

Organisational Revitalisation through Human Capital Development Practices: A Case of Abia State Public Sector

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Abstract

Every organisation before its inception presumes that it will get people with requisite knowledge, talents, skills and abilities (Human Capital). Due to the dynamic nature of business world, the development of human capital becomes essential if they are to keep abreast with current trends. In other words, people are vehicles for organisational revitalisation. Admittedly, the stance of human capital in the public sector is bleak having been compromised by increased politicisation of recruitment processes, decline in standards of professionalism, fraudulent practices and corruption. Although transformations have been taking place in the public sector, sporadic decay is still evident at different levels of government. Therefore, there is need to put up stringent measures to mop up the system of corruption which has plunged the nation into paucity of funds needed for economic growth and development. Importantly, the change needed in the public sector should not be lopsided but rather should adopt a holistic view. In this regards, there is need to re-engineer every fundamental element in the organisations for the needed revitalisation in the public sector to take root. Hence, this paper seeks to ascertain effects of Human Capital Development practices in revitalising the public sector such that the result will aid employees in the public service to individual and collectively shun every facet of corruption, apathy and unbecoming attitudes toward their work. Also, the paper seeks to assert the ripple effects transformed individuals would have in the revitalisation of the public sector, economic and social development of the nation.

Keywords: human capital, human capital development, organisational revitalisation, public sector

1.0 INTRODUCTION

The quality of any organisation whether private or public to a reasonable extent is a reflection of the quality of the people who work in the organisation. In actual sense, every organisation is made up of different elements such as finance, technology, human and other material resources but the human elements of the organisation are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-term survival of the organisation (Bontis et al. 1999) and improvement of the organisation. The term Public sector consists of governments and all publicly controlled or publicly funded agencies, enterprises, and other entities that deliver public programs, goods, or services (Omitogun, 2015). The main function of the workers in the public sector is to implement government policies and programs. Initially, the public sector was perceived as a land that swallows its people's talent, innovativeness and creativity being rationally bounded by bureaucracy. This arbitrary boundary restricted a lot of talented people from thinking out of the box. Indeed, it is presumed that workers in the public sector are not productive; hence they are postulated to fit into McGregor's theory X type of worker. This theory is based on pessimistic perspective of workers' motivation and behaviour and assumes that employees are naturally apathetic and distaste work, not ambitious, want to evade responsibilities, dislike change, and are self-centred. Obviously, bureaucracy has heightened this assumption as management in most public organisations are of the perception that workers avoid responsibilities, as such need to be directed, forced, and threatened to do the needful. Noticeable among the public/civil servants is an undocumented yet soliloquised expression stating that government work is not to be carried on the head but on the shoulder'. Such statements among other negative undocumented phrases have migrated through generations with its tap root posing a challenge to uproot. Besides, the opinion people have about the civil/public service is not far-fetched from utterances and attitude of some of the workers who neither go to work regularly

nor stay in the office till the close of work; while some have turned to traders, selling all manner of products during office hours in and out of the office.

In the meantime, our country is public sector driven and the three tiers of government are the largest employers of labour (www.nationsencyclopedia.com/economies/Africa/Nigeria-WORKING-CONDITION.html). Despite the large number of workers being employed by the government, there has been no limpid translation in improvement of work as it were. The first stance is to pass bulk of the blame to the government as being responsible for the moral decadence that characterises every aspect of the public sector in Nigeria and exonerate the civil servants. Obviously, some have blamed the government of being insincere with some of their programmes and policies, but as a matter of fact, civil servants cannot absolutely escape responsibility for this moral decadence, nor should all the blame channelled to politicians. This is because; there is no permanent seat for politicians, as upon each completion of their tenures are replaced by new ones. The only permanent feature of government – whether under military or civilian dispensation – is the civil service (Mato, 2011). However, although different administrations have come up with some reforms and transformation agenda for the public service, these reforms are yet to positively restructure the public sector. Interestingly, the reforms were tailored towards achieving efficiency and effectiveness of the service because of the belief of successive governments that a thorough-bred public service was necessary for effective delivery of public good (Onah, 2015). Notwithstanding, the public sector has not been able to deliver effectively. However, the situation that the public sector has found itself should not be seen as unredeemable. Albeit, since the reforms are made for the people who work in the organisation; some pragmatic steps have to be deployed to change the workers perception to work.

