect of education acquisition on effective lesson plan of tertiary Institutions in Enugu State.
- ii. Ascertain the effect of skills development on effective instructional design of tertiary Institutions in Enugu State.

1.4 Significance of the study

The outcome of this study would be of great benefit to education policy makers, employees and researchers.

Education policy maker

The outcome of the study will assist education policy makers in the tertiary institutions whose task is to sharpen the productive abilities and qualities of employees to achieve corporate goals. The findings from this study will highlight the problems of human capital development and how such problems can be tackled for sustained organizational achievement of stated goals.

Employees

The study will be of use to the employees in the sense that it will encourage them towards also keeping to their own part of being committed to ensure that there is a high level of performance in the organization.

Researchers and academicians

The study serves as a reference to other researchers who intend to conduct similar or related studies on human capital development and employee job performance in the future as it will provide them with the reliable insight that is essential for educational purposes.

2. Conceptual review

2.1 Human Capital Development

Human Capital Development (HCD) is defined as the process of improving human knowledge, skills, and attitudes in order to boost production. HCD is defined as any endeavour to improve human knowledge, skills, productivity, and employee resourcefulness (Aderibigbe, Dauda & Fapohunda, 2022) ^[1]. As a result, HCD is concerned with career development, employee training, and human capital management. Although, a variety of factors influence employee performance, experts agree that human capital development is the most essential component in developing employees' abilities, knowledge, and attitudes (Adiele & Ibieta, 2017).

Obikwelu, (2018) ^[13] opined that human capital is regarded as the largest and most essential intangible asset in a business that ultimately supplies the goods and/or services that customers require or the answers to their problems. It encompasses an organization's aggregate knowledge, competency, experience, skills, and talents. It also encompasses an organization's ability to be creative and inventive. Despite the fact that human capital investment is increasing, there is currently no standard measure of its efficacy on corporate balance sheets. The infrastructure that supports human capital is known as structural capital. When the employees leave the factory or office at the end of the day, it is the capital that remains. It contains procedures, data, and patents, among other things. It is a company's own property, unlike human capital, and may be exchanged, replicated, and shared by and within the organization (Widarni & Malang, 2020) ^[19].

2.2 Employee performance

Employee performance is described as an employee's ability to complete his or her mission in accordance with the organization's expectations. It is a measurement of how well a job task is completed. Employee performance is the foundation upon which overall company success is built, and it includes monetary and non-monetary outcomes for employees (Tessema, 2021) ^[17]. Adjusting individual performance expectations to corporate goals is one of the performance goals. The consistency between accomplishing this aim and the organization's goals will allow for good performance. Management should use the concept of efficiency to measure an employee's performance (i.e. output) (Ejiroghene, Osazevaru & Okeme, 2023) ^[8]. A person's productivity can be determined and quantified in terms of skills and talents, with less emphasis on organizational outcomes, depending on the nature of the task that employee performs. Quality and quantity of output, innovation, enhanced profitability, overall organizational effectiveness, and so on are some markers of employee success. Aderibigbe and Dunmade (2019) opined

that metrics of employee performance include quality of work, employee's honesty, initiative, attendance, attitude, reliability, cooperation, and proper knowledge of job.

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 colleagues/employers around (Armstrong & Taylor, 2020) ^[6].

2.3 Contextual literature

2.3.1 Education acquisition and effective lesson plan

Obikwelu (2018) ^[13] looked into the effects of human capital development on Nigeria's manufacturing industry. The data for this study came from the Central Bank of Nigeria's (CBN) statistical bulletin from 2016 and the World Bank's Development Indicators from 2017. In this investigation, the ordinary least square method was used. The findings demonstrated a favorable association between human capital development and manufacturing productivity, which is statistically significant. This demonstrates that for the manufacturing industry to achieve inspiring levels of output, human capital development is required.

Widarni and Malang (2020) ^[19] investigated the impact of human capital factors on manufacturing sector performance in West Java, Indonesia. A total of 897 people participated in the survey, which included 250 small and medium-sized businesses (SMEs). The data was analyzed using correlation and regression analysis. Employee educational level and experience are associated with SME success, according to the findings. Oyinlola and Adeyemi (2021) ^[16] conducted a related study on human capital development and organizational performance in the banking business. Data was analyzed using descriptive statistics, specifically means and standard deviations, while ANOVA and Pearson Correlation Analysis were used to investigate the link between the explanatory and dependent variables, as well as the relationship's level of significance. In the banking industry, it was shown that there is a considerable link between human capital development and organizational success.

