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EFFECT OF HUMAN CAPITAL DEVELOPMENT ON THE COMMITMENT OF ACADEMIC STAFF OF FEDERAL POLYTECHNIC BIDA, NIGER STATE, NIGERIA

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ABSTRACT
Human capital development is very strategic to every organization that wishes to increase effectiveness, employee commitment and productivity. The study examines the effect of human capital development on employee commitment in federal Polytechnic Bida, Niger State of Nigeria. The study adopts social exchange theory as its theoretical framework. The population of the study is 980 out of which 284 was determined as sample size through the use of Taro Yamane formula. Data collected through questionnaire were subjected to simple descriptive statistical analysis and chi-square was used to test the formulated hypotheses. The 0.05 level of significance was chosen for acceptance or rejection of the null hypotheses. The study reveals as follows, off the job training motivate academic staff to put in their best in their work, on the job training significantly induced job satisfaction among academic staff, workshop and conference attendance significantly enhance productivity among the academic staff, coaching and mentoring significantly induced job retention among the academic staff of the institution. These further in turn the academic staff of the institution to reciprocate in form of improved commitment. The study therefore concludes that human capital development influenced positively employee commitment among the academic staff of the Federal Polytechnic Bida, Niger state. The study recommends that the current propensity towards human capital development by the polytechnic management be strategically deployed to induce sustainability of motivation, resourcefulness, labour management relations, employee retention, productivity and job satisfaction in the Polytechnic.

Keywords: Commitment, development, capital, productivity

INTRODUCTION

Human capital is the most instrumental factor of production and productivity in corporate management environment of both public and private sector the world over (Wen, *et al.*, 2022). Availability of human capital in the right quality and quantity; and committed attitude of employee to work give large industrial enterprises and public corporations competitive edge that facilitate corporate growth and success. According to Al-Suraihi, *et al.* (2021), organizations that value business success greatly invest in acquisition, training, development and motivation of their workers to avoid unnecessary turnover and business failure. International businesses, government agencies, international and national NGOs that highly values corporate success ensures that their workforce have state of the art skills and competence through training, retraining and executive development strategies so as to make their staff comfortably perform assigned tasks, serve the organization with full loyalty and job satisfaction.

Thus, international business has realized earlier the benefits of building competent workforce to achieve optimum employee input to production process (Ast, *et al.*, 2021). This is why most employees of international business are highly skilled, competent, motivated and

productive and mostly are psychologically attached and identified with their organizations. Most of their workforce considered their organizations business failure as joint destiny with their life which they fear with fail too, along with their organizations (Ohemeng, *et al.*, 2020). In public sector organizations, where public managers are careless about acquiring and building skills capacity of the workforce to create efficient, motivated, loyal staff, the level of staff commitment to organization, job satisfaction and retention capacity is often low because of the lack of competence, motivation, corporate loyalty and staff are always looking for greener pasture to escape from the frustrations of their present job.

Public sector management has witnessed upsurge of low productivity and business failure in public enterprises the world over. These collapse of diverse public business and service delivery entities have been majorly attributed to low human capital competence and employee attitude to work. Human resources management policy in public sector organizations has been largely haphazard (Anwar, 2021).

Human capital development is very strategic to every organization that wishes to increase effectiveness, employee commitment and productivity. Thus, organizations are required to undertake human capital development to enhance employee commitment and productivity. However, despite organizations' efforts in getting employees committed, motivated and loyal, the challenges of employee's commitment continued to persist in organizations (Brenya, 2014).

Research on the effect of human capital development on employee commitment has been undertaken in Nigeria and elsewhere. Prior researches suggest that human capital development and employee commitment in organization are significantly related to each other. In addition, some scholars posit that training have positive impact on employee satisfaction and negative influence on intention to leave the organization. Although, the literature claimed a direct relationship between employee training with employee positive attitudinal outcomes. There is little empirical support for this suggestion. More so, even if many studies have been undertaken, still in empirical literature on the study variables, it is at its scant, especially on studies with narrow focus on polytechnic system in Nigeria.The purpose of this study therefore, is to examine the effects of human capital development on employee commitment in Federal Polytechnic Bida Niger State, Nigeria.

