

UNIVERSITY OF KWAZULU-NATAL

The relationship between human capital development and performance: A case of Lagos State University in Nigeria

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Doctor of Philosophy**

**School of Management, IT and Governance
College of Law and Management Studies**

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2023

DECLARATION

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DEDICATION

This research work is dedicated to Almighty Allah for his abundant Mercies over me throughout the period of this research work. I am most grateful.

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ABSTRACT

Mitigating the performance challenges of higher education institutes related to human capital development is essential for ensuring the quality of education and research. This study examines the relationship between human capital development and the performance of Lagos State University in Nigeria. The study adopted a descriptive research design. A quantitative method was adopted for data gathering and the corresponding data analysis procedures. The developed instruments utilized for data gathering were the Dimensions of Strategic Management of Human Capital Development Questionnaires (DSMHCDQ) and Academic Staff Performance Scale (ASPS). The Cronbach's alpha coefficients are 0.92 and 0.88, respectively. A multistage sampling technique was utilized. 306 questionnaires were administered to participants, while 265 questionnaires, representing a response rate of 85.94%, were returned. The formulated hypotheses were tested using Partial Least Squares Structural Equation Modelling (PLS-SEM) version 24. The study found that there is a strong and significant connection between HC development and performance through the application of strategic fit through effective processes and practices of human resources management, which demonstrate how qualified and committed faculty members of Lagos State University in Nigeria were recruited, motivated, and retained. The results obtained indicated that the five hypotheses showing direct relationships were supported. Additionally, the results of the mediation found that the two mediating hypotheses were significant. This study revealed that the objectives of human capital development at Lagos State University were reached through investment in health, education, training, and career development of faculty members across all levels. The study, therefore, recommended that Lagos State University should develop more interest through investment in health, education, training, and career development to enhance better HC development outcomes, and future researchers should direct their research towards other service-oriented organizations so as to corroborate the results with other industries aside from the academic environment.

Keywords: Career Development, Education, Health, Human Capital Development, Intellectual Capital, Performance, and Training.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The present wave of technological innovation is increasingly changing the business environment. The advanced technology including the Internet, cloud computing Imran, and Atiya (2020); Agastya, Soewarno, and Adyantari (2022), and other relative innovations enable an efficient way of accomplishing assigned task(s) in the world of work today (Ayaz, Mohamed Zabri, and Ahmad, 2021). This presents the need for adequate investment in human capital development (HCD) in various industries, including the education sector. Such investment must be made on skills acquisition, education as well as health to enhance the delivery of academic services in higher education institutions (HEIs) (Chawla, 2020; World Economic Forum, 2016).

The Fourth Industrial Revolution (Industry 4.0) with its technology has become manifest in people's day-to-day activities; it has altered the way people reason, eat, sleep, shop, play, and work. Technological changes in the light of Industry 4.0 have also brought about unfavourable effects to the world of work, including the fear of job destruction due to possible right-sizing or labour substitution (Chawla, 2020; Balogun, Omotayo, 2018; Morckel, 2017; Muzanhenamo, 2016). The Technical Education and Skills Development Authority (2016) submit that Industry 4.0 is basically the rapid changes that the technology brings into peoples' lives. Hence, if Industry 4.0 is to be a success, especially in this part of the world (i.e., Nigeria), it means that there must be a mass upgrading of the new skills or reskilling of the workforce to enable them to keep up with the pace of technological innovations. For instance, the faculty members of most universities in Nigeria, especially the public-owned universities, will need a comprehensive investment in HC development via a reskilling approach (Altbach, 2018; Taji, Siadat, and Moghtadaie, 2023). Again, a mass upgrade is required for the ongoing digital transformation, which continues to generate a steady demand for faculty members with increasingly sophisticated and technical skills in the university system. This process, no doubt, is multi-dimensional in nature, and individuals with highly specialised skills, especially in Information and Communication Technology (ICT), are very sought after. Significantly, these

technological skills are needed today in virtually all types of work including university jobs (Duan *et al.*, 2022; Katz, 2017; Laudon & Laudon, 2016).

There is a growing need for university management and/or human resources (HR) managers to continuously develop faculty members in order to compete favourably in Industry 4.0 for effective and efficient academic delivery. The World Economy Forum (2016) describes Industry 4.0 as the computerisation of industry. The report claims that Industry 4.0 will change how individuals deal with the combination of the online world and the world of work, where smart technology and real-time data are used to increase performance and reduce cost, specifically in the educational sector. Industry 4.0 has the potential to make positive changes for employment creation with its capability to disrupt the labour market (Liu, Chang, & Fang, 2020). Given the logical effects of the Industry 4.0 in relation to HC development and performance of the faculty members within a university system, the management must manage its transition by making HC development the core of economic development. Consequently, this is a challenge that requires a significant shift from labour-intensive employment and development to programming and control of high-performance machines. Also, workers with low skills will be replaced unless they are retrained. It is however sufficed to mention that human resources management within university system should be moving towards digital technologies.

Human resources development is one of the key interventions by which Nigerian universities can reshape skills, capabilities, behaviour, and attitudes of its employees to achieve organisation goals (Dženopoljac *et al.*, 2023). Managers can enhance the innovativeness, knowledge management capacity, and learning among faculty members by designing the Human Resources (HR) practices accordingly. The HR practices include staffing, job design, training, performance appraisal, and compensation (Abugre, and Nasere, 2020; Adesina, 2021; Ermolaeva, 2017). Organisations (i.e., university management) need to design HR practices with the intention to promote innovativeness and learning (Chawla, 2020). One of the key points is to train soft skills, as these are as important as technical hard skills for employees in Industry 4.0; organisations need to develop their human capital via training programmes that can enhance innovative capability and learning, to enable them function efficiently and efficiently within the current global VUCA challenges (Ermolaeva, 2017).

HC development, therefore, remains significant for Nigerian universities and Lagos State University, to improve faculty members' performance to keep up with the trends in the global academic environment (Corvino, *et al.*, 2019; Kim, and Jang, 2020). Human capital development is then required for any higher institution willing to stand the test of time and compete favourably among other universities in the world. The digitisation of the educational system is still lacking in some of the public universities in Nigeria (Balogun & Omotayo, 2018). Digitisation means that new information systems for management and planning are taking shape, changing from manual or labour-intensive to a more robust technological innovation that requires reskilling or retraining for improved performance (Balogun & Omotayo, 2018; Ermolaeva, 2017; WEF, 2016).

This chapter presents an overview of human capital, HC development and components of HC development. It also presents statements of the problem wherein the gap the study addresses is discussed. The chapter highlights the significance of the study on the relationship between HC development and performance of Lagos State University in Nigeria. It discusses the research objectives derived from the identified problem statement, which is carefully and clearly articulated to answer the research questions. The chapter also states hypotheses that were generated from the research questions and objectives of this study. The scope of this study is then clearly stated, and the structure of this research work is presented.

1.2 Background of the Study

Strategic Human Resource Management (SHRM) remains a continuing topic of discussion and debate, particularly in the educational sector. Strategic Human Resource Management is the comprehensive set of managerial activities and tasks related to developing and maintaining a qualified workforce (Onuoha, 2022). The workforce contributes to organisational effectiveness, as defined by the organisation's set goals (Anderson, 2016; Bolman & Deal, 2017; Fiano, *et al.*, 2022; Reason, 2016). Strategic Human Resource Management occurs in a complex and dynamic environment within the organisational context. Human Resources (HR) is easily recognised as the most essential of the resources required to produce goods and services (Chen, Lam, & Zhu (2021); it is the key to rapid socio-economic and efficient service delivery in both the public and private sector of an economy. Hence, the qualities of HR of any organisation

determine its effectiveness, efficiency, and good achievement irrespective of the sector. Managing HR effectively has become vital to organisations of the twenty-first century. The heightened level of global competitiveness has alerted all firms to the fact that all their employees must be tactically trained, developed, and utilised well, more than ever before (Ayaz *et al.*, 2021; Bataineh, *et al.*, 2022 & Chawla, 2020).

Strategic Human Resources Development (SHRD) is regarded as a process of developing human competencies such as skills, knowledge, attitude, potential and practice through different programmes such as community of practice, knowledge management, collective creativity, capacity development, training, management development, organisational development, career planning and development, and time bound organised learning experiences, to improved progress toward organizational goals effectively and efficiently (Bratton & Gold, 2017; Fiano, *et al.*, 2022; Heidt, *et al.* 2023 & Kim, *et al.*, 2020).

Human capital development is then considered one of the strategic solutions for organisations around the world to compete in the global business environment (Borojo, & Jiang, 2016; Ermolaeva, 2017; Tiwari, 2022). This means that organisations or countries must rely on the success, capacity, and sustainability of available human capital (Becker, 1954; Schultz, 1963; Tiwari, 2022). The available human capital is described as non-substitutable, precious, rare, scarce, specialised as well as possessing tacit knowledge (Barney, 1991; Weqar, *et al.*, 2021). Previous research has established human capital as a major determinant for organisational success (Rieg *et al.*, 2023; Soewarno *et al.*, 2020; Tarigan, *et al.*, 2022). Strategic human capital development has also been found to have a direct link with increasing employee's performance, ultimately resulting in better organisational performance. Therefore, Rieg, and Vanini (2023) opined that human resource development is an important discipline in the field of human resource management and management in general that should be seen as a requirement for workplace development in the 21st century.

A study conducted by Tiwari (2022) suggests that the concept of human capital includes the capabilities, knowledge, talents, skills, as well as competencies of individuals, organisations, and societies at large. The authors opined that the configuration of human capital involves the

process of increasing the total number of people identified to be educated, knowledgeable, talented, and skilled through training, essentially for economic growth and the development of a country. Saini, and Jawahar (2019) expressed that HC development is required for firms to recruit and retain quality employees, through the combination of overall organisational goals and human resource management objectives, for competitive advantage. By this, employees will be developed through training, education, and other knowledge of professional initiatives. Local Initiatives Support Corporation (LISC) (2009) also suggested that HC development may generally involve staff recruitment, support, and investment in an organisation's employees on required knowledge, in the form of training, mentoring, coaching, education, and organisational development.

Institutions of higher learning must utilise effective strategies to recruit, develop and maintain their human capital. As different studies carried out by many researchers have established, SHRM practiced independently and collectively as a system is linked with improved performance levels (Castro *et al.*, 2020). The arguments presented in previous studies (Verma, Kumar *et al.*, 2022; Ghlichlee, and Goodarzi, 2023; Félix, and Arriscado 2023; Castro, *et al.*, 2020) on whether there is a relationship between strategic human resources management (SHRM) practice and organisational performance indicators are global or contingent and have constantly featured in the literature. Accordingly, the universalistic perspective proposes that some human resource management practices are more successful than others (Huselid, 1995; Pfeffer, 1994). For instance, this view suggests that the adoption of a strategic staffing system could guarantee workforce motivation, efficiency, and effectiveness more than institutions without a strategy. The contingency approach then proposes that the organisational climate, culture, and competitive strategies are determining factors for effective human resources management. This means that increased performance can be achieved through the strategic staffing of the highly skilled and motivated workforce needed for university education (Ghlichlee, and Goodarzi, 2023).

Investment in health, education, training, and development of faculty members is fundamental among HC development programmes in Nigeria (Chen, *et al.*, 2021; Corvino, *et al.*, 2019; Fiano, *et al.*, 2022). Training is described as the design for knowledge acquisition, skills and

attitudes built together for an individual to perform a certain task in an environment (Ayaz, *et al.*, 2021). The focus of firms on individual or collective training, education, and experience (Becker, 1986) suggests that skill acquisition is imperative to increase performance and service delivery. As a result, training and education is used as a HC development strategy for improving individual's skill and capacity to increase the overall growth rate for economic development in the society (Borojo, & Jiang, 2016; Ermolaeva, 2017; Heidt, *et al.*, 2023).

The focus of HC development explains the link between human resource management practices and strategic objectives of organisational goals. The focus also includes the integration of human resource management in the strategic organisational management, the engagement of superior managers in human resource functions, the devolvement of human resource practices to line managers, and using strategic approach in employee selection, compensation, performance appraisal and the value that is added to the organisational performance by HRM (Adesina, 2021). This interplay between human resource management practices and organisational strategic goals can only be achieved through the strategic alignment and integration of organisational strategies. The HRM policy statement of the organisation will as well be relevant (Corvino, *et al.*, 2019; Fiano, *et al.*, 2022) since it will make the human resource management position more strategic to cope with external factors, like a close-fitting labour market, through decision making (Ghlichlee, and Goodarzi, 2023; Félix, & Arriscado 2023). The HRM mission, vision, and objectives, as well as performance monitoring/evaluation, are developed by an organisation's documented HRM strategy. It is also evident from several past studies that HR practices have a direct impact on organisational performance once human resource practices are strategically matched and established (Chen, *et al.*, 2021; Duan, *et al.*, 2022; Ghlichlee, *et al.*, 2023; Imran, *et al.*, 2020; Liu, *et al.*, 2020; Yin, *et al.*, 2023; Taji, *et al.*, 2023).

Despite the various debates in this area of HC development, most universities in Nigeria are yet to comply with international standards compared with other universities across the world. The reason is that the existing human resource capacity cannot sustain a competitive advantage because of inefficiency in the development of human resources (Adesina, 2021; Ghlichlee, *et al.*, 2023; Imran, *et al.*, 2020; Liu, *et al.*, 2020; Yin, *et al.*, 2023; Taji, *et al.*, 2023). This has caused brain drain and low performance of faculty members in the universities, and the

underdevelopment witnessed in Nigeria and most African nations (Balogun et al., 2016; Borojo & Jiang, 2016; Iwu, 2014; Katuu, 2015; Nwosu, 2015; Okwoli, 2014). Since this study is based on HC development and performance of Lagos State University in Nigeria, it aims to contribute to expansion of knowledge in human resources management and management by suggesting key variables in the HC development framework. Fiano, *et al.* (2022) opined that the key elements suggested in the HC development framework will help to improve the performance of the institutional assets and sustain competitiveness in the industry in the 21st century. This study investigates the relationship between HC development and the performance of Lagos State University, in Nigeria.

1.3 Problem Statement

Continuous development of human capital by investing in formal education, training and other professional initiatives is considered imperative for high quality services at various levels (e.g., local, national, and international) (Tjahjadi *et al.*, 2022). Human capital is considered to be, in the contemporary world, a major source of productivity. Djambaska and Lozanoska (2018) noted the difficulties in measuring usefulness of human capital. In addition, there is a paradigm shift in the global economy from industrialisation to information science economy with the advancement in technologies. According to the United Nations Educational, Scientific and Cultural Organisations (UNESCO) (2010), Nigerian universities are yet to transition completely to the information science age, as reflected in the poor rating of these universities among world institutions. UNESCO (2010) also identified inadequate facilities for HC development as a challenge confronting tertiary institutions in Nigeria.

The Nigerian universities are confronted with a myriad of human resources challenges, ranging from poor HC development practices to implementation strategies (Aluko & Aluko, 2012; Balogun et al., 2016; Katuu, 2015; Nwosu, 2015). The inadequate investment in HC strategy has often led to brain drain, low employees' performance and poor overall organisational performance (Duan *et al.*, 2022; Ghlichlee, *et al.*, 2023; Imran, *et al.*, 2020; Liu, *et al.*, 2020; Yin, *et al.*, 2023). Though the Human Resources Management (HRM) system in Nigerian universities is currently managed through the application of tools and technologies for effective performance, the nature of change is not completely understood, and these technologies are not

widely practiced. As consultants exist to create and facilitate change in people's lives, examining the nature of change requires thinking beyond the digital trends. It is intriguing that faculty members of universities in Nigeria continue to utilise computer tools for thinking and keeping up with change; tools that are imperfect, yet functional and of such importance to new knowledge and understanding that great effort is spent in using and improving them (Castro, de Araújo, Ribeiro, Demo, and Meneses, 2020).

Training takes on a new connotation as the practice here is devoid of foreseeing and anticipating the requirements or developing suitable training programmes so that the employees are well-equipped to handle technology challenges (Onuoha, 2022; Saini, *et al.*, 2019; Walsh & Whitehouse, 2017). Recruiting the right person into organisations to manage and perform innovatively is one of the objectives of any organisation in the 21st century. Creating a performance culture wherein opportunities are provided for enhanced optimum performance in the public sector is lacking in Nigeria and Lagos State University in particular. People are not groomed to get in tune with performance culture (Dubey, 2018; Lawanson, 2015). Creating the environment that stimulates the creation of knowledge and sustaining it throughout the organisation is lacking. Incorporating all HR sub-systems to achieve exceptional performance is a big challenge. As a result, the HR department can neither carry on with its traditional functions, nor can it operate within the new technology environment perfectly (Kerzner & Kerzner, 2017; Adesina, 2021).

The aim of this research work is to contribute to the frontiers of knowledge in human resource management and the management discipline in general by suggesting an effective HC development framework that can meet the university's strategic objectives. Therefore, the research is interested in investigating the relationship between HC development and the performance of Lagos State University in Nigeria.

1.4 Research Objectives

The primary objective of this research is to investigate the relationship between HC development and the performance of Lagos State University in Nigeria.