Ali-Zeb, Abdullah, Mudaser and Muhammad, (2017) ^[4] examined impact of human capital management practices on employees' job performance in selected telecom sector of Pakistan. The overall results support that HCM practices have prominent and indispensable role in the performance level of employees, knowledge and skill through training and development, compatibility & competence through recruitment and selection, confidence and morale through performance appraisal. HCM practices are highly correlated with each other and also correlated with employee's job performance.

2.3.2 Skills development and effective instructional design

In a similar study carried out by Ulo and Ekpe, (2018) ^[18] on Employee Training and the Performance of Plastic Products Manufacturing Firms in Nigeria. A descriptive research method was used. The Pearson's Product Moment Correlation Coefficient (r) was used to collect and analyze data, and the results were tested using t-statistics. The data show that

programmed instruction has a substantial relationship with increased sales volume, and computer/simulated games have a significant relationship with excellent return on investment in Nigerian plastic product manufacturing companies. Yaya (2020) ^[20] looked into how human capital development affects librarian job satisfaction in Nigerian public universities. The study used a correlation survey research design. The survey included 1,254 librarians from Nigerian public university libraries, of whom 923 were chosen using simple random sampling. The study discovered a link between librarians' human capital development and job satisfaction in Nigerian public university libraries.

Oigbochie, Mba and Obera, (2023) ^[15] examined the effect of human capital development on employee's performance in the Nigeria Civil Service. Specifically, the study sought to explore human capital development on service accountability, including leadership supervision in the Nigeria Civil Service. Data gathered were analyzed qualitatively. Finding this study shows an association between human capital development and service accountability, including leadership supervision. Ethelmary, Emeakayi and Arua, (2019) ^[9] examined effect of employee training on performance of selected multinational corporation in Nigeria. The empirical result of the study established that employee training has a positive significant with employee performance, findings disclosed that there is a significant relationship between coaching and employee performance.

2.4 Theoretical literature

2.4.1 Resource Based View Theory (RBV)

Selznick developed the Resource Based Model in 1957 where he suggested that each work organization possesses distinctive competence' that makes them outperform their competitors and further in 1959 by Penrose who regarded the firm as a 'collection of productive resources'. Perce and Robison (2007) define RBV as a model of firm performance that creates a source of competitive advantage through resources and capabilities. Barney (1991) argued that when resources are valuable, rare, inimitable, and non-substitutable, this leads to sustainable competitive advantage. Resources like technology, natural resources, finances and economies of scale can create value; however, RBV argues that they can be copied as compared to complex social systems like human resources. RBV focuses on the ability of the human resources to learn and adapt more quickly than their competitors in resources such as the training, experience, judgments, intelligence, relationships and insights of individual managers and workers in an organization. The sum of people's knowledge and expertise and social relationships, has the potential to provide non-substitutable capabilities that serve as a source of competitive advantage (Cappelli and Singh, 1992). Barney (1991) states that a firm's performance is a function of RBV on how well managers build their organizations around resources that are valuable, rare, inimitable and lack substitutes. Human capital as resources meets these criteria, hence the firm should care for and protect resources that possess these characteristics, because doing so can improve organizational performance (Crook and

Schindler, 2008). Employees are a crucial resource and it is therefore important to optimize their contribution to the company mission as a means of sustaining effective performance which can make or break a company's reputation and can adversely affect profitability. This calls for managers to ensure there is an adequate number of staff who are competent through career development (Sultana, Irum, Ahmed and Mehmood, 2012). Torrington, Hall and Taylor (2002) postulates that the RBV focuses on the promotion of sustained competitive advantage through the development of HC rather than aligning HR to current strategic goals. Torrington *et al.* (2002) argue that the focus should be on the skills, knowledge, attitudes and competencies which have a more sustained impact on long-term survival than current behavior but not on the behavior of HR. Barney (1991) adds that RBV of a firm combines knowledge-based perspective, organizational economics and strategic management for an organization's success.

2.5 Empirical review

Ngugi and Deya (2024) determined the relationship between human capital development and performance of universities in Kenya. Specifically, the study sought to explore influence of knowledge management, motivation and delegation of duties on performance of universities in Kenya. The study used descriptive research design. The target population for this study were all the 64 chartered universities in Kenya. Descriptive statistics such as mean and standard deviation were used to analyze the data with correlation and regression analysis. The study concludes that human capital is a resource which has a positive influence on the performance of the universities in Kenya. From the study, short courses equip employees with knowledge about their learners, in-house training seminars help employees to acquire knowledge that continuously improves their performance, regular meetings with employees for acquiring knowledge and employee training results to employee commitment and engagement. This study therefore recommends that the management should support human capital development to enable improve the organizations' productivity, improve efficiency in service delivery and provide creative insight that allow the management to look at things from a different perspective.

