

customers require. Currently in Nigeria, the demand from people for higher quality product and services is causing concern amongst public organizations about lack of skills and should lead to a new interest in training. Again, the influx of private organizations who are setting higher quality standards which means that public organization may have no choice but to raise their standards and quality of work. It is in this regard that, this research seeks to evaluate human capital development as a strategy for increasing employee's performance in the public organizations

Objectives of the Research

The aim of the research is to evaluate human capital development as a strategy for increasing employee's performance in the public organizations

Specifically, the objectives are:

- i. To examine the extent to which on-the-job training relates to quality of work performance of public organizations
- ii. To ascertain the extent to which off-the-job- training relates to worker efficiency of public organizations

REVIEW OF RELATED LITERATURE

Meaning of Human Capital

Human capital development is the process of helping people to acquire expertise. In an organizational context, it is the process by which organizations help their employees in a continuous and planned way in order to: acquire or sharpen the abilities required to perform various functions associated with their present or expected future roles; develop their general skills as individuals, discover and utilize their inner potential for their own and/or organizational

development purposes; develop an organizational culture in which supervisor subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.

The theory of human capital is rooted from the field of macroeconomic development theory (Schultz, 1993). Becker's (1993) classic book, *Human Capital: A Theoretical and Empirical Analysis with special reference to education*, illustrates this domain. Becker argues that there are different kinds of capitals that include schooling, a computer training course, expenditures on medical care. And in fact, lectures on the virtues of punctuality and honesty are capital too. In the true sense, they improve health, raise earnings, or add to a person's appreciation of literature over a lifetime. From the perspective of Classical Economic Theory, human capital considers labour as a commodity that can be traded in terms of purchase and sale. This classical theory very much focuses on the exploitation of labour by capital. However, unlike the meaning traditionally associated with the term labour, human capital refers to the knowledge, expertise, and skill one accumulates through education and training. Emphasizing the social and economic importance of human capital theory, Becker (1993) noted the most valuable of all capital is that investment in human being. Becker distinguishes firm-specific human capitals from general-purpose human capital. Examples of firm-specific human capital include expertise obtained through education and training in management information systems, accounting procedures, or other expertise

specific to a particular firm. General-purpose human capital is knowledge gained through education and training in areas of value to a variety of firms such as generic skills in human resource development. Regardless of the application, Becker considers education and training to be the most important investment in human capital.

The Concept of Human Capital Development

Human capital according to Mustapha, (2005) consists of knowledge, skills, dexterity and personality attributes that enable individuals to perform their work. The extent depends on human capital and the extent of production and development. Mustapha (2005) contends that human capital is the effective and efficient use of human capital development in enhancing employee job organization and concentration in order to sustain the organization's competitive advantage giving the abreast of its changing business dynamic nature of business environment for improved job environment.

Human Capital Development Components

Jayagopal (1988) proposed a market economies however, comprehensive framework for human resource development program, comprised upon four major areas with nineteen functions under them. Jayagopal also suggest a dense network of interconnections between these functions. That network was thrashed and most necessary components are only discussed in detail.

as a compendium of knowledge, Training and Development

The two terms are quite identical to each other, but they are not the same in meaning. Training is a learning process that aims to permanently improve the ability and behavior of the employees by enabling them to acquire new

live and productive abilities in diverse sectors and the employment of workers in global economy. Human capital development according to (Becker, 2002) is an investment in human capital as it provides an institutional framework for skill acquisition and operation.

Therefore, the members of organization contribute in resource allocation, mobilization, and utilization. Mustapha (2005) contends that human capital is the effective and efficient use of human capital development in enhancing employee job organization and concentration in order to sustain the organization's competitive advantage giving the abreast of its changing business dynamic nature of business environment.

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skill, knowledge and attitude for more efficient performance. Which includes: identification of training needs; developing suitable training programmes; providing requisite job skills and knowledge to employees; evaluating the effectiveness of training programmes? Training is considered fundamentally important to human capital development. It could be described as the vehicle that takes organization to their destination within a stipulated time frame. Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include phases of planned study and experience, and are usually supported by a coaching or counselling facility. Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illustrate it, giving increased confidence both to act and to perceive how such action relates to its context (Bolton, 1995). According to Becker (1993), there are three types of training or knowledge, which are directly related to rate of return and human capital. Becker specified these trainings or knowledge as investments in human capital. These three types of training or knowledge (Becker, 1993) are: on-the-job training- learning new skills and perfecting old ones while on the job. Broken down into two types of training; general training- those skills which are useful in many firms besides those providing it?; specific training- training that has no effect on the productivity of trainees that would be useful in other firms; schooling- an institution specializing in the production of training, as distinct from a firm that offers training in conjunction with the production of goods?; and

other knowledge- any other information which a person obtains to increase their command of their economic situation.

On-the-job training is intended to improve old skills and provide new skills while employed by a firm. These skills are either transferable or specific. On-the-job training is provided by a firm and utilized to increase the outputs of the firm and to increase the income of the individual. This type of training is valued through the time and effort of the trainees, the teaching provided by others, and the equipment and materials used. These are costs that are incurred from reducing current production in order to increase future production (Becker, 1993). On-the-training time periods can vary greatly as more time is spent on an intern than a machine operator? (Becker, 1993). General training provides transferable skills to the worker. These types of skills are rarely costly to the firm most of the trainees bare the cost of general training and reap the benefits of the returns. Employees pay for the general on-the-job training by receiving wages below what they could receive elsewhere. For example, a machinist trained in the military receives lower wages than we would in the competitive labour market; however he finds his skill has value in steel or aircraft firms, and a doctor in residency at one hospital finds his skills are highly transferable to other hospitals or private practice in the future. Most general on-the-job training presumably increases the future marginal productivity of the workers in the firm providing the training and in other firms (Becker, 1993, p. 34).