Research Questions

The following research questions have been framed to guide the researcher to collect relevant information from the research field: -

i. To what extent does off-the-job training stimulate or motivate the academic staff of federal Polytechnic Bida, Niger State to put in their best in their work?
ii. To what extent does on-the-job training induce job satisfaction among the academic staff of the federal Polytechnic Bida, Niger State?
iii. To What Extent Does Workshop and Conference Attendance enhanced Productivity of Academic Staff in Federal Polytechnic Bida, Niger State?
iv. To what extent does coaching and mentoring induced job retention among the academic staff of federal Polytechnic Bida, Niger State?

Aim and Objectives of the Study

The general aim of the study is to examine the effects of human capital development on academic staff commitment in Federal Polytechnic Bida Niger State. The specific objectives of the study are:

i. To determine the extent to which off-the-job training can stimulate or motivate academic staff to discharge their duties in federal Polytechnic Bida, Niger State.

ii. To investigate the extent to which on-the-job training induce job satisfaction among academic staff of the Federal Polytechnic Bida, Niger State.
iii. To find out the extent to which workshop and conference attendance enhances productivity of the academic staff of Federal Polytechnic Bida, Niger State.
iv. To ascertain the extent to which coaching and mentoring induce job retention among academic staff of the federal Polytechnic Bida, Niger State.

Hypothesis

The following hypotheses were formulated to guide this study: -

H_{01}: Off-the-job training does not significantly stimulate or motivate among academic staff of Federal Polytechnic Bida, Niger state to put in their best in their work.
H_{02}: On-the-job training does not significantly induce job satisfaction and social identity with the organization among academic staff of Federal Polytechnic Bida, Niger state
H_{03}: Workshops and conference attendance does not significantly enhance productivity of the academic staff of Federal Polytechnic Bida, Niger state.
H_{04}: Coaching and mentoring does not significantly induced job retention among academic staff of Federal Polytechnic Bida, Niger state.

Concept of Human Capital Development

Human capital development has been defined as a critical driver of organization's performance, described as employee productive abilities, knowledge and skills (Hen, 2021). Hamadamny&Aatan (2019) identified employees' attitude, motivation and commitment as the critical components of human capital. Human capital skills and capabilities can help increase the performance of organization, specifically, linking human capital skills, capacity and knowledge with the performance of organizations (Danilwan, &Dirhamsyah, 2022).

Concept of Human Capital Training

Sharma &Taneja (2018) referred to training as the process of impacting new skills, knowledge and competencies to employees to improve their current job performance. Through training, employees are able to perform their jobs more efficiently and hence, increase their commitment and productivity. Perrota (2018) opined the best way for organization to achieve a sustainable competitive advantage is to exploit the productive powers of their employees or human capital. Training involves a professional working with learners to transfer to them certain area of knowledge or skills to improve in their current job. This further enhances not only their performance, but also builds the confidence of employees within an organization. Developing is a broad ongoing plethora set of activities designed to bring someone or an organization up to another threshold of performance, often to perform some job or new roles in the feature. Employee must be trained and developed were possible to meet their own career needs of the organization. Training and development help employees master the knowledge skills and behavior emphasized in training programs and apply them to their day-to-day activities and future assignment.