The secondary objectives of this study include the following:

1. To investigate the relationship between HC development on faculty members' performance.
2. To examine the influences of HC development plans and HC development programmes on faculty members' contributions.
3. To establish the influence of development programmes and faculty members' contributions on HC development outcomes.
4. To ascertain whether faculty members' contributions and HC development outcomes have direct influence on HC development evaluation.
5. To measure the extent to which HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes and/or performance.

1.5 Research Questions

The following questions were raised based on the research objectives:

1. What types of relationship exist between HC development and faculty members' performance?
2. To what extent do HC development plans and HC development programmes influence faculty members' contributions?
3. To what extent do HC development programmes and faculty members' contributions influence HC development outcomes?
4. To what extent do faculty members' contributions and HC development outcomes influence HC development evaluation?
5. To what extent can HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes and performance?

1.6 Research Hypotheses

The following statements are based on the research objectives:

Hypothesis One

Ho: There is no significant relationship between HC development on faculty members' performance.

H₁: There is a significant relationship between HC development on faculty members' performance and HC development plans.

Hypothesis Two

H₀: HC development plans and HC development programmes do not have significant influence on faculty members' contributions.

H₁: HC development plans and HC development programmes have significant influence on faculty members' contributions.

Hypothesis Three

H₀: HC development programmes and faculty members' contributions do not have positive influences on HC development outcomes.

H₁: HC development programmes and faculty members' contributions have positive influences on HC development outcomes.

Hypothesis Four

H₀: Faculty members' contributions and HC development outcomes do not have influence on HC development evaluation.

H₁: Faculty members' contributions and HC development outcomes have influence on HC development evaluation.

Hypothesis Five

H₀: HC development programmes and faculty members' contributions do not mediate the relationship between university strategic objectives and HC development outcomes and performance.

H₁: HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes and performance.

1.7 Motivation of Study

The motivation for this study is based on the findings in the literature that revealed a dearth of understanding on the relationship between HC development and performance of most universities in Nigeria. This study is motivated by the fact that higher institutions of learning, particularly the universities, serve as the cornerstone for economic development for any nation,

therefore, their significance must not be taken lightly. As such, this study investigates the relationship between HC development and the performance of Lagos State University, Nigeria.

The advent of the Fourth Industrial Revolution (Industry 4.0) has broadened the quality of human capital from the physical to digital technologies. Hence, for institutions to remain sustainable into the foreseeable future, it is expected that HC development needs to emphasise quality design, innovation, efficiency, and safety of the operating system (Xu, David & Kim, 2018). Human capital development remains significant for Nigerian universities in order to keep up with recent trends in the global research environment.

The advent of Industry 4.0 is an applauded development. Industry 4.0 is an application of a cyber physical system originating from the software field that drives digital technology (Li, Yun & Aizhi, 2017; Liu & Xu, 2017; Mosterman & Zander, 2017). While this latest revolution has impacted all aspects of life, it may result in job losses due to possible labour substitution resulting from fundamental technological changes (Li *et al.*, 2017; Xu *et al.*, 2018). Given the advancements in the industrial revolution coupled with the developing status of the Nigerian economy, an effective HC development framework is required in order to meet universities' strategic objectives. The survival of Nigerian universities among the world's higher institutions is predicated on the faculty members 'possessing the appropriate skills, knowledge, competencies and abilities.

There is a dearth in literature on studies investigating HC development and performance in Nigeria, especially in terms of the effectiveness of the investment/input toward HC development by the Lagos State University in Nigeria. This study contributes to the existing body of knowledge in the literature. Recommendations are made to the University managers and/or policy makers (i.e., Lagos State Government and Lagos State University (LASU) management and other relevant authorities). The study also suggests efficient and effective HC development practices that can be adopted to align with the University strategic goal and objectives that will help develop and increase the performance of faculty members, as well as retain potential skills required for the university's overall performance.

1.8 Significance of Study

This research seeks to contribute to the frontiers of knowledge in human resource management and the management discipline by suggesting an effective HC development framework that can meet the university's strategic objectives. This is important because it may help management of Lagos State University to analyse, formulate, implement, and monitor/evaluate realistic approaches in HC development practice that will align with the university's goals, vision, mission, and direction. The essence of a HC development framework is to develop and retain potential skills required for competitive advantage (Stiles, Kulvisaechna & Britain, 2003). This study also benefits students and researchers willing to conduct further investigations into these research areas. Finally, the study is useful for organisations involved in developing human capacity programme.

1.9 Scope and Limitations of the Study

The focus of this study is centered on investigating the relationship between HC development and performance of Lagos State University. The study focuses on the effectiveness of HC development practices by measuring the relationships between university strategic objectives, HC development plans, HC development programmes, faculty members' contributions, HC development outcomes, and HC development evaluation of Lagos State University in Nigeria. These constructs were used to coherently explain the significant relationship between HC development and performance of Lagos State University in Nigeria.

Faculty members from the eight faculties at Lagos State University were selected as the study population. The choice of the Lagos State University was based on the grounds that the researcher could have easy access to the collection of relevant data from both the respondents and the university management. Thus, it helped the study to achieve an in-depth investigation on the phenomenon. Again, the selection was considered based on convenience for the researcher and easy accessibility to the university environment.

The study is limited to explanations provided by the identified constructs of HC development and performance of Lagos State University in Nigeria. This study is limited to the report/data collected from the University. The validity of the collected data in this study is also a limitation. The outcomes of the study are limited to Lagos State University and therefore cannot be generalized to other universities in Nigeria. Furthermore, this study methodology is limited to

cross section survey such that participants in cross-sectional studies may not be representative of the entire population, as they are often selected based on convenience or availability. This can introduce selection bias and limit the generalizability of the findings. Aggregating data from a group to draw conclusions about individuals can lead to the ecological fallacy, where the relationships observed at the group level do not necessarily apply to individual members of that group.

1.10 Structure of the Thesis

This study is structured as follows:

1.10.1 Chapter one: Introduction

Chapter one constitutes the introductory chapter. The chapter presents the background of the study; the statement of the research problem; research objectives; research questions; research hypotheses; motivation of study; the significance of the study; the scope and limitations of the study; structure of the thesis; and summary of the chapter.

1.10.3 Chapter two: Historical development of Lagos State University

Chapter two reviews the historical development of Lagos State University (LASU). The chapter presents the HC development policy of Lagos State University. The HC development framework of Lagos State University is also discussed. The chapter also considers review of Lagos State University's strategic objectives.

1.10.2 Chapter three: Human capital development strategy

Chapter three starts with a review of existing related literature in relation to human capital development. The chapter presents the conceptual meaning of human capital, HC development, the purpose of HC development, and challenges of HC development. The chapter also reviews HC development strategies and the concept of training for the university faculty members. The chapter then looks at Strategic Human Resources Management (SHRM) by examining the HC programmes and their association with firms' performance, and a conclusion is reached.

1.10.4 Chapter four: Human capital development process

Chapter four presents a review of existing related literature on the relationship between HC development and faculty members' performance. It presents discussion of different constructs utilised in this study in line with the research objectives. The chapter presents the relationship between university strategic objectives and HC development plans; the influences of HC development plans on HC development programmes; the interplay between HC development programmes and faculty members' contributions; the relationship between faculty members' contributions and HC development outcomes; and the influences of HC development outcomes on HC development evaluation. The chapter examines the effectiveness of HC development on faculty members' performance at the Lagos State University. The chapter then reviews the literature on related empirical evidence and findings in HC development and faculty members' performance.

1.10.5 Chapter five: Theoretical framework guiding the study

Chapter five presents the theoretical framework on the link between HC development and performance. Three theoretical approaches on this link are investigated, including human capital theory, resource-based theory, and scientific management theory, to explain HC development. Theoretical reviews on HC development programmes and faculty members' contributions are presented and investigated with resource-based theory and scientific management theory in relation to their contributions to the university strategic objectives and HC development outcomes and performance of Lagos State University, in Nigeria.

1.10.6 Chapter six: Research methodology

Chapter six presents a discussion on the methodology and research design adopted for this study, and justifies reasons for choosing the adopted design. The chapter explains the non-experimental research design of ex post facto type, and advanced explanatory design. This is necessary to adequately explain the relationship between HC development and performance of Lagos State University in Nigeria using IBM Statistical Packages for Social Sciences (SPSS) version 25 and Smart PLS software 3. A case study approach was adopted to collect data using quantitative methods to analyse the collected data. The chapter also discusses the population of the study,

sampling techniques, the research instrument, administration of the instrument, procedures for collection and processing of data, as well as limitations of the study's methodology.

1.10.7 Chapter seven: Data analysis and interpretation of results

Chapter six presents the data analysis and interpretation of results. The data analysis and interpretation of results are presented from the quantitative data on the relationship between HC development and performance of Lagos State University in Nigeria. The results are presented in tables, pie charts and bar graphs. The formulated hypotheses were then tested by utilizing inferential statistics such as correlations and standard multiple regressions, and variance-based structural equation modeling.

1.10.8 Chapter eight: Discussion of findings

Chapter eight presents the discussion of the findings based on the empirical evidence reported in chapter seven. The discussions are presented in relation to the research questions, objectives and tested hypotheses. The empirical findings are discussed to provide an adequate understanding of the focus of the study, thus extending the frontiers of knowledge on the relationship between HC development and performance of Lagos State University, in Nigeria.

1.10.9 Chapter nine: Summary of findings, recommendations, and conclusion

Chapter nine presents the summary of all the previous chapters. The chapter presents a summary, recommendations and conclusion based on the empirical findings of the study in line with its stated objectives. A conclusion of the whole study is presented, and its scholarly contribution to knowledge in the fields of human resource management and management are listed, as well as limitations and suggestions for future research.

1.11 Summary of Chapter

The chapter presents the introductory background on the relationship between HC development and performance, using six (6) constructs as explanatory constructs, such as: University strategic objectives; HC development plans; HC development programmes; faculty members' contributions; HC development outcomes; and HC development evaluation. This informs the identified problem statement, research questions, research objectives, and research hypotheses. The significance of the study, scope and limitations of the study are reported, as well as the structure of the thesis. The next chapter presents a review of relevant literature in relations to HC development strategy.

CHAPTER TWO

HISTORICAL DEVELOPMENT OF LAGOS STATE UNIVERSITY

2.1 Introduction

The previous chapter provides a general introduction with the background to the study, statement of the problem, the study research question, objectives of the study and the research hypotheses. It highlights the scope, significance and the general structure of the thesis. This chapter reviews the establishment of Nigeria Universities. The chapter presents the history and development of Lagos State University (LASU), then discusses and examines the HC development policy of LASU. The chapter then presents the HC development framework of Lagos State University, and reviews Lagos State University's strategic objectives in relations to HC development and performance of faculty members of Lagos State University.

2.2 Establishment of Nigeria Universities: A Brief History

The Nigerian government recognises the significant contribution of university education to national development, just like many other countries in the world (Asiyai, 2014a). The country has in recent times embarked on improved higher education policy reforms for the university systems and establishment that will comply with global best practices (Akinyemi and Abiddin, 2013; Abayomi, 2012). Nigerian stakeholders involved with university education are concerned with the provision of quality education to the country's citizenry, which includes quality education provided to university students, staffing of qualified academic staff (lecturers) to teach students, and provision of infrastructure and instructional materials (Asiyai, 2014b). The improvement of higher education and the establishment of university education (Dumond and Johnson, 2013) were based on world standard requirements to develop human capacity that can add value to the country's growth and development. An appraisal of the educational system in Nigeria from 1842 to 1959, according to Adekola (2012), revealed that the existing Nigerian educational system was not designed to promote "national consciousness", "national unity", and "patriotism". It was also recorded that the colonial government had no intention to grow the country of Nigeria. Instead, the British Empire took absolute control by relating to the Nigerian citizens as their subjects and/or protected persons (Iruonagbe, Imhonopi & Egharevba, 2015). The citizens were trained to understand the civic responsibilities, to enable the citizenry to work

with the colonial government in various and assigned government duties rather than to equip the people of Nigeria with technical skills (Adekola, 2012).

A revolution witnessed in Nigerian university education (Modebelu & Joseph, 2012) was marked by the establishment of Yaba Higher College in 1932, which was formed to prepare human resources who would relieve the colonial administrators of menial tasks. The revolution came because of peoples' demonstrations for an improved and better higher education institution in Nigeria, and this led to creation of the Asquith and Elliot Commission on Higher Education in 1943. University College Ibadan was established as an affiliate to University of London in 1948, following the report and implementation of the Commission. Until 1960, University College Ibadan was the only university institution Dumond and Johnson (2013); Adekola (2012); other Federal and State universities were created by governments in the 1960s, 1970s and 1980s up to the 1990s, and then in the 21st century (Abayomi, 2012).

The Nigeria constitution in 1979 placed education on the concurrent legislative list, which gave birth to the creation of River State University of Science and Technology (RSUST) in 1980 as the first state university in Nigeria (Akinyemi, 2013), and Lagos State University next in 1983. The higher educational institutions in Nigeria comprise about 143 approved universities, out of which 40 are Federal Universities, 42 are State Universities, and 61 include the creation of Private Universities (NUC, 2016). These are also licensed in agreement with Decree 9 of 1993, to create private universities for citizens to have access to the university education system in Nigeria, starting from a single university in 1948 (Abayomi, 2012). A total of 128 approved polytechnics and 117 approved Colleges of Education were also created, which makes Nigeria to have the highest number of higher institutions in Africa (Adesulu, 2014).

This chapter discusses the Lagos State University (LASU) history and the regulatory functions of the National Universities Commissions (NUC) as the Government agency in charge of university operations and regulations in Nigeria. This study presents the strategic human resource management in LASU. This is important because it aids in the understanding of the effectiveness of strategic human resource development of academic staff in Lagos state university. This is important for an in-depth explanation of the relationship between HC development and performance in the university adopted as a case study. This chapter also presents the literature

review by first presenting the Lagos State University history. This chapter explores the purpose of the university establishment as well as the vision, mission, and university's direction. This chapter then points out the pivotal role of university management in ensuring effective and efficient strategic human resource management processes and practices. The chapter later discusses the challenges faced by the university management in ensuring a strategic fit between strategic human resource management practices and its organisational objectives. It examines the challenges faced by the university in matching strategic human resources management and organisational objectives.

2.3 Historical Development of Lagos State University

Lagos state was classified as one of the early states that had enjoyed a premier and pre-eminent position in the history of education in Nigeria since the colonial period; still, it was consistently referred to as an educationally backward state within the federal republic of Nigeria. This was because of the low number of indigenous populations in schools. This prompted steps to be taken by the Alhaji Lateef Jakande-led administration towards the creation of Lagos State University. The institution was created by a Bill passed by the Lagos State House of Assembly and approved by Alhaji Lateef Jakande, Governor of Lagos State, dated April 22nd, 1983. The creation of the university was in line with the provision of Lagos State University Statute No.1 of 1983, which was amended in 1986 and advanced as the Lagos State Edict No. 5 of 1986. It was subsequently modified in November 1990. Today, 'Lagos State University Edict 1992 is the law governing Lagos State University (LASU)' (Lagos State University Academic Brief, 2007). The university started operations around October 1984 with a total number of 55 faculty members and 37 senior administrative and technical members. Accordingly, 500 students were projected but 375 undergraduate students enrolled, and more than 200 pre-degree (PDS) students enrolled. The programme was created to supplement admission into the undergraduate science-based programmes of the University.

The major objective for the establishment of Lagos State University is to train potential and qualified individuals to be resourceful in order to develop the society through organised further education programmes and studies. The university is a learning community and a change agent that provides services to humanity through quality research and excellent teaching. Today, Lagos State University operates on four campuses, which are: Ojo (main campus and the seat of the central administration); Ikeja; Epe; and Surulere. The Ojo campus houses the faculty of Art,

faculty of Social Sciences, faculty of Education, Faculty of Law, Faculty of Sciences, and faculty of Management Sciences, the Center for Environment and Science Education (CESE), Center for General Studies and Center for Planning and Refugees' Studies. The postgraduate school is also at the Ojo campus. Ikeja campus houses the Lagos State University College of Medicine (LASCOM) and Lagos State University College Teaching Hospital (LASUTH). Epe campus houses the faculty of Engineering. Lastly, the Surulere campus houses the School of Communication and the Lagos State University School of Communication (LASUSOC). In addition to the regular campuses, LASU operates nine external campuses of the School of Part-time Studies. These are in Anthony Village, Jibowu, Isolo, Ikeja, Lekki, Ikoyi, Ikorodu Badagry, Agege and Festac. The University is known for its academic standard built since its establishment, especially in science, professions, arts and technology. LASU's strength lies in its high academic standards and the quality of its graduates. The focus of LASU is also on programmes that are socially related. LASU is a recognised institution of today and of the future because of its committed teaching quality, excellent research work and support to the community.