Ejiroghene, Osazevbaru and Okeme, (2023) ^[8] conducted a study to examine the impact of human capital development on organizational performance of Money Deposit Banks in Nigeria. Specifically, the study sought to explore the impact of knowledge, training, skills, talent management and competency on organizational performance of Money Deposit Banks in Nigeria. The sample size of 187 employees from nine money deposit banks were used in the study. The method of data analysis was multiple regression analysis. Findings reveal that human capital development (knowledge, training, skills, talent management, and competence) was positive and significantly related to organizational performance. It was recommended that organizational policy makers in the financial sector should ensure they invest in their human resources through training to harness their competencies and

improved organizational performance. Furthermore, creating a conducive environment for the development of human resources to gain competitive advantage, as well as creating human capital development unit will boost the overall organizational performance.

Aderibigbe, Dauda and Fapohunda (2022) ^[1] examines the impact of human capital development on employee's performance in two Chinese owned manufacturing firms. The specific objectives are to examine the influence of job-related experiences on the performance of employees in the Chinese-Owned firms; investigate effect of developments skills acquired through academic and professional association on the performance of employees in the Chinese-Owned firms and examine the role of training programmes on the performance of employees in the Chinese-Owned firms. Descriptive (survey) research design was used in this study. The method of data analysis was linear regression. The population for the study was three hundred and eighty four (384) which is made up of staff of Multi-Pro Enterprise Ltd (Hypo Division) and KRS Investment Ltd. The empirical results revealed that job-related experiences, development skills acquired through academic and professional qualification and identification of training programmes have significant influence on the performance of employees in the Chinese-Owned firms in Nigeria. It was recommended that companies/managers should ensure that resources are allocated for training and any development initiatives. Finally, managers should also help employees understand the benefit of training and development based on personal development in line with organization's goals.

Ilo, Olewe and Asogwa, (2022) ^[10] examined the effect of human capital development on the performance of public organizations in Anambra State, Nigeria. The specific objectives of the study were to: determine the effect of skill development on service delivery of public sector organizations, establish the effect of knowledge accessibility on efficiency of public sector organizations and examine the effect of manpower planning on service delivery of public sector organizations. The population of the study was 1500. The study employed mean score in data analysis while Z-score analysis was used to test the hypotheses. The findings showed that skill development has a significant effect on service delivery of public sector organizations, knowledge accessibility had a significant effect on efficiency of public sector organization and that manpower planning had a significant effect on service delivery of public sector organizations in Anambra State, Nigeria. The study concluded that human capital development enhances organizational performance of public sector organizations in Anambra State. The study recommended that public sector organizations in Anambra State Nigeria should increase their human capital investment to boost their performance. In doing that, the basic allowance should be introduced.

Nafiu, Orga and Aduku, (2022) ^[12] conducted a study to evaluate Human Capital Development (HCD) and the job satisfaction of staff in public tertiary institutions in Kogi State, Nigeria. Specifically, the study sought to examine; to ascertain

the effect of employee skills on job promotion of employee in the public tertiary institutions in Kogi State and determine the influence of social safety and health care on employee job satisfaction in the Public Tertiary Institutions in Kogi State. The sample size of 126 participants was selected using a multi-stage sampling technique. Descriptive statistics, simple and stepwise multiple regression, and Pearson correlation matrix were employed for the data analysis. The findings showed that perceived safety culture in the institution and access to medical facilities have a strong influence on the employee's satisfaction in the Public Tertiary Institutions in Kogi State. Moreover, it was concluded that investment in human capital development is a panacea for issues related to job satisfaction. It was also suggested that Public Tertiary Institutions in Kogi State must give attention to social safety and health care services. Furthermore, it was recommended that the management of Public Tertiary Institutions should increase investment in HCD to facilitate, improve and sustain the career development and its safety culture to access the medical facilities.