According to Angeloudi, *et al.*(2023), training is an instrument that fundamentally influences the successful achievement of the goals and objectives of associations. Regardless, the first goal of any business is to generate exorbitant income and increase wages, and a basic device for understanding that you are dealing with an attractive and climate-friendly workforce. Therefore, a workers' meeting is efficient and positive only when the two correct doctrines and improvements are prepared for such and, in that sense, fundamentally for efficiency. Cristello*et al.*, (2023) characterize training as a directed technique to change behavior, information, experience, or direction by becoming familiar with the drive to achieve positive performance in effort or fluctuation of exercises. His motivation in the

workplace is to strengthen people's capacities and meet the current and future needs of the association. Jo *et al.*, (2023) believe that training is an orderly technique used to replace mindsets, information, skills and, through learning daring, lead to brilliant execution in a specific exercise or exercise change. His motivation in the work environment is to promote people's skills and meet the current and future needs of the association. This definition links management and management strategies with preparation as a conscious activity that suggests the improvement of skills through the product of driving and training. Training is an ongoing, focused strategy that recreates many of the levels emphasized in an effort to ensure perceived benefit.

Training is also a cycle or technique that improves skills, gifts, and information about agents (Zamiri, *et al.*, 2023). Training has specific goals, that is, to improve employee capacity, cut and execution. It describes the approach to apprenticeship training and teaches the basics of development (Brunker, 2023).

Employee Commitment

There are various definitions of employee commitment. Employee commitment refers to the bond that exists between the organization and employee (Nishanti&kailaspathy, 2018). Employee commitment involves employee loyalty towards the achievement of organizational goals by complying with the rules, regulations and objectives. According to Beloor, et al., 2017), committed employees are dedicated, feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. In exchange, employees anticipate an organization that fosters growth and empowerment of their career and training.

Employee commitment at work is the unwavering dedication and emotional attachment employees have towards their jobs and their organization. In the view of Herrea& De Las (2021), committed employees are more likely to stay with employer for the long term, resulting in reducing turnover rates. This commitment is often reflected in their enthusiasm, proactive problem solving and genuine desire to contribute to organization’s growth. Employee commitment is considered a key factor in achieving organizational goals and objective (Herrea& De Las, 2021).

In the view of Herrera & De Las (2021) there are three perspectives of organizational commitment, which are continuous, affective and normative commitment. Continuing commitment with regard to emotional intelligence is largely debated and employee it very costly to lose organizational membership. This can be for certain reasons from financial costs of salaries and benefits to social costs of bonding and reputation. Such an employee stays in the organization because he is bound. Affective commitment is understood as an employee’s constructive emotional bond to the organization. Such an employee strongly associates himself with the goals of the organization and tries to stay in the organization because he wants to do so.

Normative committee focuses on the work ethic and responsibility that the work acquires which encourages him to his job well in all circumstances (Herrera & De Las, 2021).

In the view of Muhamad, et al. (2023), organization commitment is an important factor that must be encourage by the organization in achieving optimal work results. With commitment, employee will have the principle to give full contribution in every job they do. A part from being a job responsibility, the full contribution applied by employees is a reward for the benefits prodded by the organization through its practice and policies. The better the practice made by organization, the higher the motivation of employees to work with full effort to obtain satisfactory results.Employee commitment significantly mediates the effect of

human capital development practices and employee performance. Human capital development practices and employee commitment need to be implemental to improve employee performance in the face of intense competition through their maximum utilization, human capital development and employee commitment play and important and key role in substance competitive advantage.

Mentoring has assumed diverse meaning to different people. This is a training technique which involves the facilitation of personal and professional growth of a person by a more experienced person through sharing of knowledge and insight garnered over the years (Lekan*et al.*, 2021).

Coaching

Coaching is a term that is widely used to describe a verity of activities. However, coaching is largely used when a person or organization is working towards some change in growth and development, and improving performance (Ritchie and Genoni, 2012). Coaching involve the process that equips people with the tools, knowledge and opportunities that they need for professional development and to increase their effectiveness.

Theoretical Framework

This study is anchored on the social exchange theory (SET).The social exchange theory as formulated by Blan (1964) is based on prismthat the employee's perceived organizational support creates a sense of indebtedness and an obligation within an individual to repay the organization.Positive beneficial acts to an employee by the organization create a high exchange relationship that serve to develop an aversive sense of indebtedness to the organization, which can only be reduced by reciprocation. Employee reciprocation is a way of giving back what he interprets to be a fair and kind consideration from the organization.