Job Rotation

The distribution of responsibilities it is suggested will result in specialization. However, to be able to utilize their specialization in the best possible way, the work-tasks should be rotated among the employees so as to broaden their field of specialization as well as their knowledge about the organization's operation as a whole. Therefore, once a year the work-tasks should be rotated among the various employees depending upon their qualifications and suitability to perform the new work-task.

Performance Management in Organization

The organization is a social entity that exists to achieve its purpose. Organizations must increase performance and competitiveness. Organizational performance means transformation into a better organization. (1981) observes that performance management encompasses every formal method adopted by the organization to improve employee commitment and organizational effectiveness.

Agha (2014) defines performance indices to include performance, quality, and productivity. employment of human resources. (2003) argues that performance management is a systematic and holistic process of work planning, monitoring, and evaluation. It is a continuous process that is

individual contributions on achievement and organizational performance. It involves the integration of various sections of the organization. Ideas that would motivate the employees towards organizational goal.

Challenges of Human Capital Development

Lack of financial resources

The public organizations in Nigeria is rife with a lot of problems. Among these are inability to secure working capital, perennial problem of arrears in payments and low level of consultancy fees. This predicament creates foreign the idea of embarking on human capital development and hampers the development of technical support for consultancy firms.

Lack of central development and regulatory agency

Fugar et al., (2013) identified that there is no central agency with legislative backbone to promote and enforce the advancement of skills, experience and professionalism in the Nigerian public organization setting. They advanced that there is no compulsion on organizations to undertake continual development of their employees. This has partly led to the poor performance on projects in areas such as cost, quality and productivity.

Lack of appreciation
Some managers do not place value on the importance of human capital development as the means for reinventing organizations to be competitive and proactive in a highly competitive and ever-changing economic environment

(Fugar et al., 2013). In such environment, human capital development is not factored into the policy and structure of the company. This has somewhat contributed to the non-sustainability and non-effectiveness of such local enterprises.

Cost of human capital development

Fisher et al., (2003) advanced that besides being one of the most important human resource management functions, Human capital development is also one of the most costly. Arguably it involves investment of time and financial resources with long-term benefits. Most owners of construction firms are more interested in immediate benefits than long-term returns. Thus, such enterprises are not normally inclined to invest in human capital development. Furthermore, insufficient and erratic flow of jobs coupled with irregular payment for work done by clients has increased the unwillingness of public organization to spend in human capital development (Sambasivan and Soon, 2007).

RESEARCH METHODOLOGY

Research Design

This study is a descriptive research. The primary data were obtained through field questionnaires. The development of the research instrument and the clarity of the questionnaire is supported by a pilot study. The second data comprised of comprehensive literature review from the various sources including journals, and review of some relevant industry-related newspaper magazines.

Descriptive - parametric

statistical analysis of the data was done through the median method of the categorical data to determine the relationship between the variables. Spearman's rho was used to determine association among parameters in the regression model.

DATA ANALYSIS AND RESULT

Table 1 Frequency of Human Capital Development activities. Source: Survey Data

	W	RII	Ran k	Mean	Std Dev
Orientation provided for new employees.	75.00	0.71	1	3.57	.811
Performance appraisals are taken seriously	72.00	0.69	2	3.43	.978
Employees who return from training programmes are given opportunities to try out what they have learnt	68.00	0.65	3	3.24	.700
Periodic on the job training for employees	64.00	0.64	4	3.20	.768
Employees with skills to help them move into new roles in the future are equipped	67.00	0.64	5	3.19	.750
Those who go for training go with a clear understanding of the knowledge and skills they are expected to acquire from training	67.00	0.64	5	3.19	.750
Employees who could be further developed or promoted into other roles are identified	66.00	0.63	7	3.14	.793
Training of employees is given due importance	66.00	0.63	7	3.14	.793
There is a well-designed and widely accepted training policy	66.00	0.63	7	3.14	.854

Management is committed to training of employees	64.00	0.61	10	3.05	.740
Future plans are made known to the managerial staff to help them develop their efficiency	64.00	0.61	10	3.05	.805
There is in-house training programme	64.00	0.61	10	3.05	.921
Career opportunities are pointed out to employees	63.00	0.60	13	3.00	.837
There is a thorough job on self- appraisal in terms of reviewing, reflecting and analyzing the factors affecting their performance	63.00	0.60	13	3.00	.949
In-house training programmes are handled by competent senior staff	63.00	0.60	13	3.00	1.049
Those who are sponsored for training programmes take the training seriously	62.00	0.59	16	2.95	.921
Employees are sponsored for training programmes on the basis of genuine training needs	61.00	0.58	17	2.90	.995
The qualities of in-house training programmes are excellent	61.00	0.58	17	2.90	.831
Performance gaps are identified and corrected	60.00	0.57	19	2.86	.964
Investment in resources to ensure personnel development	60.00	0.57	19	2.86	.964
New employees receive job-related training	57.00	0.54	21	2.71	.956
Periodic off the job training for employees	53.00	0.50	22	2.52	.680

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