One of the strategic steps to be taken to revitalise the public sector is the development of human capital. Consequently, the role of human capital development is increasing by leaps and bounds in organisational improvement, performance of staff members especially in the banking sector, entrepreneurship (Olufemi, 2009; Oforegbunam, 2010; Olayemi, 2012; Yusuf, 2013; Ikpesu, 2014); ensuring economic growth in Nigeria (Adelakun, 2011; Mba, Mba et al, 2013; Eighbiremolen & Anaduaka, 2014) and efficient public service delivery (Hussein, 2013). Consequently, the main aim of this paper is to ascertain if there is any relationship between Human Capital Development and organisational revitalisation in the public sector. Thus, we attempted a conceptual definition of the following concepts: Human capital; intellectual and social capital; human capital development and; organisational revitalization. It also attempted a link between human capital development and organisational revitalization.

2.0 REVIEW OF RELATED LITERATURES

Upon the establishment of an organisation, there is need to attract and retain people with the right skills, Knowledge and capanilities in order for them to achieve their stated goals and objectives. Fundamentally, people (human resources) have knowledge and intelligence through experience, education, skills and ideas (Luthans 2005). It therefore behoves the stakeholders to ensure the organisation does not go into extinction due to the inadequate provision of resources needed to sustain its existence. Therefore, to sustain competitiveness in the organisation, development of human capital becomes a veritable instrument. There is nothing magical about sustainability and revitalisation of an organisation, rather, the human beings in an organisation needs to keep abreast with current trends. This can be achieved by training and developing the human resources in the organisation (Ukonu & Tafamel 2011). Therefore, human capital can be referred to as procedures relating to training, development, education and other specialised initiatives necessary to increase employees' levels of knowledge, skills, abilities, values and social assets of an employee which will invariably lead to the employee's satisfaction and performances, and in the long run an organisation's performance. The public sector in our country is yet to properly capitalise on the many training options open to them to transform the workers' attitudes to work in the public sector (Maduabum, 2014). One may wonder if there is actually the need to talk about sustainability and revitalisation of the public sector since it is a platform on which our government operates. In truest sense of it, the public sector may fall into the vicious circle which might be broken by private partnership initiative. President Goodluck's Administration was vying in that direction and the present Administration of president Buhari might opt for that option to put a stamp that public sector is no longer business as usual.

Therefore, the earlier the nation begins to search for a path out of the lackadaisical attitude towards work by workers, the better for the nation. This means that we should not only stop at acquiring knowledge but should exceed the boundary by insisting on putting into practice what has been learnt. Armstrong and Taylor (2014) opine that individuals generate, retain and use knowledge and skill (human capital) and create intellectual

capital. Their knowledge is enhanced by the interactions between them (social capital) and generates the institutionalized knowledge possessed by an organisation (Organisational capital).

2.1 HUMAN CAPITAL

People employed in an organisation come with one form of skill, talent, and competency or the other that forms the bedrock upon which the success of the organisation lies. This is known as human capital. The concept was originated by T. W. Schultz (1961) and elaborated in 1981 (Armstrong 2012). It represents the human factor in the organisation; the combined skills and proficiency that gives the organisation its distinguishing character (Bontis et al. 1999). Armstrong and Taylor (2014) posit that human capital is the most important element in an organisation's intellectual capital. Furthermore, Human capital represents the human factor in the organisation; the combined intelligence, skills and expertise that give the organisation its distinctive character. The concept has been defined as a key element in improving a firm's assets and employees in order to increase productive as well as sustain competitive advantage Schultz (1993). The concept is believed by Scarborough and Elias (2002) to be the most usefully viewed as a bridging concept – that is, it defines the link between Human Resource practices and business performance in terms of assets rather than business processes.'