Fung et al. (2012), stated that social exchange theory is the view of employees when they have been treated well by the organization, they will tend to behave and behave more positively in the organization. Each individual will always try to return the favour to anyone who has given him an advantage.

In every organization, building proper reciprocal relationships between organization and their employees regarding mutual trust and duty is important. This relationship follows social exchange theory where employee offers their services to the organization in exchange for the benefits or otherwise, they received from the organization.

Indrandevit (2023), stated that the concept of social exchange theory can be interpreted as a theory based on interaction relationship that exists between people which in essence applies the concept of profit and loss or cost and benefits, where it must be balanced through reciprocity.

Criticisms

Russel et al. (2017) noted that the social exchange theory is one of the most prominent conceptual perspectives in management as well as related fields like sociology social psychology. However, identified the following as criticism of social exchange theory

i. It lacks sufficient theoretical precision and thus has limit utility.
ii. There are many similar and overlapping constructs used to operationalized initiating actions and target response.
iii. The social exchange theory fails to completely circulate the distinction between behavioral actions and inactions.
iv. The behavioral predictions offered by social exchange theory have become too general and imprecise.

The review of social exchange theory (SET) brought out the fact that Human Resource Management (HRM) practices initiate a positive exchange relationship to which employees reciprocate with positive attitudes and behavior towards the organization and/or job (Marascaux et al., 2013). According to Geethha and Mampilly (2012), the basic principle with SET is that employee view satisfying HRM practices as an organization's commitment towards them. Employee thus reciprocates this through positive behaviour like employee commitment. They are thus more likely to exchange their commitment for resources and benefits provided by their organization. Accordingly, the above argument on social exchange theory is that employees are expected to continue the relationship with the organization their working at when they recognize that the relationship is valuable for them and dis continued their relationship when the reward is less than the cost that they gain from the mutual relationship. The emphasis of this theory as related to this research is on the link between the study variables (off the job training, on the job training conference and workshops attendance, and coaching and mentoring. While the dependent variables are productivity, motivation, job satisfaction, social identity and employee retention) the better the exchange between employees and the organization, the better the association between the variables.

Methodology

This research employs descriptive survey research design. Descriptive survey research is a method that describes the study subject by establishing a profile of events, people or problems through data collection and tabulation. Descriptive survey research is appropriate to the study because data collected from a population were used to draw inferences. The justification for utilizing this design is as a result of its benefit which enhances the study to gather more data through a sample representative of a large population.

Questionnaire was used as research instrument for data collection. The questionnaire was adopted from Amelia, *et al.* (2023). The reason for using questionnaire as the instrument for data collection is because of the direct response, feedback and the literacy level of the proposed respondents.

For the purpose of this study, primary data were used. Questionnaire was used to collect data from the respondents using the five (5) point Likert scale. The questionnaire was adopted because it offers certain advantages such as; it allows for large number of information to be collected from a large number of people or respondents in a short time period, the results of the questionnaire can be quickly and easily quantified by the researcher, can be analyzed scientifically and when the data has been quantified, it can be used to compare and contrast other researches.

The study analyzed the data collected through questionnaire administered tothe respondent's using Statistical Package for Social Science (SPSS). The data obtained were further interpreted using multiple regressions to test the hypothesis stated.

Results

Hypothesis One

Table 1: Off-the-job training and job motivation

Opinion	Observed N	Expected N	Residual
Agree	49	138.0	-89.0
Strongly agree	227	138.0	89.0
Total	276		

Source: SPSS (v22)

Table 2: T-Test of Off-the job training and job motivation

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Motivation	209.283	275	.000	4.82246	4.7771	4.8678

Source: SPSS (v22)

Table 2: Test Statistics of Off-the job training and job motivation

Test Statistics

	Motivation
Chi-Square	114.797[a]
Df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 138.0.

Source: SPSS (v22)

Decision Rule

Reject H_0 if P value < 0.05, otherwise accept H_0.