2.4 Strategic Human Resource Management in Nigeria Universities

Strategic human resource management (SHRM) in Nigerian universities is important, since the establishment of universities is for knowledge propagation and dissemination for the benefit of the people, with a view to producing high level human resources for the rapid growth and development of organisations or countries (Garengo *et al.*, 2022). Strategic human resource management (SHRM) refers to a complete managerial orientation whereby an organisation's manager makes sure human resources are recruited in a strategic manner that align with the achievement of the organisational goals and mission (Garengo, & Sardi, 2020). Accordingly, SHRM, as explained by Garengo *et al.* (2022), means matching the organisation's strategic goals and human resources to enable an increase in organisational performance for the development of an organisational culture that focuses on innovation, flexibility, and competitive advantage. This means that SHRM includes integration of the use of human resources management practices into the strategic planning procedure to allow for better accomplishment of organisational goals and objectives.

Therefore, university management must employ qualified and committed staff that is willing and ready to deliver effective educational services to the university. As such, it becomes necessary

that management of universities must ensure that certain procedures and steps are put in place to provide quality services required at the university (Lappalainen *et al.*, 2019). These services include strategic staffing (e.g., recruitment, selection, placement, and staff retention) and strategic motivation; for instance, quality staff training and development programmes compensation, and staff welfare and, strategic monitoring /evaluation vis-à-vis performance management. Lappalainen *et al.* (2019) also pointed out the need for adequate recruitment of staff, with a view to ensuring the effectiveness and purpose of the university system. The challenge is that management of universities must recruit, develop, motivate, and retain effective human resources to support the achievement of universities' vision and mission, to increase their competitive advantage (Garengo, and Sardi, 2020). To achieve this, Lappalainen, *et al.* (2019) emphasized that human resources need to be recognized as most important, amongst other factors needed to realize organisational goals and objectives.

Academic institutions, especially universities, have been regarded as the major source of a country's knowledgeable human resources, and are exclusively in charge of educating and building the nations' capacities (Ghlichlee, and Goodarzi, 2023). Universities as training and research institutions need to train and motivate willing and committed human resources to ensure effectiveness in teaching and research for the development of the country (Imran, and Atiya, 2020). The purpose of the university establishment is to co-ordinate and improves on the utilisation and development of human resources in Nigeria (Garengo, and Sardi, 2020). Lappalainen, *et al.* (2019) suggests that technically, organisations cannot realize their strategic goals and objectives or be regarded as human or social or organisations without personnel, because an organizations' activities/functions, which include planning, organizing, co-ordinating, budgeting, supervision, monitoring, and evaluation, can only be managed by the personnel in that organisation. By implication, sustainable achievement can only be realized in organisations that recruit, train, and motivate personnel to perform their assigned tasks and functions.

The idea of SHRM in Nigerian universities is that management should provide a conducive environment, to encourage cordial relationships among different categories of staff and students so that they dynamically participate and give valuable contributions in all school activities.

2.5 Management of University Education and Human Capital Development in Nigeria

Education is a positive and facilitating learning instrument for the general development of the nations' environment (Asiyai, 2015; Douglas, Bore & Munro, 2016; Ololube, 2016). Education is universally acceptable as one of the major instruments responsible for investment in human capital that eventually turns out to grow productive capacities of members in society by adding to the country's future wealth (Woodhall, 1970). The human capital of any nation determines the mobilisation of available scarce resources (physical, material, and financial), appropriate distribution, effective utilisation, and coordination of organisational functions in order to realize the nations' growth and development (Adesina, 2021). The need for human capital engagement started at the barest minimum, with the colonial government's preparing interested Nigerians through Departmental Training Programmes (Tjahjadi *et al.*, 2022).

The idea that universities are a citadel of knowledge, education and human resource development is widely accepted all over the world. The quest for highly qualified human resources required to develop the Nigerian nation after independence necessitated the establishment of the university system in Nigeria. This is because human resources are considered very important in the functioning of the university system (Yin *et al.*, 2023). It is believed that the university establishment in Nigeria will build effective human resources in their required numbers and quality Yin, *et al.* (2023), capable of changing a developing nation to a developed nation.

Poor investment in human capital development has been identified in the literature as one of the major problems facing Nigerian universities, but less attention has been devoted to the implication for rational Strategic Management (SM). Onah (2016) investigated the factors affecting the attraction and retention of academics in Nigeria universities; the findings of the study revealed that poor remuneration, and inadequate training and development influence the attraction and retention of the right mix of academics in the Nigerian university system. This is why this research is necessary – to investigate the nature of strategic management of human capital development of academic staff existing in Nigerian universities, with particular reference to Lagos State University, and proposed strategic management constructs (e.g., strategic analysis, strategic planning, strategic staffing, strategic motivation and strategic monitoring) for effective coordination of the university management system as means that ensure excellent academic staff performance. This is in line with a study by Adesina (2021), which submitted that the

deterministic manpower management models that have served many countries well in the past are no longer appropriate as guides to resource allocation and management. Thus, there is the need for continuous assessment of human capital management and the role it could play in this twenty-first century, to update knowledge in this area. Human capital management is sometimes poorly attended to or ignored, and organisations do not spend enough on salaries and wages; instead, organizations' financial and physical resources are effectively controlled, monitored by tight budgetary and accounting systems, often at the expense of human capital management (Onuoha, 2022).

2.6 Role of National Universities Commissions (NUC)

The creation of the National Universities Commission (NUC) around 1962 as an agent of the government in Nigeria is responsible for regulating universities' activities and practices, to match with other universities around the world (Adeoti, 2015). The creation of this Commission was followed by the Ashby Commission's recommendations on how Higher Education should operate in Nigeria. The Ashby Commission's recommendations gave birth to NUC's regulatory and advisory role on university development and financial-related matters to the federal government (Adeoti, 2015). The Commissions' full roles and responsibilities as well as other related activities like effective management and adequate funding of Nigerian Universities were enacted into Decree No. 1 of 1974 that created the NUC as a regulatory agency (Newswatch, March 28, 1988:21 cited in Adeoti, 2015). The NUC was divided into different units and chaired by an administrator to perform its functions that range from "Academic Standards; Inspection, and Monitoring; Management Support Services; Students Support Services; Research and Innovations; Information and Communication Technology; Finance and Accounts; Quality Assurance; Physical Planning and Development; Open and Distance Education, among others"

The commission was statutorily charged with the following duties and responsibilities as Decreed in 1974:

To advise on the establishment and location of new universities and other degree granting institutions; to estimate and request from government, annual grants for the universities and to distribute this in accordance with a set of formula; to collate, analyse and publish information relating to university development and education in Nigeria; to develop general programmes to be pursued by universities in order to ensure that they are fully adequate for national needs and objectives; to recommend the establishment of new faculties or postgraduate institutions in

existing universities and to make such other recommendations to the Federal Government or to Universities relating to higher education as the Commission may consider to be in the national interest among others. This term of reference meant that the NUC was to coordinate and control the administrative and financial matters of the Nigerian publicly owned universities (<http://www.nuc.edu.ng/pages.asp?id=27>).

However, Ibukun (1997) argued that the NUC was established primarily for quality control of the university activities by ensuring proper funding for effective operations in Nigeria. The Federal Government of Nigeria promulgated a law in the 1960s to produce a high level of relevant and competent human resources for national utility through the creation of conventional and special universities, polytechnics, monotechnics and colleges of education in various parts of the nation by individuals, groups, and the states or by federal government (Abdulkareem et al., 2011). The NUC was then created in 1962 and vested with powers to regulate and organise all the universities established by individuals, groups, and the states or by federal government respectively (Okojie, 2007a). Okojie (2007b) also emphasised the following activities of NUC to include:

- setting guidelines for universities' establishment
- giving approval of courses and programmes to the university
- accrediting courses and programmes at the university
- ensuring academic standards
- checks and balances of universities' activities
- appropriate sanctions
- checks and balances of private universities
- checks and balance of unapproved university centers

One of the major roles of NUC is to ensure that academic courses and programmes are accredited to universities that meet the required standards of operations to guarantee quality university education that will turn out quality graduates that can transform the Nigerian economy (Iruonagbe et al., 2015). Obadara and Alaka (2013) stress that the critical factor in national growth and development rests on the quality of the country's human resources. This is why universities must take an effective strategic management approach – to develop available human resources vis-à-vis faculty members that are capable of producing globally competent, qualified

and skilled manpower for the labour market. Hence, the study investigates strategic management of HC development on academic staff performance.

2.7 Summary of the Chapter

In this chapter, the study delves into the background by reviewing previous research related to the development of university education in Nigeria. It offers an insight into the history of Lagos State University and explores the field of Strategic Human Resource Management (SHRM) within Nigerian universities. Additionally, the chapter provides an overview of how universities' education and human capital development are managed in Nigeria. This is followed by a detailed account of the pivotal role played by the National Universities Commission (NUC) as an advisory and regulatory body responsible for overseeing university establishment and operations. This is essential for comprehending the processes involved in setting up universities in Nigeria. The chapter also elucidates the two primary modes of university management. The first is internal management, overseen by the state's leadership and the appointed head, commonly known as the vice-chancellor. The second is external management, where the NUC, acting as an agency of the federal government, plays a central role in governance. The establishment of Nigerian universities is rooted in the imperative need for a skilled workforce, technical advancements, and economic development within Nigeria.

CHAPTER THREE

HUMAN CAPITAL DEVELOPMENT STRATEGY

3.1 Introduction

The previous chapter dwelt on the historical development of Lagos State University as well as the role of the National University Commission. In this chapter, an extensive literature review on HC development strategy is conducted to determine the status of academic thought on the areas of subject-matter that are critical to this research study. An initial literature search had identified that the specific topic of HC development and performance, with reference to the circumstances of university strategies generally in Nigeria, has been very sparsely or poorly researched and documented, whether as contained in the available organisation and management textbooks or in journal articles. It is necessary, therefore, to empirically investigate more broadly, and identify existing circumstances and dimensions of the subject-matter that could further contribute to the body of empirical knowledge on tertiary institutions in Nigeria. The review processes and corresponding findings are then reported and presented with regards to university strategy and academic outcomes.

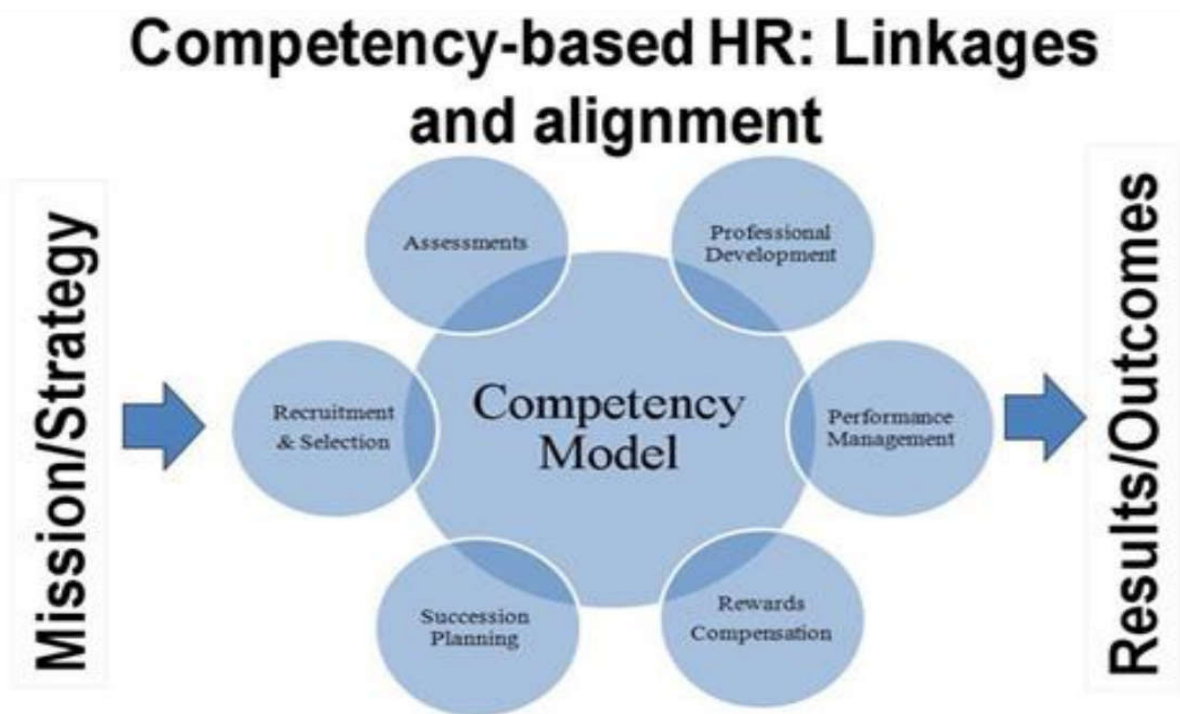
3.2 Business/University Strategy and Organisational Outcomes

Human capital development strategy encompasses the plans and activities to develop and retain the competent and skilled employees that are required to meet organisational set goals (Verma, *et al.*, 2022; Ghlichlee, and Goodarzi, 2023; Félix, and Arriscado 2023; Castro, *et al.*, 2020). In other words, HC development strategy is principally an employee-centered strategy to enhance HC development (Ghlichlee, *et al.*, 2023). Onuoha (2022); Saini, *et al.* (2019) submits that there are certain strategies that are involved in HC development of employees in an organisation. The author specifies these to include: the identification of employees' challenges; the development of training programmes to suit the organisational and employees' needs; determination of the framework to guide the employees' needs; and improved level of financing of training programmes. The study found that there is a strong relationship between HC development strategies and employees' performance.

Yang and Gan (2021) described HC development strategies from the dimensions of reinforcement, transfer, and motivation. Accordingly, these three strategies are vital in HC development strategy of any organisation. Forbes (2015) and Conradie, Lowies and Upton

Human capital development strategy employed by any organisation should be able to enhance the organisational performance and its sustainability. Conradie, Lowies and Upton (2012) state that organisations must ensure they continually evaluate their employees to ascertain whether the organisations have the right employees to help them achieve their set-out objectives. The study concludes that the most profitable organisations are those that align their development strategy with organisational objectives. Human capital development strategies will help improve the organisational performance.

Félix and Arriscado (2023) report that HC development strategies can help organisations to achieve their goals and objectives. The study identified some HC development strategies, such as performance incentives, compensation, knowledge sharing, work design, labour participative management plans, recruitment and selection, complaint handling procedure, and a 360-degree assessment. The study found that these strategies have significant financial performance. Ohio State University (2012) examined HR strategy dimensions such as assessment of the employees, professional development, performance management, rewards, succession planning, and recruitment and selection. The competency-based HR strategy is presented in Figure 3.1 below.



Source: Ohio State University Report, (2012, p.171)

Figure 3. 1. Competency-based HR: Linkages and Alignment

3.2.1 Vision, mission and value

The primary aim of any organisation is to achieve sustainable improvement in the quality of life of its human capital. Consequently, organisations, irrespective of their size or status, strive to achieve some level of consistency in development, planning and good governance (Owuze, 2014). This section examines human capital development strategy and highlights the role of universities in national planning (i.e., National Manpower Planning) in the perspective of the Vision (Olusehun, Ajani, Adetunji & Olomu, 2018). This developmental strategy recognises that universities play a dual role in the labour market: (a) both as labour demands; and (b) as labour supplies. The primary role of Lagos State University as one of the universities in Nigeria is to uninterruptedly supply the labour market with the workforce of the required quality, in terms of skills and competencies (Eme & Okolie, 2016; Erinosh, 2010; Oppong, 2017). This, of course, shows that education and training are important elements of HC development. Also, importantly, education and training systems are the main suppliers of labour and the skills required in all sectors of the Nigerian economy. These are supported by strong policy, legal frameworks, and strict financing within a conducive and enabling environment, which facilitates the creation of market ready capabilities to transform the nation into a knowledge-based economy (Adejumo & Adejumo, 2017; Ajagbe et al., 2016).

To fully transform the Nigerian economy into a knowledge-based economy therefore, the Vision 2020 basics must be strengthened to harness the copious potentials of the country's human capital. The vision provides for transformation of the Nigerian society from a labour based to a modern and competitive upper/middle-income country (Castro *et al.*, 2020). To achieve this vision, the Nigerian economy will have to deem fit to exploit the massive opportunities existing within its resources and sectors such as agriculture, tourism, minerals, digitalisation of business, oil and gas, and education, amongst others, for all. These opportunities would be exploited through strengthening the essentials including science, technology and engineering, as well as physical infrastructure, which are directed and concentrated towards human capital development (Luomala, 2016; Odhon'g & Omolo, 2015).

More significantly, the vision of Lagos State University provides Lagos State with the required human capital to sustain its position as the commercial and industrial hub of the Federal Republic of Nigeria, and the strategic transformation of the industrial capacity of the State and the country in general. Also, the vision seeks to create a brilliant future for the Lagos State

University in which the students, the teaching and non-teaching staff thrive and the world benefits; a future in which the Lagos State University is the recognised system among public research universities in Nigeria (LASU Bulletin, 2018) in terms of teaching, scholarship and service, engagement and community or public service, and economic development and global reach, amongst others (Olusegun *et al.*, 2018; Onuoha, 2022; Saini, *et al.*, 2019).