From Dictionary perspectives, human capital is the collective skills, knowledge, or other intangible assets of individuals that can be used to create economic value for the individuals, their employers, or their community. Human capital according to the Business Dictionary is the organisation's constantly renewable source of creativity and innovativeness (and imparts it the ability to change) but is not reflected in its financial statements. Unlike structural capital, human capital does not exist in isolation, it is always owned and housed by the individuals who have it, and can 'walk out the door' unless it is recorded in a tangible form, or is incorporated in the organisation's procedures and structure (Business Dictionary). Rastogi (2000) is of the perspective that that human capital is an important input for organisations especially for employee's continuous improvement mainly on knowledge, skills and abilities. It is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life (dictionary.reference.com). Alternatively, Business dictionary.com defines human capital as Health, knowledge, motivation, and skills, the attainment of which is regarded as an end in itself (irrespective of their income potential) because they yield fulfilment to the possessor. In an organisational context, human capital refers to the collective value of the organisation's intellectual capital (competencies, knowledge, and skills). However, Organisation for Economic Co-operation and Development – (OECD, 2001) states that human capital is referred to as “the knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being”. Human capital could also be defined as the education, the skill levels, and problem solving abilities that enable an individual to be a productive worker in the global economy of the twenty-first century. In other words, Human capital represents the requisite talents, knowledge, skills and capabilities that make it possible for people to do their job.

Basically, Human capital can be regarded as that intangible factor of production that brings human intellect, skills and competencies in the production and provision of goods and services (Appia-Adu and Baumia, 2015). Howbeit, Danverport (1999) commented that: People possess innate abilities, behaviours and personal energy and these elements make up the human capital they bring to their work. And it is they, not their employers, who own this capital and decide when, how and where they will contribute it. In other words, they can make choices. Work is a two-way exchange of value, not a one-way exploitation of an asset by its owner.

2.1.1 Intellectual Capital

Imbedded in every individual are various degrees of intellect. Encarta dictionary defines intellect as mental ability: somebody's ability to think reason and understand. Another definition by the same dictionary is a very intelligent and knowledgeable person. Therefore, it is apposite to refer to intellectual capital as compilation and streams of skills, talents, knowledge possessed by people who work in an organisation. Notably, Armstrong and Taylor (2014) defined intellectual capital as the stocks and flows of knowledge available to an organisation. He further stated that can be regarded as the intangible resources associated with people who, together with tangible resources (money and physical assets), comprise the market or total value of a business. Bontis (1996, 1998) defines intangible resources as the factors other than financial and physical assets that contribute to the value-generating processes of a firm and are under its control.

2.1.2 Social Capital

From World Bank (2000) definition, the concept Social capital refers to the institutions, relationships and norms that shape the quality and quantity of a society's social interactions. Social capital is not just the sum of them institutions that underprop a society – it is the glue that holds them together. Armstrong and Taylor (2014)

pointed out that social capital is another element of intellectual capital. He further stipulated that it consists of the knowledge derived from networks of relationships within and outside the organisation.

2.1.3 Organisational Capital

Organisational capital is defined as the knowledge used to combine human skills and physical capital into systems for producing and delivering want satisfying products (Lev and Radhakrishnan, 2004). It consists of knowledge, know-how and business practices, and is embedded in a firm's managers and employees. Organisational capital is also known as structural capital (Maddocks and Beaney, 2002; Edvinsson and Malone, 1997). However, Youndt (2000) prefers the term organisational capital and argues that the concept conveys more clearly the knowledge an organisation actually owns. Youndt (2000), states that organisational capital is the institutionalised knowledge possessed by an organisation that is stored in databases, manuals, etc. However, in as much as organisational capital is the summation of a firm's knowledge, we assert that it is residing in individuals that work in the organisation who coordinate other resources. The Center for Global Enterprise has defined Organisational Capital as the "knowledge used to combine human skills and physical capital into systems for producing and delivering want-satisfying products." Adding that, Organisational capital consists of the processes, systems, and other assets that companies have aside from their financial reports.

2.2 HUMAN CAPITAL DEVELOPMENT (HCD) PRACTICES

Human capital development by implication refers to processes, investments, series of activities engaged in order to create knowledge, skills, health or values imbedded in human resource (people). This can be achieved through education, training, learning and development programmes. For the purpose of this study, we focused on these five areas for a systematic understanding of strategies for HCD practices as it relates to organisational revitalisation and sustainability. These are: Education; Learning; Training; Development and Organisational support.

2.2.1 Education

Education is the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity (Armstrong and Taylor 2014). Education as defined by Itika (2011) is the basic instruction in knowledge and skills designed to enable people to make the most of life in general. He further asserted that it is personal, broadly based and tends to be classroom based and non-participatory. Education according to Cole (2005) refers to any long-term learning activity aimed at preparing individuals for a variety of roles in society: as citizens, workers and members of family groups. He further asserted that the primary focus of education is on individual and his/her needs and on the community as a whole (i.e. on society's needs). From the dictionary perspective, it is the imparting and acquiring of knowledge through teaching and learning, especially at school or a similar institution. Crocker (2006) posits that education is a key element of human capital theory, because it is viewed as the primary means of developing knowledge and skill and because level of education is a way of quantifying the quality of labour. Education is an investment that can help foster economic growth, contribute to personal social development and reduce social inequality. It involves cost and returns in terms of employment others are personal, social, cultural or more broadly economic. Some returns accrue to the individual while others benefit society in general (OECD, 1996), and self-actualisation.