Conclusion

Since $P_{Sig.}$ (0.000) < 0.05 with t value of 209.283, and Chi-square value of 114.797[a] we reject H_0 and hence conclude that Off-the job training significantly stimulates or motivate academic staff of Federal Polytechnic Bida, Niger State to put in their best in their work.

Hypothesis Two

Table 4: On-the-job training and job satisfaction

Satisfaction

	Observed N	Expected N	Residual
Agree	56	138.0	-82.0
Strongly agree	220	138.0	82.0
Total	276		

Source: SPSS (v22)

Table 5: t- Test Statistics of On-the job training and job satisfaction

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Satisfaction	197.810	275	.000	4.79710	4.7494	4.8448

Source: SPSS (v22)

Table 6: Test Statistics of On-the-job and job satisfaction

Test Statistics

	Satisfaction
Chi-Square	97.449[a]
Df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.0.

Source: SPSS (v22)

Decision Rule

Reject H_0 if P value < 0.05, otherwise accept H_0.

Conclusion

Since $P_{Sig.}$ (0.000) < 0.05 with t value of 197.81, and Chi-square value of 97.449[a] we reject H_0 and hence conclude that On-the job training significantly induces job satisfaction among academic staff of Federal Polytechnic Bida, Niger State (Hypothesis Two).

Hypothesis Three

Table 7: Workshops & conference significant on productivity

Workshop and conference

Opinion	Observed N	Expected N	Residual
Agree	35	138.0	-103.0
Strongly agree	241	138.0	103.0
Total	276		

Source: SPSS (v22)

Table 8: t- Test Statistics of significant of workshop and conference

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Workshop and conference	242.854	275	.000	4.87319	4.8337	4.9127

Source: SPSS (v22)

Table 9: Test Statistics of workshop and conference on productivity

	Workshop and conference
Chi-Square	153.754[a]
Df	1

Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.0.

Source: SPSS (v22)

Decision Rule

Reject H_0 if P value < 0.05, otherwise accept H_0.

Conclusion

Since $P_{Sig.}$ (0.000) < 0.05 with t value of 242.854, and Chi-square value of 153.754[a] we reject H_0 and hence conclude that Workshops and conference attendance significantly enhance productivity of the academic staff of The Federal Polytechnic Bida (Hypothesis Three).

Hypothesis Four

Table 10: Coaching and mentoring significant on job retention

Opinion	Observed N	Expected N	Residual
Agree	35	138.0	-103.0
Strongly agree	241	138.0	103.0
Total	276		

Source: SPSS (v22)

Table 4.11: T-Test Statistics of significant of coaching and mentoring

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Coahing and mentoring	242.854	275	.000	4.87319	4.8337	4.9127

Source: SPSS (v22)

Table 4.12: Test Statistics of coaching and mentoring on job retention

	Coahing and mentoring
Chi-Square	153.754[a]
Df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.0.

Source: SPSS (v22)

Decision Rule

Reject H_0 if P value < 0.05, otherwise accept H_0.

Conclusion

Since $P_{Sig.}$ (0.000) < 0.05 with t value of 242.854, and Chi-square value of 153.754[a] we reject H_0 and hence conclude that Coaching and mentoring significantly induced job retention among academic staffs of The Federal Polytechnic Bida, Niger State (Hypothesis Four).

Discussion of Findings

The findings of this study were discussed based on the research questions, objectives of the study and hypotheses that were formulated and tested. This study aims to provide an insight into the problem of employee commitment among academic staff of the Federal Polytechnic, Bida, Niger state.The problem of employee commitment has continued to reduce productivity in public sector organizations, thus, the findings are discussed as follows:

i. On the effect of off the job training on employee motivation to work, the study revealed that off the job training significantly stimulate or motivate the academic staff of Federal Polytechnic Bida, Niger state to put in their best in their work. This finding affirmed the result of Moborak, *et al.* (2019) who reported that training improves skills, knowledge, abilities, motivation and performance of the employee. Similarly, it is also consistent with the work of Isaac (2018), which revealed that training boost employee's motivation and confidence towards effective and efficient performance and productivity.