The university strategy defines new orientations for the university's effective management and technical support for human capital development. This drives the university's programme for inclusive growth by fostering knowledge, as well as investing in human capital for competitiveness and engagement, delivery of services, mitigating risk and social inclusion (Halidu, 2016; Vinesh, 2014). The university objective supports all sectors of development. The strategy outlines how the university can increase the effectiveness of its operations in HC development, particularly in light of the university's strategic pillars, including infrastructure, higher education, science and technology, governance, thereby improving livelihood opportunities for Nigerian people. The Lagos State University strategy focuses on areas where the university has comparative advantages with impact maximisation (Ghlichlee, *et al.*, 2023; Imran, *et al.*, 2020; Liu, *et al.*, 2020; Yin, *et al.*, 2023; Taji, *et al.*, 2023).

A successful university strategy is tied to the human capital strategy. In other words, in developing human capital strategy, the Lagos State University must harness the components of the vision, mission and values (LASU, Bulletin, 2018; Onuoha, 2022). The Lagos State University transforms lives and serves society by educating, creating knowledge, and putting knowledge to work on a large scale and with excellence.

3.2.2 Strategic objectives and goals

Strategy is seen as a set of coordinated choices and actions that focus where one wants to go and how to get there. A strategy therefore goes beyond simple decision-making to include how to put choices into practice (Corvino, *et al.*, 2019; Fiano, *et al.*, 2022; Opong, 2017). Relative to human resource management (HRM), there are two forms of strategy, including competitive business strategy, which deals with choices and actions on how to provide the needs of human resource (Olusegun *et al.*, 2018; Turan, 2015), and human resource strategy, which involves appropriate choices and actions about people management within the organization (Verma, *et al.*,

2022; Ghlichlee, and Goodarzi, 2023; Félix, and Arriscado 2023; Castro, *et al.*, 2020). To ensure organisational effectiveness, the two strategies must work together.

Strategic human resource management (SHRM) describes how HRM is connected to strategic goals and objectives to enhance business performance and to develop organisational cultures that boost flexibility and innovation. The importance of SHRM is revealed by Tiwari (2022), who reported that the concept, during the past decade, has attracted a great deal of attention largely because of its potential impact on the functions of business organisations. This explains why scholars have emphasised the importance of SHRM in the development of human capital and its role in enhancing organisational competitive advantage (Weqar, *et al.*, 2021). Human resource activities such as recruitment, selection, training and rewarding personnel are done by keeping in view the organisation's goals and objectives, which are depicted through strategies (Al-Kibsi, Jonathan, Jan, Jawad & Hassan, 2015; Weqar, *et al.*, 2021). Harnessing human resource activities with the strategic goals of firms has enabled organisations to achieve outstanding targets (Mohammed, 2017; Chawla, 2020). Rieg, and Vanini (2023) reveal the need to have a link between strategic planning and human resource management. Consequently, HRM needs to be approached from strategic point of view (Onuoha, 2022), which calls for a link between HRM practices and human resource strategies (Abugre, and Nasere, 2020).

Linked to the concept of human capital is the belief that organisations must acquire, develop, and retain high class employee competencies and the practices required to manage such resources (Darwish *et al.*, 2013), if such organisations are to survive and effectively compete in today's global economy, which is increasingly becoming knowledge based. This notion has led to research exploring the link between SHRM and organisational performance. Examples of such studies include (Heidt, *et al.*, 2023; Kim, and Jang, 2020). Many empirical studies on the SHRM–performance link have been conducted, including that of Pfeffer (1994), who considered multiple best practices for human resources. The practices, according to Pfeffer (1998a), were later consolidated into seven. These include: the selection process; recruitment and training; extrinsic motivation and rewards; performance evaluation and appraisal; career opportunities (internal); intrinsic incentives and rewards; and employee turnover (Corvino, *et al.*, 2019; Chen *et al.*, 2021).

Pfeffer (1994) intimates that the more these practices are used, the greater the organisation achieves increased productivity and profitability, and therefore propels the organisation towards

achieving competitive advantage. There are varying opinions among researchers about what human resource practices could bring about the competitive advantage (Habibi, 2015), or even the number of these practices that can augment organisational performance (Ajagbe *et al.*, 2016; Mesch & Comolli, 2015). This implies that there is no specific number or type of HR activities that work for all organisations; they depend on the organisational or industry context. Even when the same number and type of practices are adopted, the underlying outcomes may ultimately differ from organisation to organisation. Saini, *et al.* (2019) believe that the only agreement about this issue is that such practices can result in improved performance for all genres of organisations.

Based on the view of human resource as human capital, there is the need for a strategy of harnessing people with skills. Lui and Li (2012), as well as Soewarno, *et al.*, (2020) identified two levels of human resource development in organisations. The first is where employees are taken as a cost or resource, and the second is where employees are seen as a competitive advantage. Weqar (2021) submit that when employees are regarded as a competitive advantage, human resource becomes a strategic partner responsible for getting the maximum value from the organisation's employees. Therefore, human resource managers should see the workforce as a source of strategic and competitive advantage, not as a cost that needs to be minimised (Bankole, 2011; Oppong, 2017).

Investigations into the impact of the traditional administration of HR and SHRM on organisation's performance has proved that SHRM has a more positive influence on an organisation's performance than the other elements of the HR function (Abugre, *et al.*, 2020; Adesina, *et al.*, 2021). In the same vein, the investigation also links strategic human resource management to competitive advantage, which in turn impacts positively on business performance (Chawla, 2020; Habibi, 2015; Peretomode & Peretomode, 2015). The importance of bringing HR activities in line with strategy is supported by the co-alignment model, which acclaims the use of comprehensive and integrated strategy-management methods to create competitive advantage (Kaust, 2016; Kim & Abugre, *et al.*, 2020). The alignment principle indicates that linking the strategy to everyday HR activities creates a sustainable competitive advantage through alignment with the management of the organisation's workforce. As human resource strategies feed into the broader corporate strategy, any success at HR level is linked to the organisation's performance through its success(es) (Yin, 2023).

3.2.3 Organisational structure

Organisational structure refers to the way jobs are divided, where decisions are made, and how work roles are coordinated (Sun, Wang, Yang, Yu, Li, and Xiong, 2022; Latifah, Suhendra and Mufidah, 2023). Structure defines how job tasks are formally divided, grouped, and coordinated. It specifies the organisation's formal reporting relationships, controls, procedures, and authority, as well as decision-making processes. Organisational structure indicates areas of responsibility, authority, and accountability (Øy garden, Olsen, and Mikkelsen, 2020). Furthermore, organisational structure specifies the work to be done and how to do it; and it influences how managers work and the decisions resulting from that work (Minsky, 2016).

Grønstad (2019) described organisational structure as the design on which an organisation patterns its formal structure and culture. It allocates purpose and power to departments and individuals. It lays down guidelines for authoritarian or participative management by its rigidity or flexibility, or its hierarchical or non-hierarchical structure. Organisational structure is concerned with the official arrangement of jobs and the reporting relationships that control, coordinate and inspire workers to work as a team to achieve the organisation's objectives (Ogundele, 2005; Palmer, 2010). The function of organisational structure is to facilitate organisational performance through the implementation of strategy (Sun *et al.*, 2022). Sun (2022) affirmed that for an organisation to manage its strategies well in practice, a good structure is necessary. Grønstad, (2019) regarded the organisational structure as an authority and responsible for achieving results.

The organisational structure takes shape in the form of a pyramid that represents the organisational chart. Such organisational structure has the following characteristics (Chen *et al.*, 2021; Corvino, *et al.*, 2019; Fiano, *et al.*, 2022):

- (a) Organisational structure is often made up of formal relationships with precise duties and responsibilities.
- (b) Organisational structure, in its simple nature, has hierarchical relationships between superiors and subordinates in work organisations.
- (c) Organisational structure has duties assigned to different persons, units, and the departments.
- (d) Organisational structure involves the coordination of the various tasks and activities.

- (e) Organisational structure has a set of policies, standards, procedures, and methods of appraising performance which are formulated to guide human resources and their activities.

Organisations derive several benefits from a good organisational structure because it contributes to the firm's performance. Aldrich and Pfeffer (1976) emphasised that organisational structure contributes to the clarity of authority and relationships, helping the members of the organisation to know what is expected of them and their relationship with others' roles. Structure also helps to make clear the communication and coordination pattern within the organisation (Long et al., 2014). The decision-making centres in the organisation are made clear with the aid of structure. Structure promotes growth in the organisation, as it helps in boosting its capacity to handle increased levels of activity. Garengo (2022) argued that creativity is activated and enhanced among organisations through a clear-cut pattern of authority. Structure also helps to create a proper balance among organisations' tasks and helps with the coordination of group activities. It is apparent that proper organisational design or structure of HC development programmes at Lagos State University would lead to high performance, hence, this study on the relationship between HC development and performance of Lagos State University.

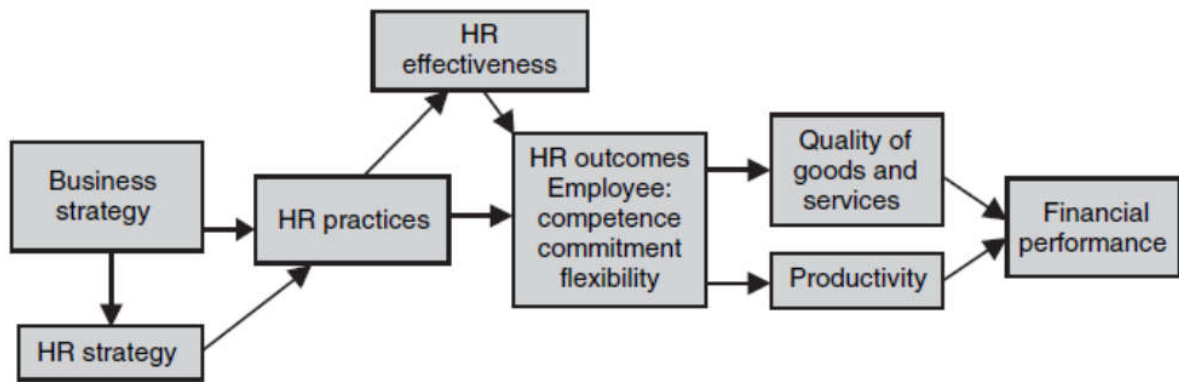
3.2.4 Management systems

A management system is a coordination technique used to communicate to employees what is required to produce the desired quality of products and services, and to influence employee actions to complete tasks according to the quality specifications (Akinyemi and Abiddin, 2013). The quality improvement approach is not a programme or an organisational intervention with a specific beginning, middle and end (Imran, and Atiya, 2020). It is a system of management: strategic in nature, open to the environment, cyclical in operation, producing output and receiving feedback that strives for equilibrium (i.e., a state of balance or adjustment between opposing or divergent influences or elements) (Kimuli, Ajagbe, Udo & Balunywa, 2016), and seeks optimization by combining the efforts of all components to achieve a set goal. This system refers to an integrated assembly of interacting components designed to carry out a predetermined function in a co-operative form (Corvino *et al.*, 2019; Fiano *et al.*, 2022). This description purposely covers a wide range of different systemic functions, which subsumes a multiplicity of people, materials, processes, and technologies that can jointly perform a significant function and as well contribute to a set of target objectives (Saini *et al.*, 2019; Rieg, *et al.*, 2023).

3.3 Business/University Strategy: An Appraisal of SHRM and HRM

The strategy of business and organisational development requires redefining the aim, mission, and methods of achieving their goals. Appropriate management of an organisation's resources is key (Ghlichlee, *et al.*, 2023; Imran, *et al.*, 2020). In the resource structure of a university, intellectual capital, human capital, and organisation capital are vital to the university development (LASU Bulletin, 2018). This forms a capital triad, which determines the area of HRM. At its foundation lies the knowledge, innovation and creativity of employees who have competence (Soewarno *et al.*, 2020; Tarigan *et al.*, 2022). These aspects can be exploited only if a proper motivation system is implemented, as an instrument of HRM in businesses (Rieg, *et al.*, 2023; Soewarno *et al.*, 2020).

Human resource management (HRM) in the strategic perspective is a highly important process carried out in an organisation. Production and service activities are determined by human resources in their quantitative aspect such as recruiting adequate numbers workers and qualitative aspects which includes recruiting required quality personnel in the organisation. Such resources enable the realisation of the university goals, its mission and action strategy. The personnel of an organisation need to be viewed as the most important asset that enables the company to maintain a competitive advantage. An increase in staff knowledge and skills creates real opportunities for improvement of the company's competitive position (Ghlichlee *et al.*, 2023; Imran *et al.*, 2020). Resource theories stress the importance of highly qualified personnel as the foundation on which to achieve an international competitive advantage. This idea is verified by the economic development based on new technologies witnessed in countries having such industrial areas as electronics, information technology, biotechnology, aviation etc. which enable the achievement of synergetic effects because of partnership and cooperation of businesses between the countries involved (Onuoha, 2022; Saini *et al.*, 2019). Positive results are achieved by businesses mainly because of education of the society and support for science and research from the universities (Liu *et al.*, 2020; Yin *et al.*, 2023; Taji *et al.*, 2023). Human resources create value for customers and determine business potential. Hence, the intellectual capital, human capital and organisational capital areas require systematic analysis (Ajagbe *et al.*, 2016; Baron & Armstrong, 2017). The above features characterise HRM with a strategic resource approach (Chadwick, 2017; Van De, Paauwe, & Van 2012). Figure 3.2 illustrates the relationship between business strategy, HR strategy and organisational performance.



Source: Armstrong, (2017, p.166).

Figure 3. 2. The relationship between strategic human resource management and performance

The HRM model relevant to the present study (Jonasz, 2013), refer to: (a) key abilities that make up knowledge management systems and determine the set of norms and values; (b) solutions to problems within employee groups; (c) implementation and integration processes in new technologies; (d) scientific experiments and practice; and (e) search for knowledge outside the country. The above elements of the model are the outcome of implementation and integration processes, focusing on the internal aspects of the organisation, carried out in the work environment, through research activities in knowledge created abroad (Ayaz, *et al.*, 2021; Bataineh, *et al.*, 2022; Chawla, 2020). At the foundation of the integration process of the presented elements lies the key abilities of employee's competence, commitment and flexibility, defined as a strategic resource of an organisation, through which it is possible to maintain or improve a given competitive position (Way *et al.*, 2015; Wright, Coff & Moliterno, 2014).

Human resource management (HRM) in the strategic perspective requires singling out areas that bear key meaning in business development (Bataineh, *et al.*, 2022; Chawla, 2020). One of the basic areas of business development is employee innovation and implementation of the conceived ideas. The scope, dynamics, and effects of innovation in an organisation are determined mostly by the level and structure of intellectual capital that is available as a strategic resource for innovation development (Jonasz, 2013). At the same time, innovation is determined by random events. In the existing literature, the basic source of innovation lies in the possession and appropriate application of intellectual capital. Innovation in companies entails an important change in their activity, requiring proper organisation and strategies of team building and fostering of team behaviour (Soewarno, *et al.*, 2020; Tarigan, *et al.*, 2022). Therefore, in HRM, it

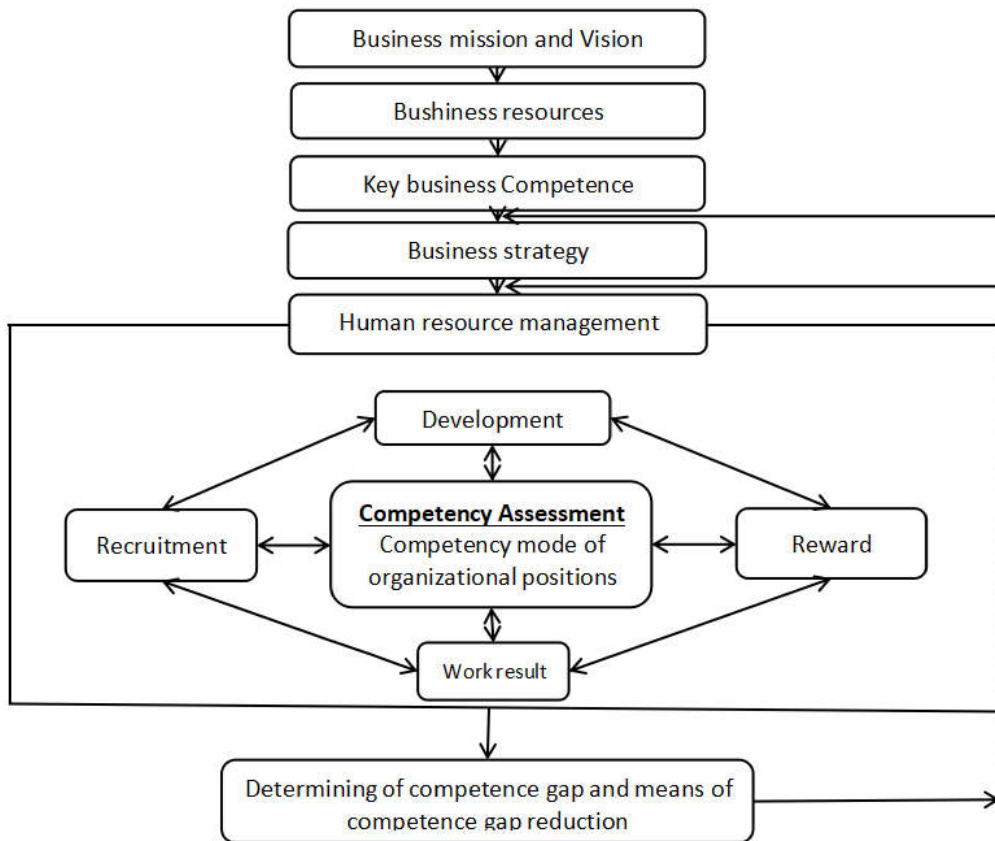
is crucial to consider the process and implications of implementing change in the work environment (Armstrong, 2017; Fiano, *et al.*, 2022). It is highlighted that an important determinant of change implementation is the possibility of employees' and organisations' resistance. The reasons resistance may develop are diverse (Verma, Kumar, Mittal, Gupta, and Hsu, 2022; Ghlichlee, and Goodarzi, 2023). The individual features of an employee, competencies, satisfaction with present work conditions, as well as group integration and potential level of interest or threat in the employee team, may be considered as basic determinants (Veld, Paauwe, & Boselie, 2010; Wright *et al.*, 2014). Therefore, it is important to implement innovation-based change that points toward the potential benefits that are available for the employees and managing staff (Ghlichlee, *et al.*, 2023; Imran, *et al.*, 2020).