Mahapatro (2010) examines the benefits of education from three perspectives: these are direct monetary benefits, indirect monetary benefits and non-monetary benefits. Direct monetary benefits to educations are the extra life-time earnings received that can be attributed to schooling. On Indirect monetary benefits, he further stated that education definitely influences the earnings from the first job. He asserted that earnings from the subsequent jobs are not all dependent on initial education. Rather, they are dependent on the skills acquired through on-the-job training and other in service training. Additional earnings attributed to such training are indirect to initial education. Furthermore, such training, however, is dependent on initial level of education, although the nature of on-the-job/in service training received may not necessarily be the same for all individuals with identical initial education. He posited that human capital in educated workers is often used to increase the productivity of co-workers (Mahapatro, 2010).

In Nigeria, educational levels start from Pre Nursery (Kindergarten) through higher institutions like colleges of education, polytechnics and universities, where certificates and degrees such as National Certificate of Education (NCE), National Diploma (ND) and Higher National Diploma (HND) and University degrees (BA, B.Sc., B.Tech., B.Eng. etc.) are awarded accordingly. Initially, in the early 70's one could get a good job from secondary school certificate. However, of recent, this is not the case as most organisations now require a minimum of NCE or ND before one can be employed. This is not out of place because; the society is becoming

more information and knowledge driven. The jigsaw to be resolved is the impact of these educational levels on individual's performance in the organisation.

Education as asserted in Luthans (2005) will be one of the major challenges that will face U.S firms in the years ahead. He further opined that on one hand, there is the challenge to meet expectations of the highly educated with shrinking opportunities for promotion due to downsizing and flattening of organisations and on the other hand, there is the challenge of bringing employees up-to-speed in knowledge based organisations. Furthermore, as technology increases and skills required to remain competitive in the quality-conscious, global economy continue to rise and companies will have to train their and educate their employees (Luthans, 2005). The importance of education in developing human capital of a nation cannot be underestimated. It can be a stimulator for revitalisation and transformation of any organisation. Education is important especially when the change involves new technical knowledge or unfamiliar with the idea (Daft and Marcic 2009). The question that comes to mind is how well correlated is the curriculum to performance in the workplace.

2.2.2 Learning

Learning is a change in behaviour or performance that occurs as the result of experience (Daft and Marcic 2009). Experience according to Daft and Marcic (2009) may take the form of observing others, reading or listening to sources of information or experiencing the consequences of one's behaviour. It is a complex process of acquiring knowledge, understanding, skills and values in order to be able to adapt to the environment in which we live (Cole, 2005). Also, learning has been defined as the process by which a person acquires and develops knowledge, skills, capabilities, behaviours and attitudes. It involves the modification of behaviour through experience as well as more formal methods of helping people to learn within or outside the workplace (Armstrong and Taylor, 2014). In other words, learning is a continuous process which can be formal or informal in nature and cannot be said to have taken place if there is no corresponding change in behaviour. It can also leads to development of requisite knowledge, skills and attitudes that prepare human resource for future use.

2.2.3 Training and Development

Training and development represents a planned effort by an organisation to facilitate employees' learning of job-related skills and behaviours (Keys and Wolfe (1988). Training is defined as an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him/her attain a required level of knowledge or skills (BusinessDictionary.com). Similarly, Cole (2005) referred to training as any learning activity which is directed towards acquisition of specific knowledge and skills for the purposes of an occupation or task. Equally, Griffin (2002) refers to training as teaching operational or technical employees how to do the job for which they are hired. He further differentiated it from development by defining development as teaching managers and professionals the skills needed for both present and future jobs. Correspondingly, Armstrong and Taylor (2014) defined training as the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily, whereas Development is defined as the growth or realization of a person's ability and potential through the provision of learning and educational experiences. Cole (2005) perceives development as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth rather than immediate performance.