ii. The second hypothesis states that on-the-job training does not significantly induce job satisfaction among academic staff of federal polytechnic Bida Niger state. However, the test result shows that chi-square value (0.000 < 0.005), implying that on-the-job training significantly increase job satisfaction among academic staff of federal polytechnic, Bida, Niger state. This result aligns with the findings of Yaya (2016), which revealed a significant relationship between human capital development and job satisfaction. In addition, this result is also in line with the findings of Ayqhl (2019), which revealed that on-the-job training is a strong determinant with employee satisfaction. Furthermore, the finding is also in conformity with the result of the work of Tee *et al.* (2023), which revealed that if organizations conduct training and development, it generates positive behaviour in employee job satisfaction, with this result it is found that training helps employee to improve skills, knowledge, attitude and satisfaction. Furthermore, the result revealed that training provides a favourable impetus for employee satisfaction and commitment.

iii. On the effect of workshop and conference attendance on the productivity of the academic staff, the test result revealed that workshop and conference attendance significantly enhance the academic staff productivity in Federal Polytechnic, Bida Niger state. The finding is in line with Scholastical (2017) study, which revealed that conference and workshop attendance impact positively employee job performance and productivity.

iv. The result of hypothesis four test also indicates that coaching and mentoring significantly induce job retention among academic staff in Federal Polytechnic, Bida Niger State. The result aligns with the findings of Milkah (2018), which revealed that mentoring was found to be statistically significant in influencing the retention of employees.

v. The findings of this study are in line with the social exchange theory, which holds that human resources development practices have a significant role in building reciprocal relationships between organizations and their employees in respect to mutual trust and duty. This relationship follows social exchange theory where employees rendered their services to the organization in exchange for benefits, they receive from the organization.

Judging from the above, the findings from the test of the four hypotheses concur with findings of Rosaline &Okeoghe (2020), which shows that human capital development has a significant influence on employees' commitment. Furthermore, findings are also in conformity with the work of Amodu (2017), which documented positive correlation between development of human capital and employee work attitudes.

Conclusion

In view of the data presented and analyzed as well as the hypotheses tested, the findings of this study have implication for the management of the Federal Polytechnic, Bida to emphasize on continuous training and development to lecturers of the polytechnic to enhance corporate performance. In order to optimize cooperation of staff in output generation, training and development input should be the management priority so as to create loyal and satisfied staff.

Recommendations

Based on the data presented, analyzed and findings revealed, the following recommendations were offered with a view of taking necessary measures to ensure optimum commitment of lecturers to their jobs in The Federal Polytechnic, Bida, Niger State.

i. The current propensity towards human capital development by the polytechnic management should be strategically deployed to induce sustainability of motivation, resourcefulness, productivity, retention, job satisfaction in the polytechnic.
ii. Workshop and seminars should be organized at various levels (Department, school, and polytechnic levels) to grant junior and middle level lecturers' opportunities for intellectual paper presentation learning that would enhance the proficiency in lecturing career.
iii. Deliberate senior/junior staff matching should be instituted to facilitate mentoring of younger lecturers by the senior ones. This could also serve as succession planning arrangement so that when experienced ones retired from the service, intellectual vacuum is not created in the department.
iv. To ensure junior lecturers comply with mentoring arrangement, the annual performance evaluation forms should be filled and assigned by their mentors
v. To institute lecturers develop close psychological attachment to the institution, the polytechnic management should put in place responsive leadership accompanied with participatory management style to make the institution's organizational culture suitable for employee growth and success.
vi. The management of the polytechnic should institute merit award for staff at various levels (Junior, middle and senior cadre) so as to stimulate productivity competition among lecturers. Both management and staff would equally benefit tremendously from this management strategy.
vii. For sustainability of staff productivity, motivation and job satisfaction, promotion of staff should not be delayed or denied when due. This will build staff confidence in management responsiveness to their welfare and progress on the job.

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