Ogohi, (2019) ^[14] examined effects of human capital development on organizational performance in Trust fund Pension Limited. Given the statement of the problem above, this study aims to achieve the following objectives. to establish the relationship between Human capital management and organizational performance; to highlight the needs for human capital development for improved organizational performance. The study had a population size of 152, out of which a sample size of 110 was realized using Taro Yamane formula at 5% error to tolerance and 95 % level of confidence. The instrument used for data collection was primarily questionnaire. Two hypotheses were tested using Pearson's moment correlation coefficient. The findings suggest that there was significant relationship between human capital management and organizational performance. The necessity for human capital development include teaching the skills and knowledge requires in new staff, upgrading the skills and knowledge of old employees, meeting the challenges of technological innovation acquiring the skills required in the competitive market and enhancing human capital resourcefulness. The study recommends that human resource management should ensure that proper identification, determination and assessment of human capital needs in the organization.

2.6 Literature gaps

Previous studies have contributed theoretical and practical additions to literature, yet they all have their own flaws. In Africa, particularly in Nigeria, there are insufficient studies on human capital development and employee performance especially in Tertiary Institutions. As a result, this research was conducted to fill in the gaps in literature.

The few scholars who have concentrated on this topic have looked at it purely from the perspective of organizational productivity, ignoring the attitudinal part of the employee job performance, which is central to the concept of organizational productivity. Furthermore, the majority of earlier research on human capital development as well as employee performance was undertaken in the private sector rather than in the public

sector. As a result, to close the gap, this study was conducted in the Tertiary Institutions in Enugu State of capacity of human resources and capacity.

3. Methodology

Research design was descriptive survey research. The sample size of 343 respondents was taken from population of 2,403 male and female staff of five tertiary institutions in Enugu State. The area of the study was Enugu State Nigeria. The selected tertiary Institutions in Enugu State includes University of Nigeria Enugu campus (UNEC), Enugu State University of

Science and Technology (ESUT), Godfrey Okoye University Enugu (GO University) and Peaceland University Enugu. The tertiary institution was selected due to proximity to the researcher. The study used structured questionnaire to obtain data. Research questionnaire were distributed to respondents by hand and collected after the respondents have duly completed them. Research questions were answered using mean score and standard deviation. The hypotheses stated were tested using single least square techniques. Statistical Package for Social Science (SPSS) is computer application software used for data analyses.

4. Data presentation and discussion of results

Table 1: Comprehensive demographic distribution of the respondents

Title	Frequency	Percentage
Questionnaire distributed	343	100%
Returned questionnaire	300	87%
Not returned questionnaire	43	13%
Gender		
Female	155	51.6%
Male	145	48.3%
Age bracket		
20-30 Years	95	31.6%
31-40 Years	111	37%
41-50 Years	66	22%
51 Years – above	28	9.3%
Marital status		
Married	165	55%
Single	125	41.6%
Widow/widower	7	2.3%
Divorce	3	1%
Educational qualification		
HND/B.sc	172	57.3%
MBA/M.sc	125	41.6%
Ph.D	3	1%

Sources: Field survey, 2024

Three hundred and forty three (343) copies of questionnaire were designed and distributed to the respondents. Out of the 343 Questionnaires distributed, 300 (87%) were completed and returned while 43 (13%) were not returned. Therefore, 87 percent respondents were a good representation. The table showed the respondents profile in frequency and percentage

distribution of gender, age bracket, marital status and educational qualification.

4.2 Data analysis

Question one: In what ways does education acquisition affects effective lesson plan of tertiary Institutions in Enugu State?

Table 2: Mean rating of respondents on what ways does education acquisition affect effective lesson plan of tertiary Institutions in Enugu State?

S/N	Question Items	SA (5)	A (4)	U (3)	D (2)	SD (1)	Total	Mean	SD
1	Formal education provides an opportunity for acquiring better skills and experiences resign for a job with higher pay.	900	248	84	46	7	1285	4.28	0.0030
		180	62	28	23	7	300		
		60%	21%	9%	8%	2%	100%		
2	Formal education forms the basis training required for employment and further on-the-job training	630	400	132	40	10	1212	4.04	0.0030
		126	100	44	20	10	300		
		42%	33%	15%	7%	3%	100%		
3	Formal education provides opportunity to employee to get professional training and skills with certificate	1000	252	75	18	3	1348	4.49	0.0033
		200	63	25	9	3	300		
		67%	21%	8%	3%	1%	100%		
4	Formal education provides opportunity to employee to get specialized training and skills capable promoting organizational competitive advantage	950	292	45	24	10	1321	4.40	0.0032
		190	73	15	12	10	300		

		64%	24%	5%	4%	3%	100%		
	Grand Mean							4.302	0.0031

Source: Field Survey, 2024

This table showed the opinion of respondents on what ways does education acquisition affects effective lesson plan of tertiary Institutions in Enugu State. The respondents are in agreement with all the items. The study thereby revealed that education acquisition has significant effect on effective lesson plan of tertiary Institutions in Enugu State since formal

education forms the basis training required for employment and further on-the-job training (The grand mean 4.302 was greater than the cutoff point 3).