Convincing the teams about the advisability of change constitutes a guarantee of achieving positive results by a given organisation and individual employees (Voegtlin & Greenwood, 2016). The achievement of positive results in employee innovation is the responsibility of the HRM units in the organisation. The development of a pro-innovation strategy and reward strategy is crucial in any work environment (Greenwood, 2016). In such a situation, strategic goals support knowledge management in businesses, especially in the propagation and application of the selected and implemented innovation solutions (Félix, and Arriscado 2023; Castro, de Araújo, Ribeiro, Demo, and Meneses, 2020).

Proper task realisation by an employee is the result of an applied motivation system of a company. This system is an important element of business strategy. To stress the importance of business strategy, it is necessary to point to several key issues directly connected with company strategy. The following are some of the key issues:

- It is necessary to boost strategies that encourage behavioural motivation through the application of opportunities and encouragement, as well as punishment elements, with a focus on task realization and results
- Motivational attitude determines the relation between reward and punishment (i.e., in a situation of failure of the implementation of strategic activities, a punishment may be applied);
- It is important to connect work assessment with the achievement of strategic tasks; with a thus formulated problem, it is necessary to define work in measurable categories (Abugre *et al.*, 2020).

Business strategy and vision context (as shown in the Figure 3.3). Human resource management (HRM) should be examined starting from the recruitment process (Armstrong, 2002), human resource assessment (Maduenyi, Oke, Fadeyi & Ajagbe, 2015), up to reward systems and the motivation system (Borowiecki, Chadam & Kaczmarek, 2013). Figure 3.3 shows the SHRM model developed by Borowiecki et al. (2013).



Source: Borowiecki et al. (2013, p. 228)

Figure 3. 3. Strategic Human Resources Management

Human resource management involves planning and staffing for projects and organizations (Lappalainen *et al.*, 2019). The system of education and development of human resources within an organization is responsible for education and training, development of employees, and maintaining positive interpersonal relations among staff. Also, in managing human resources, both direct and indirect motivation have a role. In relation to motivation, Garengo, and Sardi (2020) lists the following factors that organisation should consider: the timing of rewards relative to the organisational, technological

and environmental processes; (b) placing employees appropriately in the organisational structure; (c) working out and implementing a motivational programme that takes into account both direct and indirect motivation.

Research in HRM has shown the significance of competence and the necessity for employees and the organization to manage these competences. Pressures on employees and organisations include the following:

- Decreasing resources of a fixed-term job, worsening relationship between employment period and operating period of a business especially in the case of small businesses (Armstrong, 20217);
- Upgrading “threshold competencies” such as knowledge of foreign languages (Way *et al.*, 2015);
- Necessity of adapting to recruitment process strategy; competencies are treated as a base for creating profile requirements (preparation process requires proper engagement from the beginning of formal education) (Ajagbe *et al.*, 2016);
- Increase in requirements of an organisation because of change management, realisation of personal development plans and aspirations towards having a career, as well as financial motivation and preventing job demotion (Voegtlin & Greenwood, 2016). The constant increase in opportunities and the application of knowledge enhance organisations’ ability to adapt to a changing business environment (Garengo, *et al.*, 2022; Garengo, and Sardi, 2020). According to Garengo, and Sardi (2020), the availability of knowledgeable employees promotes the organisation’s ability to seize opportunities in the labour market, which justifies the case for development of employees’ competencies as the foundation for success.

Human resource management (HRM) applies such criteria as employment structure indicators, labour costs, employment fluctuation indicators, working time utilisation indicators, level of work efficiency, salaries and their dynamics, and the value of intellectual capital (Stabryla, 2013). The above criteria require compatibility with the university strategy (Ghlichlee, and Goodarzi, 2023). For realisation of the business strategy of a company, vertical integration processes, that is, “internal integration”, are vital. Linking reward goals with business goals is an important issue, however, the rewarding strategy requires a formulation that will convince employees to take actions in accordance with the company’s business plan (Armstrong, 2017).

3.4 Human Capital Strategy and Competency Development

Building on the knowledge accumulated in the past years and research that has been carried out particularly in the 1980s through 1990s, it appeared that organisational strategy, and the strategic approach to managing employees, was the best option for responding to challenges facing organisations (Liu, *et al.*, 2020; Yin, 2023; Bataineh, 2022). The Human Resource Management School, advanced by academics from America and Europe, which spear-headed the concept of “strategic approach” to managing people, became the centre of debates and the development of HRM as a philosophy, discrete from personnel management (Armstrong, 2017). The Excellence School propounded by Peters and Waterman (2010) and their followers on the role of strong organisational cultures and commitment to excellence has also had a remarkable influence on the development of HRM (Bataineh, *et al.*, 2022; Chawla, 2020). Some areas of corporate management, including the size, structure (Ajagbe *et al.*, 2016), strategy, culture (Ogundele, 2005), product, and organisational life cycle were now included in HRM (Pitelis & Teece, 2010; Schuler, 2000).

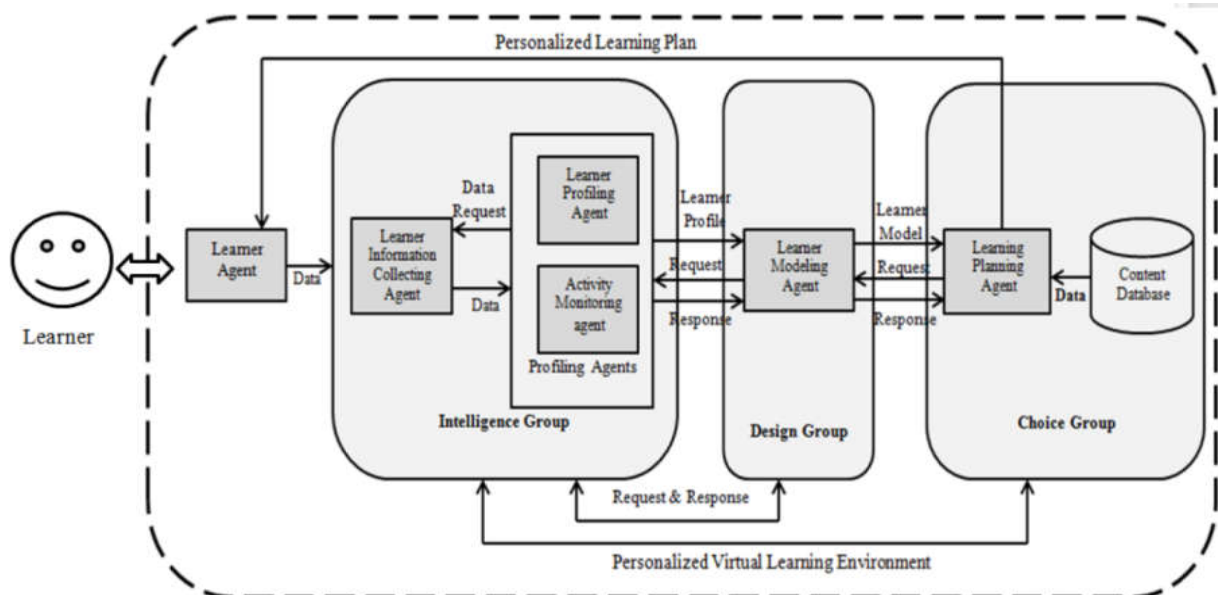
The major issue was how HRM functions could make an impact on the functional level (Tarigan, *et al.*, 2022) as a part of supporting other departments, as well as being part of the business strategy (Ajagbe *et al.*, 2016; Peretomode & Peretomode, 2015). Strategy formulation is essential in the attainment of a competitive edge. This explains why scholars have given more attention to strategy (Greer, Lusch & Hitt, 2017; Rocha, Van Praag, Folta & Carneiro, 2019). Strategy formulation and implementation are perceived as one of the major challenges for top management (Greer *et al.*, 2017). The significance of strategy formulation in achieving a competitive edge is why the academic community has become increasingly concerned about the way in which strategy could be appropriately measured to achieve the desired organisational outcome. “Neglecting this fact is likely to lead to biased estimates of the effect of strategic choices on performance, and thus to erroneous conclusions regarding their treatment effect on firm outcomes” (Rocha *et al.* 2019, p.741).

3.4.1 Learning management

A unique and fully dedicated learning management system as described by Mohammed (2017) is also created in successful organisations to organise and streamline their learning activities. Castro *et al.* (2020) found that training, having transformed into a kind of strategic activity,

quality management system with a view to enhance performance of both the individual and the organization. This is also the core principle of a learning organization, which states that both individual and organization must develop shared thinking and 'a unified core vision' (see Zollo & Berends, 2010; Teece, 2012). Such a vision facilitates a company to outpace their competitors by bringing innovation/reinvention to their training measures and emphasising on organisational change through change in planning, designing, strategy or processes (Martín-de Castro *et al.*, 2019; Martínez-León, 2019).

Advanced learning management structure and system have a 'knowledge platform' with their own infrastructure and a learning database strategically aligned with business processes for the organization, and one that is monitored centrally (Wright *et al.*, 2014; Saini, 2019). Such learning management system also integrates itself with corporate functions other than training at all hierarchical levels, which enables it to keep a track of the performance of each individual in the organisation. The main objective of any learning management system is to direct and monitor any individual or organization in line with the business strategies of the organization, leading to increased productivity, performance and eventually, profitability. Figure 3.4 illustrates the learning management system in a work environment.



Source: Laudon & Laudon (2016, p. 464).

Figure 3. 4. Model for a learning management system in a work environment

Eventually, a learning management system prepares a strategically focused manpower that is fully trained and empowered to enhance organisational performance in terms of productivity at employee and organisational levels (Wentworth, 2014). Wentworth draws attention to serious issues that both employees and employers face to maintain levels of productivity and profitability, and offers a solution in the form of creating a learning environment in the organisation where talented individuals are identified and trained for strategic tasks to ensure profitability for the organization (Tarigan, 2022).

The introduction of a learning management system in a work environment has made learning a business priority (Mendel, 2011). Moreover, if there is a learning environment in the organisation, training automatically becomes a continuous, unstoppable activity that will keep employees always on the lookout for opportunities to acquire new learning, new skills and new knowledge, as their job may demand. Studies thus support the adoption of a learning management system for universities, a model that is beyond the traditional training system. In this model, training and business strategies are so integrated that training does not only aim at imparting knowledge and skills but also makes individuals understand university/business strategies, support systems and leadership styles (Mohammed, 2017; Jonasz, 2013).

3.4.2 Performance evaluation and management

The terms performance evaluation or appraisal and management system embody the major difficulties with this traditional approach. Performance evaluation and management suggests assessments of the past rather than improvement in the future (Samad, 2012; Guest, 2011). A performance evaluation management system suggests a firmly controlled, formal procedure, which limits the scope of the discussion and activities of the manager and employee (Egan, 2015). Consequently, both parties tend to view the performance and evaluation management interview with apprehension (Abugre *et al.*, 2020), or at worst, judge the process a waste of valuable time (Liu, 2020).

Performance evaluation and management systems have tended to move away from being primarily control and maintenance-based and have moved towards an approach more concerned with motivational and developmental issues (Bataineh, 2022). The performance evaluation and management focus has become one of linking corporate strategic objectives with an employee's personal aspirations and developmental needs, and continually reviewing, developing, and improving their performance and potential (Heidt *et al.*, 2023; Kim *et al.*, 2020). By recognising

these needs, employee performance management systems have been redesigned and re-launched, with these new objectives as systems for performance review and development. Such a strategic approach, style and developmental skills are needed to make a developmental culture work (Kim *et al.*, 2020) if any organisation is considering the introduction of a performance review and development system, particularly where an employee performance management system is or has been in place.

It is most advisable for the organisation to invest in getting the attitudes and culture right, and developing and supporting management skills before performance review and development systems are introduced. Otherwise, failure may be inevitable (Egan, 2015). As Heidt *et al.* (2023) indicated, appraisal interviews form the cornerstone of many formal systems. This raises many questions of fairness and consistency. Interviews need, therefore, to be set in a framework of planning, training and control (Peretomode & Peretomode, 2015).

3.4.3 Processes management

For many years, the structural design of work organisations did not evolve in relation to the requirements of the organisational approach. A new concept about organisational structure is now being defined wherein any organisation can be conceived as a net of interrelated or interconnected processes, and to which a management model called Process-Based Management can be applied (Rieg *et al.*, 2023). Under this approach, the classical vertical organisational structure is linked to the horizontal structures. Onuoha (2022) argues that there is not a contrasting position between models, and that every organisation must find its balance according to their own needs and possibilities. Thus, the Process-Based Management model is directed toward developing the organisational mission, through the satisfaction of the stakeholder's expectations, as well as those of the consumers, suppliers, shareholders, employees, and society (Duan, 2022). Also, to know what the organisation is doing to satisfy the stakeholders, instead of focusing on structural aspects, such as their command chain and the function of each department (Bataineh, 2022).

This change of strategic approach is not the consequence of a mere idea, rather it reflects the results of the experience of the organisations which have gone in this direction (Ghlichlee, 2023). The leading companies have implemented organisational change, identified their processes,

chosen the relevant processes, analyzed and improved them, and, using this strategic approach, transformed their organisations (Chawla, 2020).

3.4.4 Continuous improvement

It is widely agreed that successful implementation of processes/changes and efforts that result in continuous improvement depends a great deal on involving members of the organisation at all levels (Duan, *et al.*, 2022; Taji *et al.*, 2023; Liu *et al.*, 2020). However, there is surprisingly little literature on the human aspects of continuous improvement. As HRM is generally associated with recruiting and hiring people with the appropriate knowledge and skills to accomplish the work tasks, it seems logical that HRM would also be involved with continuous improvement, at least in terms of securing a workforce capable of implementing continuous improvement (Liu *et al.*, 2020; Chen, *et al.*, 2021; Yin, *et al.*, 2023). Moreover, since HRM often participates in the planning of employee training and development, companies should be able to capitalise on this function to continuously enhance individual and organisational continuous improvement capability (Taji, *et al.*, 2023; Liu, *et al.*, 2020; Chen, *et al.*, 2021). Presently, there is little evidence that companies are aware of the importance of the HR function for their continuous improvement efforts and/or how to realise the potential contribution of HRM to continuous improvement efforts in practice (Chen, *et al.*, 2021). One difficulty organisations face when attempting to support continuous improvement through HR practices is in knowing which practices yield the greatest benefit in terms of continuous improvement, development, and consequently, performance (Abel & Deitz, 2015).

3.4.5 Organisational integration

Researchers have been studying SHRM to understand how human capital within organisations may relate to important organisational and individual outcomes (Fiano, *et al.*, 2022; Heidt, *et al.*, 2023; Kim, *et al.*, 2020). Here, SHRM scholars focus mostly on investment in human capital to increase firm performance (Adeyemi & Ogunsola, 2016; Forbes, 2015), by using systems and practices aimed at developing and managing an organisation's human capital (Dženopoljac, *et al.*, 2023; Abugre, *et al.*, 2020). While these two streams focus directly on human capital, it is believed that some of their conversations are parallel to each other (Ajisafe, Orifa & Balogun, 2015). This is an opportunity to integrate these areas of research. Studies have indicated some specific areas of integration of strategic human capital (SHC) and SHRM (i.e., on the resource-based view (Delery & Roumpi, 2017), unit level human capital (Nyberg, Moliterno, Hale, &

Lepak, 2014), and human capital definitions and measurement (Abugre, *et al.*, 2020). The aim is to describe both SHC and SHRM research streams and to propose areas of integration of both literatures. Instead of reviewing all previous research on SHC and SHRM, it is important to focus on future research which aimed at integrating SHC and SHRM. In doing so, specific focus on the conceptualisations of key constructs, mechanisms and phenomena of interest, and methodological orientations, are seen as important when integrating research from different perspectives (Sainiet *al.*, 2019; Rieg, *et al.*, 2023; Soewarno, *et al.*, 2020; Tarigan, *et al.*, 2022).