2.2.4 Organisational Support

Perceived organisational support (POS) is the degree to which employees believe that their organisation values their contributions and cares about their well-being and fulfils socio-emotional needs (Eisenberger and Huntington et al, 1986). In other words, employees have the tendency to perform better if they perceive that the Management or their organisation is committed to the well-being. In Levy's study, organisational commitment, increased performance, and reduced withdrawal behaviours were found to be most the most strongly related to POS (Levy, 2013). For the purpose of this paper, we shall limit our discussion on organisational support in terms of the public sector commitment to human capital development practices discussed above.

2.2.5 Relationship Between, Education, Learning, Training and Development

The concepts; education, learning, training and development seem to be closely related from the definitions above. Whereas learning is the process by which a person constructs new knowledge, skills and capabilities, training is one of several responses an organisation can undertake to promote learning (Reynolds et al, 2002). From the definitions of learning above, it can be inferred that Learning is said to have taken place when there is a change in behaviour as a result of experience or practice. Training is any learning activity directed towards acquisition of skills, knowledge ability necessary to accomplish a task; while development is directed towards the future. Conversely, education is a long-term learning activity directed towards preparing individuals to take up variety of roles in the society. Whereas training is job related, development is career oriented (Mahapatro,

2010). Cole (2005) asserts that training programmes in some organisations are unplanned while in some organisations they are systematically planned. Notably, Davenport (1999) affirms that training is very effective when, it is properly planned.

2.3 ORGANISATIONAL REVITALISATION IN THE PUBLIC SECTOR PERSPECTIVE

Every organisation is set up to achieve stated goals and objectives. Therefore, ever before the inception, the conveners have it at the back of their minds that they will need people who will work in the organisation in order for them to achieve their stated goals and objectives. Ideally, Public sector organisations are those organisations involved in delivering state services that cannot always be effectively delivered by the private sector and can exist at several different levels (ACCA, 2015). The origin of Nigerian Civil Service can be traced to organisations established by the British in colonial times. Mato (2011) posits that the Civil service evolved in several advanced societies as a result of the need for a body of officials to implement the ordinances and other decisions of the monarchies. Civil servants were chosen on account of their skills and, especially in earlier times, their connections. They usually served for periods that were not merely long but spanned the reigns of two or more monarchs. Furthermore, as absolute monarchies gave way to constitutional monarchies or republican systems, civil servants found new masters in the elected or unelected rulers who came and went with the tide of events, and these masters increasingly found in civil servants an indispensable instrument in the administration of the state. Furthermore Mato (2011) stated that in Nigeria, many of the problems of inadequate access to services provided by the State are caused by poor policy implementation and attitudinal disequilibrium of the public servants. He noted that the inability to translate policy into practice also to a large extent relates to issues of governance and problems of prioritisation, inadequate management systems, inefficient or ineffective use of resources, and problems of accountability.

A lot of transformation has taken place since then and there have changes from civilian to military rule and now back to civilian rule. It is pertinent to note that after the independence, several attempts have been made by different administrations to restructure the public sector but most of the commissions' reports ended in recommendation. These Commissions are Margan Commission of 1963, the Adebo Commission of 1971 and the Udoji Commission of 1972-74. Conversely, a major change occurred with the adoption in 1979 of a constitution modelled on that of the United States. The Dotun Philips Panel of 1985 attempted to reform the Civil Service but ended up with no significant results (Mato, 2011). The bureaucratic nature of the civil service has made it a little bit difficult to make some changes in the sector. Nevertheless, some transformations are taking place. One of which is the requisite academic qualifications with which one enters into the public sector. Then, with passing of Standard six, a person gets a job, but now you need a minimum of either National Diploma (ND) or National Certificate of Education (NCE) to get a job in the public sector. These qualifications get the person to grade level 06 and 07 respectively for a fresh appointment. In fact with the dynamic nature of business environment and the world at large, these qualifications are no longer enough.

Concisely, the need for revitalisation of the public sector especially Abia state civil/public service has become inevitable as the government is tilting towards the adoption of public private partnership initiatives. According to the Former Governor of Abia State (Chief T.A. Orji) during his year 2015 budget presentation posited that the adoption of the public private partnership initiative would build strong stakeholder support which will create wealth, empower the private sector and generally bring about improvement in the welfare of Abians (Abia State Official website). Organisational revitalisation therefore, is necessary as the organisation progresses from one of its life cycle to another, but most especially at the decline stage.