Question Two: To what extent does skills development affects effective instructional design of tertiary Institutions in Enugu State?

Table 3: Mean rating of respondents on what extent do skills development affects effective instructional design of tertiary institutions in Enugu State

S/N	Question Items	SA (5)	A (4)	U (3)	D (2)	SD (1)	Total	Mean	SD
1	Skills development creates confidence in an employee to enable him to operate his tasks without obstacles and with efficiency and effectiveness.	630 126 42%	400 100 33%	132 44 15%	40 20 7%	10 10 3%	1212 300 100%	4.04	0.0030
2	Skills development provides management with special directives to employees to reduce the need for continuous direction and supervision	580 116 39%	400 100 33%	162 54 22%	26 13 4%	17 17 2%	1185 300 100%	3.95	0.0029
3	Skills development provides management written rules and regulation to employees necessary to enhance organizational large market share	610 122 41%	400 100 33%	144 48 16%	46 23 8%	7 7 2%	1207 300 100%	4.02	0.0030
4	Skills development gives employe especial directive to do job with lesser supervision and competent to do qualitative and quantitative work at lesser time	865 173 58%	276 69 23%	111 37 12%	24 12 4%	8 8 3%	1284 300 100%	4.28	0.0032
	Grand Mean							4.072	0.0030

Source: Field Survey, 2024

This table showed the opinion of respondents on what extent do skills development affects effective instructional design of tertiary Institutions in Enugu State. The respondents are in agreement with all the items. The study thereby revealed that skills development has significant effect on effective instructional design of tertiary Institutions in Enugu State since skills development provides management written rules and regulation to employee necessary to enhance organizational large market share (The grand me 4.205 was greater than the cutoff point 3).

4.3 Test of hypotheses

The two hypotheses were formulated for this study and will be tested and a decision taken is based on the rule below:

Decision rule: Reject H_0 if p -value > 0.01

4.3.1 Hypothesis one

H_2 = Education acquisition has no significant effect on effective lesson plans of tertiary institutions in Enugu State.

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.931 ^a	.866	.865	.26055

a. Predictors: (Constant), Education acquisition

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.077	1	57.077	18.604	.000 ^b
	Residual	1095.276	299	3.068		
	Total	1152.353	300			

a. Dependent Variable: Leasson plan, b. Predictors: (Constant), Education acquisition

Coefficients ^a						
Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.614	.089		18.111	.000
	Education acquisition	.529	.082	.931	6.446	.000

a. Dependent Variable: Leasson plan

In testing this hypothesis, education acquisition was regressed against lesson plan. The result of the single-regression analysis showed the model to examine the effect of education acquisition on effective lesson plan of tertiary Institutions in Enugu State.

$$\text{Lesson plan} = 1.614 + 0.529 \text{ Education acquisition}$$

The empirical result showed that the coefficient of education acquisition has positive effect on lesson plan; it means that education acquisition has positive and direct effect on lesson plan. The results of the t – statistics denoted that the coefficient of education acquisition was statistically significance. This is because observed values of t – statistics (6.446) was greater

than its *p*-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis two was statistically significance. This was because observed value of the F – statistics (18.604) was great than its *p*-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (*r*) was 0.931. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that education acquisition has significant effect on effective lesson plan of tertiary institutions in Enugu State.

4.3.2 Test of hypothesis two

H₂ = Skills development has significant effect on effective instructional design of tertiary institutions in Enugu State.

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.841 ^a	.866	.865	.26055

a. Predictors: (Constant), Skill development

ANOVA ^a						
	Model	Sum of squares	Df	Mean square	F	Sig.
1	Regression	43.789	1	43.789	9.184	.000 ^b
	Residual	1702.176	299	4.768		
	Total	1745.965	300			

a. Dependent variable: effective instrument design, b. Predictors: (Constant), skill development

Coefficients ^a						
	Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. error	Beta		
1	(Constant)	.418	.075	.969	5.568	.000
	Skill development	.201	.017		11.826	.000

a. Dependent Variable: Effective instrument design

In testing this hypothesis, skills development was regressed against effective instructional design. The result of the single-regression analysis showed the model to ascertain the effect of skills development on effective instructional design of tertiary Institutions in Enugu State.