3.4.6 Human capital solutions

In a submission, Taji *et al.* (2023) affirmed that the development of any sector in the global and regional level continues apace if management of organisations adopts human capital solutions. Human capital solutions as used in the context of this study refers to technology innovations that are employed in the management of the workforce. Technological innovation has continuously reshaped our way of life by finding solutions to some of the major challenges confronting humanity (Danquah & Amankwah-Amoah, 2017; Kato, Okamura & Honjo, 2015). The practice of human resource management has benefitted from the various cutting-edge innovations through the development of various software that are used by practitioners and researchers in HRM. New trends and new knowledge will continue to emerge. The continuous emergence of new technology and new knowledge must be adapted for the development of human capital and the society. Just as there was a previous visible shift from the philosophy of workforce management to HRM philosophy in the past, the current situation in company management should undergo a further philosophical realisation and shift, namely from the philosophy of HRM to a philosophy of the efficient use and development of human potential.

Human potential can be understood as a complex of positive and negative assumptions and predispositions of employees and company managers (Armstrong, 2017). Human resource management (HRM) has shifted to focus on the importance of a person in the organisation as the most valuable company resource, not only as a component in personnel records. Therefore, it puts emphasis on management and strategic activities. Management of human potential stresses the importance of the human factor for the future of organisations. However, the concept of human capital management (HCM) puts more emphasis on the current knowledge of a person, their meaning and use for the organisation and their systematic development and strengthening. Human capital management (HCM) is an organisation's ability to maximise the use and share the

potential of people, both for the everyday work as well as innovation, and includes a variety of processes and different management methods to work with people and their development in the organisation.

Human capital management (HCM) is the responsibility of all managers in the organization, and it has an impact on all employees (Tarigan, *et al.*, 2022). Unlike HRM, HCM is about acknowledging, anticipating, and acting on the human impacts of their contributions to organisation performance (Heidt, *et al.*, 2023; Kim, *et al.*, 2020). Human capital management is a process of improving the performance of an organisation and its employees (Kim *et al.*, 2020). It involves consideration of an individual employee's skills, competencies, capabilities, and experiences that create and increase the value of an organisation. Human capital management also includes the investment the organisation makes on its employees, to improve the performance and profitability of an organization, by way of providing effective internal recruitment practices, improving career management programmes, giving flexible working arrangements, and focusing on both education and compensation issues of employees. Today's HCM includes collecting and assessing the information required to attract, retain, develop, and maintain the top performing and talented workforce, comparing practices and identifying ways to achieve a competitive advantage. Human capital management is unique in the sense that it is constantly evolving as a result of changing global work environment (Asfaw, Argaw, & Bayissa, 2015). The concept of HCM complements and strengthens the concept of HRM. It does not replace it. Both HCM and HRM can be regarded as vital components in the process of people management, and both form the basis for achieving a human capital advantage through a resource-based strategy (Arabi & Abdalla, 2013; Baron & Armstrong, 2007).

AlQershi, Mokhtar and Abas (2021) suggest that HCM refers to managing an organisation's employees so that they contribute significantly to the overall productivity of an organisation. Accordingly, HCM is defined as the process of acquiring, training, managing, and retaining employees for them to contribute effectively to the processes of the organisation (Asfaw, Argaw & Bayissa, 2015; Arabi & Abdalla, 2013). Essentially, it focuses on upgrading the existing skills of an employee and extracting the best out of the employee. Management must ensure timely growth and development of every individual. The key objective of every organisation should be to train its employees so that they become efficient resources later. In HCM, organisations treat their employees as important resources that play an instrumental role in the productivity of the

organisation (Ayaz, *et al.*, 2021; Bataineh, *et al.*, 2022). The development and management of individuals in line with their key responsibility areas not only makes them an indispensable resource in the future but also ensures their hundred percent contribution towards the organisation. According to Ayaz, *et al.* (2021), HCM is the use of instruments for measurement of the properties of human capital and the use of the knowledge to effectively manage the organisation (Yilmaz & Bulut, 2015). According to Mayo (2009), the difference between HCM and HRM lies in the fact that human capital is seen as a wealth of business, while the source is seen as a cost. AlQershi, Mokhtar and Abas (2021) suggest that HCM and systems influence organisational performance. Similarly, empirical evidence showed a positive relationship between HCM and high commitment HR practices (Ganiyu, Derera & Atiku, 2020). Compared to traditional employee management, high-involvement HR systems focus on encouraging high employee participation, comprehensive training, and developmental appraisal (Armstrong, 2017). Human capital management utilises skills, information, motivation and latitude to develop a workforce that enhances a firm's competitive advantage (Chen *et al.*, 2021; Yin, *et al.*, 2023).

The concept of HCM complements and reinforces the concept of HRM, it does not replace it. Both HCM and HRM can be seen as vital ingredients in the process of managing people (Armstrong, 2020). Whatever the views on the relationship between HCM and human resources are, any benefit of the HCM concept is that it leads managers to a comprehensive and strategic approach to managing people, precisely according to their characteristics included in the human capital concept (Ghlichlee, & Goodarzi, 2023). Human capital management provides management tools to accurately and clearly focus on just those components of human capital that are key for business. HCM emphasized on the qualitative aspects of human resources in organisations for instance, the design for talent management, which focuses on the management of one component of human capital, being talent (Oppong, 2015). The need to propose the concept of HCM arose because HRM is a comprehensive field that focus on the management of employees', and the new economic enterprises' operating conditions (e.g., strong globalisation processes and strong competitive pressures, economic recession since 2008) are not creating sufficient space for greater focus on work with talent. An orientation to work with talent in the company can bring in significant future financial and non-financial benefits (Verma, Kumar, Mittal, Gupta, & 2022).

3.4.7 Talent Acquisition

As jobs and skills change, selecting and recruiting the right people becomes more important than ever (Oppong, 2015). Talent acquisition is now the third-most important challenge organisations face (Castro *et al.*, 2020; Maduenyi *et al.*, 2015). Talent acquisition highlights how leading organisations use social networking, analytics, and cognitive tools to find people in new ways, attracting them through a global brand, and determining who will best fit the job, team, and the organisation (Chadwick, 2017; Chatterji & Patro, 2014). A new breed of cognitive technologies is radically transforming recruiting, which stands at the early stages of a revolution.

Talent Management (TM) came to the fore when the phrase ‘the war for talent’ emerged in the 1990s (Armstrong, 2017). To leverage its own human capital, an organisation must design its strategy to instill the workforce with appropriate knowledge, skills, and abilities, harnessed with motivation and behaviour for present and future needs (Jimoh, 2022). This gives rise to the concept of talent management, which is seen as fuel for the engine of HCM. It begins by people thinking that investment adds value. Managing talent is the key constituent for success of an organization, more than capital, market share and the proficiency of management professionals (Jimoh, & Kee, 2022).

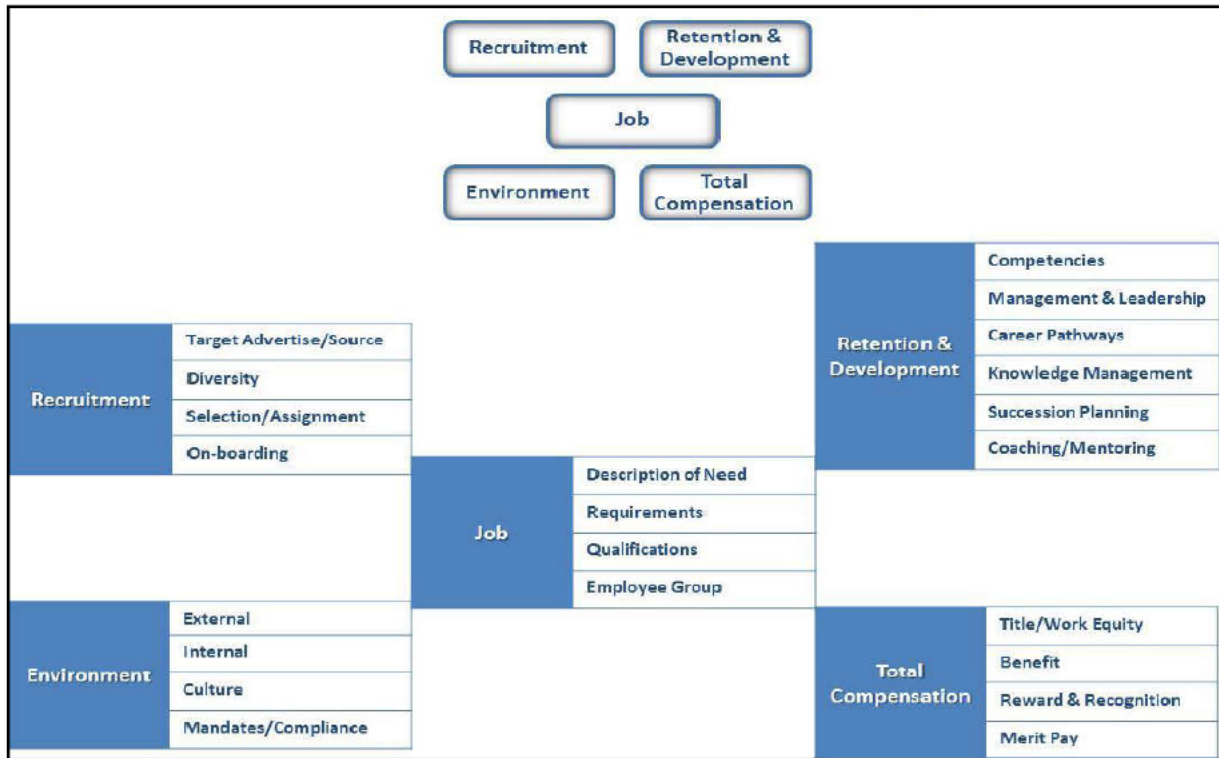
At its heart, talent management is simply a matter of anticipating the need for human capital and then setting out a plan to meet it. Talent management is the process of ensuring that the organisation attracts, retains, motivates, and develops the talented people it needs. Talent management is defined as the systematic attraction, identification, development, engagement, retention, and deployment of those individuals who possess high potential that creates particular value for an organisation (Jimoh, *et al.*, 2020). Another definition is that talent management is about doing positive things for your best people, investing in developing them, building their potential, and assisting people to make the best use of their strengths (Jimoh, 2022). Feedback on performance through formal appraisal systems enables employees and supervisors to identify areas for improvement and to set realistic, individually specific developmental goals, which facilitates further skills acquisition (Delery & Roumpi, 2017).

Human capital analytics, on the other hand, can be approached in many ways. Some organisations are very sophisticated at people measurements, while others are just beginning to think about starting the measurement journey (Boudreau & Cascio, 2017). Investment in people, which is one of the most important assets, can produce financial returns to the organisation;

thereby resulting in benefits to the employee through improved engagement and retention (Minbaeva, 2018). Analytics on human capital investment is a very powerful way to improve those returns, on both the individual and the organisational levels.

Data about people at work has become more important than ever, but the focus of people analytics has changed. Formerly a technical discipline owned by data specialists, people analytics is now a business discipline, supporting everything from operations and management to talent acquisition and financial performance (Levenson & Fink, 2017). Readiness to capitalise on people analytics remains a challenge (Minbaeva, 2018; Levenson, & Fink, 2017). Only 8 percent of organisations report they have usable data, while only 9 percent believe they have a good understanding of the talent factors that drive performance (Deloitte Global Human Capital Trends, 2017). This means that more investments in high-performance work systems and employee engagement are related to organisational performance. In this study, emphasis is placed on the continuous identification of forms of investment to be made in faculty members that can translate to improved performance of Lagos State University.

Changes in work design, such as increasing an employee's responsibilities, and shifting from individual to team-based work, provide an opportunity for employees to increase their technical and interpersonal knowledge and skills. Skill-based pay reinforces an employee's efforts in building their skills by providing a source of external motivation (Felin, Foss & Ployhart, 2015). Strategies for work design changes are characterized by functional flexibility, where employees can be transferred to a different function, department, unit, or subsidiary, enabling employees to develop in their changed work settings while retaining their general and organisation specific expertise within the organization, hence resulting in an improvement in performance (Kehoe & Tzabbar, 2015). Figure 3.5 illustrates acquisition and management for a university system.



Source: Adapted from University of Illinois Talent Management (Mone & London, 2018 p.112)

Figure 3. 5. Talent Acquisition and Management for University System

The desired results from the implementation of the human capital strategy through this model are broken down into individual and organisational results (Saini, & Jawahar, 2019). For employees, it should be expected that they perform at a high level; be engaged and satisfied; continuously work on skill and professional development (Mayer, Somaya & Williamson, 2012); demonstrate continuous performance improvement; thoughtfully engage in change; operate as providers of solutions; and be entrepreneurial in spirit (Morris, Alvarez, Barney & Molloy, 2016). In the same vein, the university and its organisations should be expected to align strategic human capital with its organisational mission and goals; value employees as appreciable assets; create a results-oriented organisational culture (LASU Bulletin, 2018; Munyon, Summers & Ferris, 2016); provide for leadership continuity and succession planning; create a culture of continuous improvement; proactively address changing workforce demographics and trends; and have competitive compensation programmes and provide career and development opportunities (Munyon et al., 2016).

3.4.8 Building Winning Teams

Building winning teams in a university organisation for performance is a continuing topic of discussion and debate; particularly in this era of increased competition, leaders and managers recognise the importance of team-building more than ever before (Shin & Konrad, 2014). Teams can expand the outputs of individuals through collaboration. Employees who are working in teams become the standard for the organisation (Moliterno, Hale & Lepak, 2014). It is the means of improving manpower utilisation and potentially raising the performance of the individual. With support from upper-level management, an employee works confidently in the team and increases productivity of the organisation (Ployhart, Nyberg, Reilly & Maltarich, 2014).

Teamwork is defined by Snyder (2011) as a method for regular people to achieve amazing results through collaboration. Tiwari (2022) also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve the team goals. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge. According to Tabouli, Habtoor and Nashief (2016), an employee team is a collection of individuals who are interdependent in the tasks and who share responsibility for the outcomes. Teams enable people to cooperate, enhance individual skills, and provide constructive feedback without any conflict between individuals (Voegtlin & Greenwood, 2016). Teamwork is an important factor in the smooth functioning of an organisation.

Most organisational activities become complex due to advancements in technology, therefore teamwork is a major focus of many organisations. One research study concluded that teamwork is necessary for all types of organisations, including non-profit organisations (Erdem, Ferda, Ozen & Janset, 2012). Team members enhance their skills, knowledge and abilities while working in teams (Mulika, 2010).

Organisations which emphasise more on teams show results in increased employee performance, greater productivity and better problem solving at work (Cohen & Bailey, 2009). A study concluded that to teach individuals how to work in teams is not an easy task because individuals are characterised differently (Corvino, 2019). Bacon and Blyton (2006) highlighted two important factors (i.e., self-management team and interpersonal team skills). These factors enhance the communication as well as interpersonal relationships between team members and boost the employee performances. Teamwork is a significant tool of a new type of work

organisation. Teamwork is used as an organisational measure that shows many different features that exist in all type of organisations, including non-profits (Onuoha, 2022). A good manager is the one who assigns responsibilities to his/her employees in the form of a group or team, to get maximum output from employees (Mnazoor, Ullah & Ahmad, 2011).

Another study concluded that it is possible to design a system of team building within every organization, for employees to promote and distribute best practice and maximise output. The main goal for designing and implementing such a system is ultimately to improve employee learning (Washer, 2006). According to Ingram (2010), teamwork is a strategy that has a potential to improve the performance of individuals and organisations, but it needs to be nurtured over time. Organisations need to look at strategies to improve performance in the light of increasingly competitive environments. Top managers need to have the vision to introduce teamwork activities within the organisations, the sensitivity to nourish them, and the courage to permit teams to play an important part in decision making. Cohen and Bailey (2009) reported that teams offer greater participation, challenges, and feelings of accomplishment. Organisations with teams will attract and retain the best people. This in turn will create a high-performance organisation that is flexible, efficient, and most importantly, profitable (Weqar, 2021). Profitability is the key factor that will allow organisations to continue to compete successfully in a tough, competitive, and global business (Muturi, 2015).

3.5 Summary of Chapter

In this chapter, a comprehensive exploration of the existing literature concerning human capital development was undertaken. The study delved into the intricate dynamics of business-university strategies and their integral connection to human capital development. Furthermore, the chapter ventured into the perspectives of researchers regarding the nuanced differentiation between strategic objectives and goals, shedding light on the subtleties within these two essential components of strategic planning. Moreover, this chapter built upon the foundation of empirical knowledge in the field of human capital development, offering an in-depth analysis of the scholarly discourse on human capital strategy and its role in shaping competitive development. These insights collectively contribute to a deeper understanding of the critical interplay between human capital and strategic decision-making in the business and academic domains.

CHAPTER FOUR

HUMAN CAPITAL DEVELOPMENT PROCESS

4.1 Introduction

This chapter discusses the human capital (HC) development process. This section in this chapter intends to explain stages and forms of HC development by reviewing relevant literature and discussing its relevance to this study on the relationship between HC development and performance of Lagos State University. The discussion on the HC development process in this section will first present reviews on stages involved in the HC development process. This is followed by a discussion regarding HC development plans, and the relationship between the human capital development process and organisational plans. The chapter also presents a discussion on the human capital development process and acquisition/staffing, and the human capital development process and development/training. The purpose and challenges of HC development, as well as learning and leadership development are extensively discussed. The chapter then presents issues in the literature relating to succession planning and human capital alignment and evaluation.