For the purpose of this study we shall define Organisational Revitalisation as a process of strategically stimulating change in people, structure and mechanisms in an organisation through the Human capital development practices in order to create room for innovation and creativity of the workforce, the purpose of which is to keep the organisation abreast with current trends in the business world.

3.1 AIMS OF THE STUDY

This study seeks to identify major causes of decadence in the public sector and the role of human capital development practices in revitalisation of the public sector.

3.2 METHODOLOGY

The study was a cross sectional study. The researchers made use of both primary and secondary data. Primary data was obtained using interviews. In collecting the primary data; structured interview method of data collection

was used. Secondary data was taken from Abia State official websites, textbooks, journals and other relevant documents meanwhile the Members of staff that declined from interview were excluded from the study.

4.0 FINDINGS

From interviews the researchers were able to elucidate the following:

Rankings of the causes of moral decadence in the public sector

No 1 – Corruption

Corruption ranked the highest cause of the moral decadence witnessed in the public sector. In fact, it was observed from the interview that corruption is not only in form of ‘cash’, can be implied or in ‘kind’. Cash involves giving money to either to get a job, sign a legitimate document, see a Director or the manager or collect a letter (e.g. Promotion letter, or get an assistance from colleagues; while ‘kind’ entails ‘using what you have to get what you want’. In order words, person can offer to have a date with the manager, boss or director or use material gifts to get his/her needs met.

No. 2- Nepotism and tribalism

Ordinarily, one would have expected that in a state where everybody is from the same tribe, things would be done meritoriously. On the contrary, reverse is the case. All one needs to do is to speak a dialect, this will determine how the matter will be treated.

No 3. Insincerity on the part of government

The belief is that government officials are never sincere with their policies and programmes. According to the respondents, the ‘good’ or ‘favourable’ policies are meant to favour only a ‘privileged’ few while the ‘bad’ or ‘unfavourable’ ones are meant for those without a ‘god father’ or those who do not have ‘Abraham as a father.’ The public sector is yet to treat the issue of training as a sine qua non for employee engagement, effectiveness and productivity. About 95% interviewed asserted that they desire to go for training for the financial benefits attached. Hence, in door training and seminars are usually not taken seriously.

No.4 – Globalisation

The term ‘end time’ was used to express effect of globalisation on the rot being noticed in the public sector. The assertion is that the same person that comes to work 8am to 4pm is still the same person that interacts with wider society after working hours. This implies that moral decay in the public sector starts from the persons involved. Prior to their commencement to work in the civil service, they might have acquired some vices which might promote corruption in the workplace.

4.1 Human Capital Development Practices and Organisational Revitalisation

Human capital development has a major link to the educational system in Nigeria. From our findings, there has been Enlargement of curriculum and not necessarily enrichment. For instance- University Diploma is a two year programmes run by most Nigerian universities but they are not used for employment. In instances where they are used, the holder will be placed on grade level 03 with a secondary school holder. The question is why will the university offer a two Diploma programme that is equivalent to a secondary school certificate? The answer is not far from the quest to obtain a certificate. Most public institutions are demanding higher educational qualification for promotion has resulted to acquisition of certificate by all means and crooks. For example, entry point for holders of ND, NCE, HND, University degree, Masters and PhD are Grade Level 06, 07, 07, 08, 09 and 10 respectively. Apart from University degree and above, anything less will exit at grade level 14, but 10 for ND holders, except the persons has acquires additional certificate. For those in Engineering, Estate Management, Accounting who are already degree holders, need the professional examination certificate to cross grade level 14. Consequently, there have been cases of examination malpractices at various levels of education especially during admission process to universities. Man hours have been lost to education also, as some of the workers are either on part time or sandwiched programmes. About 93% of the respondents interviewed posited that training programme in their organisation is irregular. However, in Abia state the Bureau of Training headed by a Permanent Secretary and who reports to the Head of Service and is responsible for the following matters:

- (i) In-Service Training;
- (ii) Study leave with or without pay and reinstatement thereof;
- (iii) Skills Acquisition for Civil servants;
- (iv) Civil Service Lectures;
- (v) Training Matters (on the job);

- (vi) Training of Chief Drivers/Allied Cadres for Proficiency Courses;
- (vii) Compro Examination for clerical and Allied staff;
- (viii) Civil Service Computer School;
- (ix) Civil Service Academy;
- (x) Relationship with Administrative Staff College of Nigeria (ASCON) and other Management Development Institutions

Indeed, government has good programmes and policies for human capital development. However, the problem is enforcement and implementation of these programmes and policies to benefits the workforce. Hence, civil/public servants in the state have queried the sincerity of government to workers progress and welfare which is the main frame of organisational support. Another area of observation was the inadequate and un-conducive studying environment at different levels of education. This observation is very vital. Taking a leaf from the adage that says ‘as you make your bed, so you will lie on it’, an inadequate environment paints a wrong picture on the mind that may not be easy to erase.