Effective instructional design = 0.418 + 0.201 skills development

The empirical result showed that the coefficient of skills development has positive effect on effective instructional design; it means that skills development has positive and direct effect on effective instructional design. The results of the t – statistics denoted that the coefficient of skills development was statistically significance. This was because observed values of t – statistics (11.826) was greater than its *p*-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis three was statistically significance. This was because observed value of the F – statistics (9.184) was greater than its *P*-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (*r*) was 0.841. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that skills development has significant effect on effective instructional design of tertiary institutions in Enugu State.

4.4 Discussion of findings

4.4.1 Effect of education acquisition on effective lesson plan of tertiary institutions in Enugu State

The findings of the study revealed that education acquisition has significant effect on effective lesson plan of tertiary Institutions in Enugu State since formal education forms the basis training required for employment and further on-the-job training (t-statistic; 6.445; *p*-value; 0.000 < Sig-value; 0.05). The outcome of the study is in line with the study of Ngugi and Deya (2024) that determined the relationship between human capital development and performance of universities in Kenya. Specifically, the study sought to explore influence of knowledge management, motivation and delegation of duties on performance of universities in Kenya. The study used descriptive research design. The target population for this study were all the 64 chartered universities in Kenya. Descriptive statistics such as mean and standard deviation were used to analyze the data with correlation and regression analysis. The study concludes that human capital is a resource which has a positive influence on the performance of the universities in Kenya. From the study, short courses equip employees with knowledge about their learners, in-house training seminars help employees to acquire knowledge that continuously improves their performance, regular meetings with employees for

acquiring knowledge and employee training results to employee commitment and engagement.

4.4.2 Effect of skills development on effective instructional design of tertiary institutions in Enugu State

The findings of the study revealed that skills development has significant effect on effective instructional design of tertiary Institutions in Enugu State since skills development provides management written rules and regulation to employee necessary to enhance organizational large market share (t-statistic; 11.826; P-value; 0.000 < Sig-value; 0.05). The outcome of the study is not in line with the study of Ejiroghene, Osazevaru and Okeme, (2023) [8] that conducted a study to examine the impact of human capital development on organizational performance of Money Deposit Banks in Nigeria. Specifically, the study sought to explore the impact of knowledge, training, skills, talent management and competency on organizational performance of Money Deposit Banks in Nigeria. The sample size of 187 employees from nine money deposit banks were used in the study. The method of data analysis was multiple regression analysis. Findings reveal that human capital development (knowledge, training, skills, talent management, and competence) was positive and significantly related to organizational performance.

5. Summary of findings

The following are the major findings of the study:

- The study revealed that education acquisition has significant effect on effective lesson plan of tertiary Institutions in Enugu State since formal education forms the basis training required for employment and further on-the-job training (t-statistic; 6.445; P-value; 0.000 < Sig-value; 0.05).
- The study revealed that skills development has significant effect on effective instructional design of tertiary Institutions in Enugu State since skills development provides management written rules and regulation to employee necessary to enhance organizational large market share (t-statistic; 11.826; P-value; 0.000 < Sig-value; 0.05).

6. Conclusion

The study concludes that there is positive and significant effect of human capital development on employee performance in tertiary Institutions in Enugu State. Formal education provides opportunity for acquiring better skills and experiences resign for a job with higher pay. Skills development creates confidence in an employee to enable him operates his tasks without obstacles and with efficiency and effectiveness. Induction training provides opportunity to the new employees to be acquainted with the organization's structure, culture, work standard and diverse conditions of employment. Job rotation enables management to discover employee's area of interest and to improve on his experiences especially in other area or tasks.

Staff training and development as an aspect of human capital development affects employee performance. Adequate

management of this program may result in employees' loyalty to the organization and in contributing financially, in no small measure, to the growth and to the survival of an organization, especially in the public sector of the Nigerian economy. Based on the findings, it was concluded that education is a critical sector for achieving the goal of the organization; it is a platform that provides the best human resource capital for social and business endeavors because it is all competitively beneficial to the organization.

7. Recommendations

Based on the findings of this study, the following recommendations were made.

- The management of tertiary institutions should formulate effective policies on human capital development relative to the retention of staff in Enugu State. The policy should focus on improved creativity and educational level of staff in the Public Tertiary Institutions. The policy should also discourage employees leaving the institutions after the acquisition of skills to avoid loss of efforts.
- The management of tertiary institutions should consider varying aspects of employee skills in the job promotion exercise. Both technical skills and creative thinking skill should be prioritized in the job promotion of staff in the tertiary institutions in Enugu State.

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