4.2 Human Capital Development Process

There appears to be consensus among various authors in the analysis of the HC development process. Training and employee development in HC development is a series of logical steps or stages which progress from an identification of the need for training, through to an evaluation of its effectiveness. Despite this consensus, however, there are numbers of alternative models which describe and prescribe how the training and development process is supposedly managed by employers. This chapter will briefly discuss some of them.

Raymond et al. (2013) refers to the “Training Cycle” model, and identify five basic steps in the training and development process as follows:

- Identification of training needs
- Development of training objectives
- Selection and design of programmes
- Delivery of training
- Evaluation

Elnaga and Imran (2013) identify the business strategy approach, outlining five steps in the training and employee development process as follows:

- Defining strategic company objectives
- Identifying key skill needs in every function/sector of the organisation to meet these objectives
- Setting standards for industrial tasks related to these objectives
- Setting specific training objectives for every training event
- Reviewing training outcomes in relation to strategic objectives

Bowman and Wilson (2008) used the term “Training Process” to describe the logical sequence covering pre-planning, planning, implementation, and evaluation in six stages:

- Identification of training needs
- Setting learning objectives
- Determining a learning strategy
- Designing and planning training
- Conducting the training
- Assessing the results

Ameen and Baharom (2019), in what they term a “Proactive” training and development process, basically highlight the following stages in the process:

- Identifying training and development needs
- Formulating training and development objectives
- Determining the cost and preparing a budget for training
- Selecting the trainees and developing a calendar of training
- Establishing criteria for the evaluation of the programme
- Implementing the training programme
- Evaluating the result of the programme

As could be seen from the foregoing, each of the authors view training and employee development as a process. They all seem to cover similar ground in the various steps they outline that make up the process, even though they differ in terminology. Going through these models, one can summarise the crucial steps to be taken in conducting training and development programmes, to include the followings:

- Identifying training and development needs
- Specifying training and development objectives
- Planning and designing the training programme
- Delivering the training programme
- Evaluating the training outcome/result

The ability of an organisation to achieve its set goals does not just happen; it is, rather a well-planned event. An organisation does not just have the right kind and quantity of human resources it requires to attain its goals. It must therefore plan for its personnel needs to determine the number and kind of employees it requires to accomplish its overall objectives. This explains why strategic human resources planning has come to be recognised as the very first step in the human resource process (Hamid, Seyyed, Seyyed & Hamidreza, 2013).

Human resource planning is considered to be an integral part of the overall planning of an organisation. As noted by Jimoh (2022) out of the various factors in business organisations, such as workforce, money, material, and land, the most important and unpredictable one is workforce. For example, money may be scarce and difficult to come by, but once one gets it, one must have good people around to manage it, otherwise, an immense number of resources may disappear into thin air, and this could spell doom for the organisation. Land may be expensive, its location may be fraught with problems, but once it is acquired, it could profitably be utilised. It goes without saying therefore that for a factor which is as important as this, proper planning for its acquisition and utilisation should be made in advance. Strategic human resource planning is therefore the estimation of the quantity and quality of employees in an organisation or that a nation requires at a particular time in the future.

As described by Peretomode and Peretomode (2015), strategic human resources planning is the process by which management anticipates personnel requirements now and in the foreseeable future; and therefore, seeks ways to ensure that the right persons are available for the right jobs. It is also defined as the undiluted strategy for acquiring, utilising and maintaining the human resources in an organisation (Jimoh, and Kee, 2022). It entails the acquisition of the right kind of people at the right time, and adjusting the requirements to the available supply.

As identified by Garengo (2022), strategic human resource planning could be divided into two areas, namely macro and micro strategic human resources planning. In macro strategic human resources planning, the concerns are with the overall human resource activities at the national level, while micro strategic human resources planning is concerned with the activities at the organisational level, like industries and companies, be they public or private. The latter is the focus of the study.

Significantly, strategic human resources planning is a continuous process during the promotional, survival and developmental stages of the growth of a business enterprise. It aims at developing a variety of competencies and work cultures among the employees. Competency and culture contribute to the organisational development of an institution whether industrial or non-industrial. Strategic human resource planning is mainly a managerial function (Oladijo & Abdulkadir, 2011).

This study investigates the relationship between HC development and performance and its relative outcomes at Lagos State University. It is this concern for improved outcomes (i.e., increased performance) that underlies the efforts by organisations to create a shortlist from a pool of qualified candidates or individuals, those who are best suited for the job. Specifically, performance in this context is designed to measure the relationship between the HC development and outcomes from the services rendered at Lagos State University.

The aim of every organisation is to increase and manage HC development outcomes. All factors of production must however be channelled adequately to attain a particular goal, and for an organisation to achieve its aims, the workforce should stand out among all the factors of production, because other factors like land, capital, machine, time, skill, and knowledge are used by people (Ghlichlee, 2023). This notwithstanding, people and their skills remain insatiable, which poses problems for work organisations. This chapter focuses on human capital plans, programmes and theories linked to the study setting. The review concerns itself with acquisition/staffing, training, and development.

4.2.1 Human capital development plans

Human capital development plans provide the foundation for establishing an effective HRM programme and for coordinating all the HRM functions. Duan, *et al.* (2022) and Hoch and Dulebohn (2013) stressed that human resource planning allows the functions of HRM to position itself to take the best advantage of fluctuations in the economy or labour market. This means human resource planning helps to secure the human resources of the organisation to achieve corporate objectives. In organisations that have adopted a corporate planning or strategic approach to human resource planning, an overall assessment will have been made to the current strengths and weaknesses of the employee situation (Chioke & Mbamalu, 2020).

Human resource planning is the process of assessing the organisation's human resource needs considering organisational goals and making plans to ensure that a competent, stable work force is employed (Goetz, 1989; Wekesa & Kitainge, 2020). It systematically forecasts an organisation's future supply of, and demand for, employees. Human resource planning is the process by which an organisation ensures that it has the right number and kinds of people at the right place, at the right time, capable of effectively and efficiently completing those tasks that will help the organisation achieve its overall objectives (Mutiso, & Kilika, 2017). It is the analysis of future personnel requirements.

However, an organisation that does not plan its human resources will often find that it is meeting neither its personnel requirements nor its overall goals effectively. As defined by Peretomode and Ikoya (2019) human resource planning is the process through which management forecasts current and future personnel requirements and strives to guarantee that the right person, in the correct mix and number, is available for the right roles at the right time. The authors further emphasise that through planning, management strives to have the right number and the right kinds of people, at the right places, at the right time, doing things that are right in the organization, and with the individual receiving maximum long-run benefits. Human resource management is considered to be a set of activities to process people into and out of an organisation. Jimoh, *et al.* (2020) stated that human resource planning can be viewed as the first activity in the series of activities. Hence, human resources planning may take an eclectic approach for anticipating and estimating future manpower requirements. For it to be meaningful, human resource planning should be “an integral part of the broad process of corporate planning” (Peretomode, & Ikoya, 2019).

Human resource planning is described as the undiluted strategy for acquiring, utilising, and maintaining the human resources of an organisation (Castro, 2020). Human resource planning, according to Bankole (2011), is the calculation of the quality and quantity of personnel that a business or a nation will require at a specific point in the future.

Relating human resource planning to business objectives, Okonkwo, Okafor and Essell (2022) affirm that human resource planning can only make sense when seen in relation to business objectives. The basic demand for people, according to Cole (2010), springs from the organisation's need to supply goods or services to its customers. In this sense, human resource planning is a resourcing activity. However, it is also a fact that these resources in themselves have vital influence on organisational objectives (Okonkwo, Okafor & Essell, 2022). Exemplifying this, a firm may be unable to pursue its expansion plans in a new market because it is unable to find enough suitably trained personnel to carry them through. So, information arising from the human resource planning process produces feedback which may cause other business plans to be cancelled or amended.

Human resource planning translates the organisation's objectives into the terms and conditions of services that workers or employees need to meet (Peretomode & Ikoya, 2019). Human resource planning systematically forecasts an organisation's future demand for, and supply of, employees (Berk *et al.*, 2019; Nankervis *et al.*, 2002). Human resource planning is a little like navigating a ship. It decides a course and speeds towards a destination, with the constant need to take further readings and make necessary adjustments to reach that destination (Butler, Ferris & Napier, 2009).

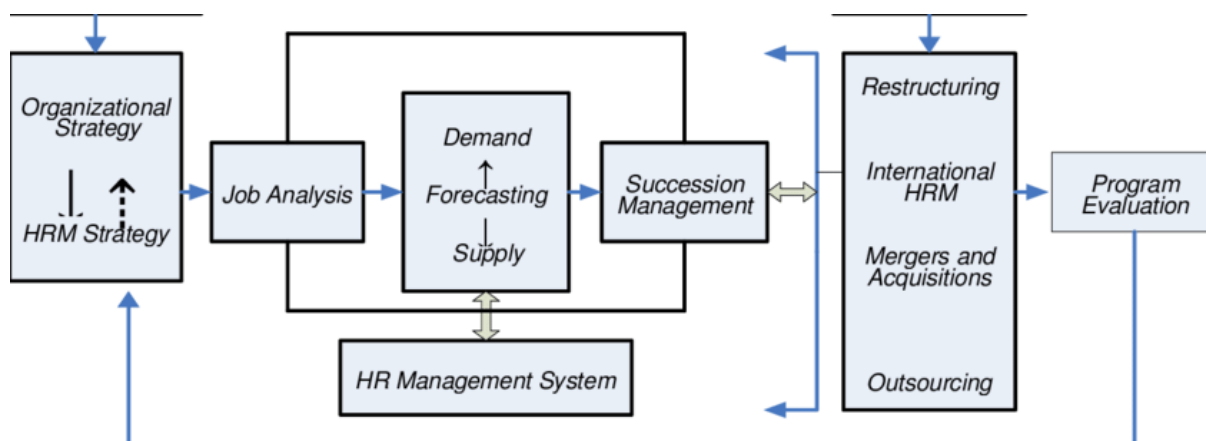
The foregoing contains similar features: a strategic, long-term approach; a comprehensive staffing plan, covering all human resource activities from recruitment through training, development, and career management to the separation of employees by retirement and retrenchment; and a close relationship with organisational strategies and objectives. Butler *et al.* (2009) noted that human resource planning is a dynamic process, involving the need for frequent modification or changes of direction in response to changing economic, political, social, and organisational conditions.

Human resource planning, in practice, aims to manage and integrate an organisation's major goals, policies, and action sequences into a cohesive whole (Berk *et al.*, 2019; Peretomode & Ikoya, 2019). Towards these goals, human resource planning needs to undertake a systematic process of analysing organisational strategies and goals, conducting both external and internal environmental analyses (i.e., environmental scanning), and subsequently, making a “strategic choice” about the nature of HRM functions appropriate for the organisational outcomes.

Essentially, human resource planning is concerned with matching labour demand and labour supply projections within the internal and external contexts of organisations (Berk *et al.*, 2019). Increasingly human resource planners, rather than devising their plans in isolation, are involving organisational managers, employees, customers, and suppliers in the formulation of their human resource plans (Berk *et al.*, 2019).

One of the purposes of human resource planning is to help in productivity bargaining (Aviso *et al.*, 2019). Effective human resource planning helps to bring into focus the competency, talent, and skills gaps of employees in performing future roles assigned to them (Chakraborty & Biswas, 2019). Hence, productivity, according to Aviso *et al.* (2019) and Price (2010), is the amount of output (i.e., what is produced) per unit of input used. Labour or manpower is one input among many. Total productivity is dependent upon a variety of diverse and hard-to-measure inputs. Productivity is therefore a major concern of management in any organisation. It is this concern for increased productivity that underlies the efforts by an organisation to select from a pool of qualified candidates or persons who are best suited for the job (Peretomode & Ikoya, 2019). This concern also explains why organisations develop their employees through renewal activities and design programmes targeted at motivating workers to increase their productivity.

The strategic human resource planning model is a concept for integrating human resource planning and strategic planning of an organisation. This model can be used to indicate the independence of organisational design and organisational structures at different levels (Yang, 2021). This is shown in Figure 4.1 below:



Source: Source: Weldetekle, 2013

Figure 4. 1. The strategic HR planning model

Most strategic human resource planning begins with an analysis of the organisation's environment and relates it to existing organisational plans, as shown in Figure 4.1. The company then conducts a thorough job analysis and forecasting of its human resource requirements in relation to existing resources (Fiano, *et al.*, 2022). A succession management process follows, leading to the formation of strategic options such as restructuring involving international HRM, mergers and acquisitions, and outsourcing programmes. The next step is to evaluate if such actions, procedures, and policies are effective, which brings the planning process to a close. Accordingly, most institutions are interested in learning how successfully their tactics affect faculty members and the university's overall performance (Kanabi, 2019).

4.2.1.1. Objective of human capital development planning

Human resource planning's major goal is to enable an organisation to identify, at an early stage, the crucial point in the labour force, either when a labour shortage is most likely to occur or when labour is being used inefficiently (Okonkwo, Okafor & Essell, 2022). Human resource planning is to reduce human resource waste, reduce ambiguity about present levels of the workforce and future needs, and eliminate staffing errors.

The purpose of human resource planning in Lagos State University includes reducing skills shortages and productivity eroding effects, preparing succession plans, and preparing for an optimum future workforce by hiring the right faculty members in the appropriate numbers (Aviso *et al.*, 2019; Okonkwo *et al.*, 2022). It should be noted that all those objectives of human resource planning are achieved through effective forecasting. Forecasts do not have to be

accurate to be revealing but human resource planning is an invaluable management tool in controlling labour costs, which is vital to the effectiveness of an organisation.

Other special reasons for attaching importance to human resource planning and forecasting, according to Chakraborty and Biswas, (2019) include:

- To determine recruitment level
- To anticipate redundancies and avoid unnecessary dismissal
- To determine optimum training levels
- To provide a basis for management development programmes
- To cost the labour element in a new project
- To assist productivity bargaining
- To assess future accommodation requirement

Human resource planning is the entry point of HRM concerned with the determination of human resource requirements, job analysis, recruitment, selection, and socialisation (Peretomode & Ikoya, 2019). Human resource planning is also called 'Personnel planning', 'Employment planning', and 'Manpower planning'. Human resource planning is the process of determining an organisation's human resource needs. It is an important factor in human resource management programmes because it ensures the right person is at the right place, at the right time. It helps the organisation to achieve its overall strategic objective (Chakraborty & Biswas, 2019).

Human resource planning must be linked to the overall strategy of the Lagos State University (Chakraborty & Biswas, 2019). It evaluates human resource requirements in advance, keeping the organisational objectives, operational schedules, and demand fluctuation in the background. Thus, human resource planning should be goal-directed, system-oriented, and future-oriented. Accordingly, it reduces uncertainty, develops human resources, improves labour relations, utilises human resources, and controls human resources. Forecasting human resource requirements, effective management of change, realizing organisational goals, promoting employees, and effectively utilizing human resources are the main objectives of human resource planning (Peretomode & Ikoya, 2019).

Ahmad (2019) asserted that human resource planning consists of various activities, as follows: (i) forecasting human resource requirements, either in terms of mathematical projections of trends in the economic environment and developments in industry, or in terms of judgment

estimates based upon the specific future plans of a company; (ii) making an inventory of present human resources and assessing the extent to which these resources are employed optimally; (iii) anticipating human resource problems by projecting present resources into the future and comparing them with the forecasts of requirements to determine their adequacy, both quantitatively and qualitatively; and (iv) planning the necessary programmes, in terms of requirements, selection, training and development, utilisation, transfer, promotion, motivation, and compensation to ensure that future human resource requirements are properly met.

Anyadike (2013) pointed out that scientific human resource planning enables organisations to: acquire the right number of qualified people in the right job, at the right time; focus on corporate goals; utilise human resources; reduce uncertainty; reduce labour costs; keep records; maintain good industrial relations; and regularise production. Therefore, human resource planning is most essential for industrial productivity (Barney, 2013).

4.2.2 Human capital development programmes

The next stage in the HC development process, after specifying the objectives of the training and development intervention, is designing the programme (Fletcher, Alfes & Robinson, 2018). This stage involves setting out the training agenda, taking cognizance of the already established objectives for the training programme. A well-designed training programme must therefore be one that matches the course content with the objectives of the training programme (Rawashdeh & Tamimi, 2019).

Rawashdeh and Tamimi (2019) opined that a well-designed training programme will be based on the following factors:

- a). **Training Design Experience:** An effective programme will utilise the previous experience of the designer and feedback from the past organisational training programme.
- b). **Organisation of Training Needs:** To learn, the trainees must receive and understand new knowledge; thus the relevant information inputs must be identified and presented in a manner that aids the learning process.
- c). **Organisation of Practice:** In addition to acquiring new knowledge, learning involves the application of such knowledge in practice to develop experience and enable behaviour to be modified. There is a special agreement that the quality and frequency of practice would assist learning, but the organisation of practice sessions can affect learning

efficiency. A well-organised training programme will include carefully planned practice involving the application of experience and some guided self-discovery.