CONCLUSION

Every organisation is set up to achieve stated goals and objectives. Therefore, ever before the inception, the conveners have it at the back of their minds that they will need people who will work in the organisation in order for them to achieve their stated goals and objectives. Rationally, due to the dynamic nature of business environment and the world at large, it will be apposite for all the stakeholders to do all within its ambit to ensure the continual revisiting every aspect of the organisation to ascertain their viability. Consequently, human capital development practice becomes a veritable mechanism to revitalise the organisation. It therefore behoves the stakeholders to ensure that the organisation does not go into extinction. Thus, to sustain competitiveness in the organisation, human capital becomes an instrument that will be used to increase productivity (Mahapatro, 2010). Human capital development practices discussed in this paper refer to procedures relating to training, development, education, learning, organisational support and other professional initiatives necessary to increase employees’ levels of knowledge, skills, abilities, values, economic and social assets which will invariably lead to the employee’s satisfaction and performances, and in the long run an organisation’s performance. Thus the expected end product will be revitalisation of the organisation at the stage of decline in an organisation’s life cycle.

RECOMMENDATIONS

This study recommends enrichment of academic curriculum (and not enlargement as the case is) from the basic classes to the higher institutions. This includes not only teaching pupils, students and scholars about morals or entrepreneurship but inculcating the moral behaviour and the spirit of entrepreneurship into them. It was observed that what most people do is to read and pass examinations after which the lessons from the course are relinquished to the background. There is so much emphasis on passing of examinations that a lot of cramming work is done but if a child understands that what he/she is being taught if for developmental purpose both at present and in future, there will be a lot of changes. Many graduates are turned out into the society annually, yet there no adequate translation of what has been learnt in school in the society.

For instance, Abia state has a lot of natural resources to feed the state and to export to neighbouring states. But the funds brought in for agriculture were hijacked and diverted to ‘private pockets’. Ngwa land, Umuahia, Ohafia, and Bende in fact, virtually all the Local government areas have arable land good for farming. There are rubber and cocoa plantations in some parts of Ohafia. Every year a display of agricultural products is made at the state stadium but at the end not much is done in reality to ensure increased productivity. The ministry of Agriculture can sponsor members of their staff to specialised universities to learn how to increase productivity without compromising the natural formation of the product. Bende Local Government Area is known for rice farming. Some young graduates can be sent to countries like Japan to learn better mechanisms of rice processing. Large scale Poultry, fishery and snail farms can be established to eliminate importation of chicken and cold fish. Another area that the ministry of agriculture should pay particular attention to is poor storage of agricultural products. Some of the fruits produced are allowed to perish if there is no immediate market. People can be trained on food processing and preservation. Cocoa produced in Abia state can be used to establish a small scale chocolate industry. Importantly, the ministry can liaise with the local government offices to achieve these.

The Ceramic Industry in Umuahia can be revitalised using modern technology. The Ceramic Industry went into extinction due to mismanagement of the insufficient funds made available. The industry can become viable again by eliminating the causes of moral decadence mentioned above and by adequate development of human capital in the organisation.

Many roads in Abia state are depilated, yet there are many civil engineers who are either: looking for jobs, working in the Ministry of works or even teaching in a private school. Agricultural engineers and many other

graduates wonder about jobless. That is why this study, is recommending a collaboration between government and education governing bodies to ensure the curriculum is designed in such a way as to meet organisational needs.

In light of the above, academic curriculum should adopt a more pragmatic approach that will prepare the minds of graduates to be self-sufficient, creative and innovative even if they are working for government. Government should also be genuine in development of programmes and policies and should create enabling environment that will encourage creativity and innovation. Finally, we recommend that education should be more subsidized. Also, there is the need to make academic environment more learner- friendly.

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