- d). Learning Environment: The learning environment must create the conditions in which trainees are able to learn efficiently, in accordance with the objectives of the training, and are properly motivated to do so. The learning environment must be viewed both in the physical and psychological contexts.
- e). General Design and Sequencing: The whole training programme must be designed in sequence in order to produce an effective training programme.

Apart from these factors outlined by Yin, *et al.*, (2023); Taji, *et al.*, (2023) as bases for effective design of training programme, Marchington *et al.* (2016) argue that there is political dimension to the designing of training and development programmes. The authors emphasise that in designing a training programme, the designers must seek and gain agreement from key decision makers in the organisation. It is their view that regardless of the technical quality of the training plans, without senior management support to resource and champion the initiative, it will prove worthless. This position is echoed by Kenan (2018) who agree that to succeed with approaches to employees' development, it is essential to form a realistic view of what those who wield power in an organisation will support, and then to match strategy to reflect this.

4.3 Human Capital Process and Organisational Plan/Hire

Human capital is considered significantly more important than physical assets in adding value (Hejazi *et al.*, 2016) to the present knowledge-based organisation. Human capital is the route of most organisations' increased innovation capability and performance (Sivalogathan & Wu, 2015). Therefore, the collection of HC arises from differences in firms' resource acquisition and accumulation processes (Barney, 1986; Yang, 2021).

Much recent research has acknowledged that different techniques for hiring human capital differ between organisations, and the ramifications of these variances are unknown (Campbell *et al.*, 2012). Meanwhile, for organisational innovation, hiring is crucial. New recruits bring fresh ideas, perspectives, and abilities to the table that are critical for building intellectual capital (Wang & Zatzick, 2019). New recruits are required for organisations to develop and remain creative (Herstad, Sandven & Ebersberger, 2015; Jain, 2016). According to the available literature, hiring has mostly focused on how the quantity and quality of new hires affect

organisational outcomes. (Wang & Zatzick, 2019). Human capital acquisition, on the other hand, exposes businesses to low productivity, high turnover, and high replacement costs (Wang, & Zatzick, 2019). However, according to the context-emergent turnover (CET) theory, the human capital lost due to employee turnover must be replaced by new employees (Gupta, & Hsu, 2022). It was suggested that the greater the offset of human capital lost and the greater the increase in organisational outcomes, the more and/or better knowledge, skills, abilities, and other characteristics (KSAOs) are acquired from new personnel (Call, Nyberg, Ployhart & Weekley, 2015).

In this study on the relationship between HCD and performance, the importance of hiring the right quantity and quality have important implications for the human capital acquisition and integration of new hires at the Lagos State University. Singh and Agrawal (2011: 131) point out that the idea of learning-by-hiring “effectively assumes that the recruit’s tacit knowledge diffuses internally and becomes part of the firm’s overall knowledge base shortly after the recruit’s arrival.” Yet it takes time to integrate newcomers into organisational processes and tasks. New faculty members bring in different mental models and may challenge the power and status of existing faculty members (Tzabbar, Aharonson & Amburgey, 2013). Hence, the “newness” that is acquired through hiring may take several years to contribute to organisational outcomes (Singh & Agrawal, 2011).

4.3.1 Competency management

Human resource strategy is a guideline to manage an organisation’s human capital to gain a competitive advantage (Sengupta, Venkatesh & Sinha, 2013). Competence is a competitive strength, and core competencies produce added value to the customer. With competence management, organisations cherish, develop, regenerate, and obtain their strategically important competencies. Goal-orientated competence management helps organisations to put their strategies into practice (Luomala, 2016).

Competence development and management aim to improve an organisation’s competitiveness and, by implication, achieve better outcomes. According to Fiano, et al. (2022), HR performance measurement influences the organisation’s ability to capitalise on HR as a strategic asset by helping to focus on the aspects that create value. According to Beardwell and Holden (2011), competence is the ability to perform the activities within an occupational area to the levels of

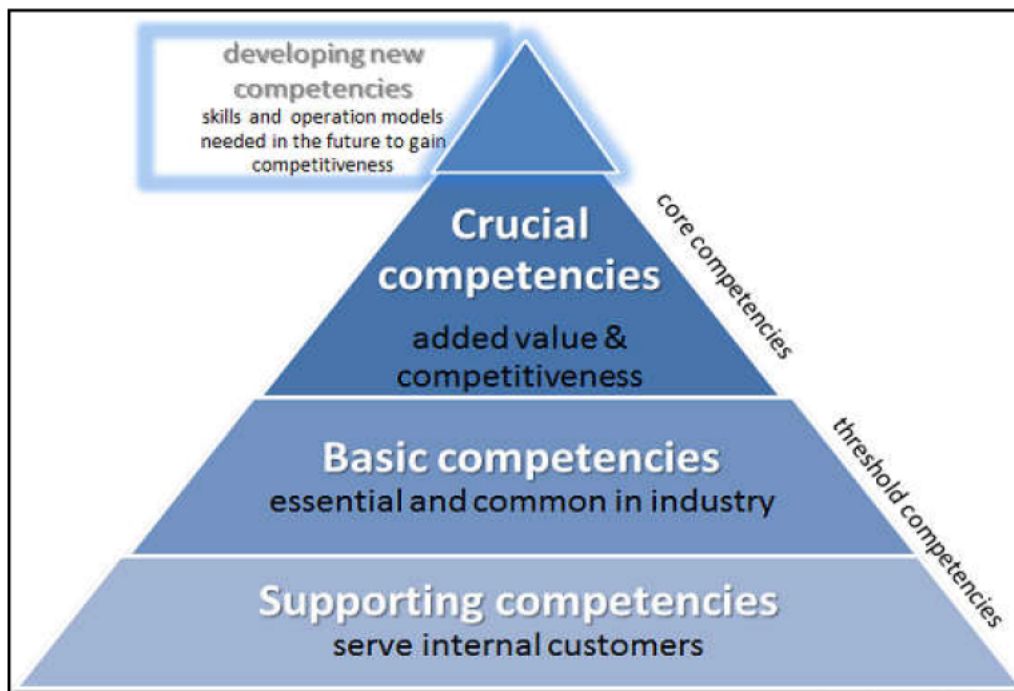
performance expected in employment. The four levels of professional knowledge and developing employees' knowledge and competencies are described in order of increasing importance: know-what, know-how, know-why and care-why. Organisations that encourage workers towards the highest care-why level of self-motivated creativity are most competitive (Jamal & Tilchin, 2016). Despite its human nature, competence should be processed as raw material since it must regenerate constantly (Viitala 2014). For Imran *et al.* (2020), competence is defined as the characteristics and capabilities that directly lead to superior job performance.

Dženopoljac *et al.* (2023); Abugre *et al.* (2020) have divided competencies into separate categories (core competence, distinctive competence, organisational competences, supportive competences, and dynamic capability), but the key issue is to know how to care for, manage, develop, and obtain value from organisations' ordinary and important resources and competencies. Literature reveals that competency is classified into soft and hard competency (Kolibáčová, 2014). Soft competency is determined through employee characteristics and behaviour required for a good job performance, and can be professional, social, or conceptual. Hard competence is a professional competency determined by organisational performance (Francisca *et al.*, 2019). Competency as a concept defines the whole of individual abilities, skills, behaviours and knowledge, oriented to effective performance in a business environment (Elmahdi Muammar & Al-Hattami, 2015). Therefore, competency management is considered significant to this study on the relationship between human capital development and performance of Lagos State University.

Organisations' strategy and operational goals are the bedrock of competencies, and their development should be based on future requirements. In terms of competencies' strategic significance, Ringle Wende and Becker (2015) advise organisations to focus on what sort of knowledge and competence assets are worth developing and how value is derived from them. There is individual, team and organisational competence.

According to Jamal and Tilchin (2016), individual competencies consist of knowledge, skills, abilities, and motivation that employees apply to work that benefits the organisation. Collective knowledge instead consists of competencies inside of a group, team, unit or the whole organization, and internal interactions of the group that create added value (Martin, 2010). Competence areas (for example substance, business, organisational and social competencies) are

usually the same for all employee groups and are divided to separate competencies (Kujansivu *et al.*, 2007). Figure 4.2 below shows the different types of competencies in organisations.



Source: Adopted from Viitala (2014, p. 142)

Figure 4.2: Different types of competencies in an organisation

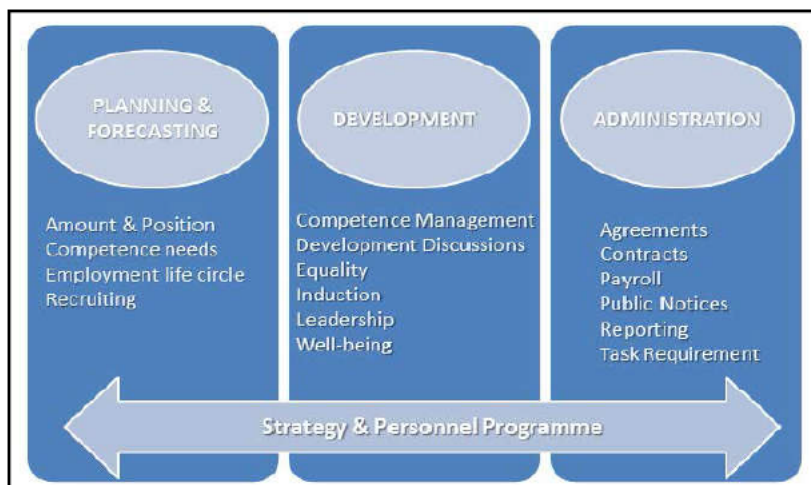
Competence management is described in terms of organisations' core competencies (Viitala, 2014). Core competencies are knowledge and skills that are hard to be imitated and that provide strategic advantage for business sustainability. Core competencies are a crucial factor in providing added value to customers (Francisca *et al.*, 2019). Usually, management and specialists that fundamentally affect organisations' performance are the key employees. They are employees whose competence development requires special attention because their actions have significant consequences in the organisation (Liu *et al.*, 2020).

4.3.2 Workforce planning

According to Luomala (2016), workforce planning can be divided into three various fields in work organisations: human resource planning and forecasting; human resource development; and administrative experts. Human resource planning means evaluating the present and forecasting future workforce needs (Karia *et al.*, 2016). The basic task is to ensure that both quantity and quality of staff responds to the organisation's strategic and operational needs. With thorough and

systematic human resource planning, an organisation can secure sufficient competence to reach its goals and to forecast development needs and staff costs (Jimoh, 2022).

Human capital (HC) development's focus is on competence development and employee growth, including overall organisational performance (Karia et al., 2016; Luomala, 2016). The concept of HC development is core in HRM practices, which are found to be quite general (Jimoh, *et al.*, 2020). Leadership, job satisfaction and equality are also part of this field of HRM. Collective agreements, HR policies, internal instructions and payroll are typical personnel administration functions. The HR principles must be readily understandable so employees can follow them in their daily work. Figure 4.3 below shows the components of HRM.



Source: Adopted from Personnel Programme (2011, p. 3)

Figure 4. 3. Components of HRM

4.4 Human Capital Process and Acquisition/Staffing

To obtain the complex and tacit knowledge and skills that are often critical from a competitive advantage standpoint Chawla (2020), firms use approaches that can attract individuals with tacit knowledge to their firm (Chawla, 2020). To accomplish this, firms can pursue hiring approaches that involve the lateral movement of experienced individuals and/or groups of experienced individuals. At the individual level, a significant amount of attention in the SHC literature has focused on the hiring of stars (Boon *et al.*, 2018; Call, Nyberg & Thatcher, 2015). Such hires are suggested to provide firms with a visible increase in HC (Groysberg, Polzer & Elfenbein, 2011) that can ultimately be diffused to other employees and leveraged by the firm (Kehoe & Tzabbar, 2015). While hiring stars may provide a potentially valuable approach to the acquisition of HC,

hiring stars can also involve several challenges that can potentially reduce its value-generating ability (Hanet *et al.*, 2019).

At the group level, growing attention has been given to cluster hiring (Boon *et al.*, 2018; Hanet *et al.*, 2019). This involves hiring a group of experienced individuals from one or more competitors that have the potential to modify a firm's stock of HC in a significant way. While cluster hiring approaches offer a flexible and unique way to acquire human capital, they also have the potential to create integration and appropriation challenges (Munyon *et al.*, 2011; Coff, 1999a). These challenges may restrict the degree to which this acquisition technique provides the hiring firm net economic benefits (Boon *et al.*, 2018). Large-scale HC acquisition approaches, such as mergers and acquisitions, can also be used to modify a firm's stock of HC (Chatterji & Patro, 2014). However, this approach involves the acquisition of additional resources other than just HC, and tends to be less flexible than lateral hiring approaches. Additionally, prior research demonstrates that these large-scale approaches often destroy economic value due to integration and appropriation factors (Boon *et al.*, 2018).

4.5 Human Capital Process and Development

HC development is critical to organisations or nations' success (Arsmtrong, 2017). Human capital resources are suggested to lead to competitive advantage if they can generate greater net economic benefits than a firm's competitors (Bataineh, 2022). Recently, many nations around the world, including Nigeria, have placed great attention on the continuous development of human resources in order to fast track economic growth through adequate investments (Heidt, 2023). The continuous interest in HC development was spurred by economic depression witnessed in many nations around the world (Okeke, 2013). In Nigeria for instance, many government and corporate organisations are beginning to recognise the value of their employees and have decided to professionally develop them (Almohtaseb *et al.*, 2020). In other words, organisational survival can only be guaranteed if recruited employees are recognised and professionally developed (Almohtaseb *et al.*, 2020).

Many scholars (Ayaz, *et al.*, 2021; Bataineh, *et al.*, 2022; Osadebe, 2014) argue that the propositions of HC (Schultz, 1961) have been acknowledged by economists of many nations as a major prerequisite that can positively influence any country's socio-economic and political situation in light of their need to fast track the growth and development of the nation. The idea of

HC is found to be more significant to countries with a huge labour supply. This huge supply of labour can be developed through training, education, health, and moral philosophy that is transformed into HC (Ayaz, *et al.*, 2021). The formation of HC will then be achieved by developing human resources into highly effective human resources (Félix, & Arriscado, 2023).

Previous relevant theories clearly explained the functions of HC to include economic development, productivity growth, as well as relating to the development of HC through education. In relations to education, HC has repeatedly been found as good reasons why most governments declare subsidy on education and job skills instructional materials (Dauda, 2010). This is done since HC is utilised to increase economic development of the nation, particularly because HC is directly connected to peoples' development; and when there is human development, the qualitative and quantitative growth of the nation is guaranteed. Yang, and Gan, (2021) confirm that HC remains vital in human and economic development in every nation. It can then be said from the above review that there is significant evidence that organisations involved in investment in human capital have an advantage over organisations without strong human capital. Those tangible materials and capital can be converted into goods and services, and skills and knowledge can be learned through training acquisition when investment is made in an individual. Therefore, HC development is not only regarded as an instrument to organisations or nation building, but is useful for individual enhancement, for its own value (Tiwari, 2022).

Osadebe (2013) introduced HC development to include measures and procedures of investments that generate knowledge, skills, and health in people. Human capital development involves creating an enabling environment and building an appropriate number of required human resources for the realisation of goals in any organisation or nation. Human capital development is a way of building capabilities and mobilising HC, which opens the door for innovation, increases output and larger global trade in the world economies (Osadebe, 2013). Similarly, HC development is regarded as a fundamental pathway to connect to the global market. Firms must invest adequate resources in developing HC that will have a significant impact on performance (Verma, 2022). This means HC development in organisations is used to generate a significant contribution to organisational performance (Ghlichlee *et al.*, 2023; Imran *et al.*, 2020). Thus, a well-articulated and strategically managed HC development process can boost innovativeness and increase competitive advantage. Hence, the current study investigates the relationship between HC development and faculty members' performance of Lagos State University.

Sainiet *et al.*, 2019; Rieget *et al.*, 2023; Soewarno *et al.*, 2020; Tarigan *et al.* (2022) viewed HC in an economic perspective and simply described it as a production factor. Also, in an economic perspective, Tarigan *et al.* (2022) defined HC as the innate knowledge and skills possessed in labour as an outcome of education and training, which improves labour productivity. The authors believe that HC is an outcome of a particular process or phenomenon that improves the performance of the individual involved. Koednok (2011), in a somewhat similar description, averred that HC is an economic term used to describe the knowledge and necessary skills that an individual has acquired and judiciously utilised to produce the desired outputs of a certain level, such as innovation and productivity in job performance. Peters (2013) defines human capital as the competencies and capabilities obtained by individuals within an organisation that aid them to effectively carry out their tasks, which will facilitate the attainment of the predetermined organisational goals. The achievement of predetermined goals will ultimately translate into an effective performance. Martinez (2014) posits that HC is simply a treasured knowledgeable persona that a company, institution or country has available, with respect to the skills and competencies of the personnel that work there.

Papadimitriou (2011) defined HC as an act of investing in the knowledge and skills that faculty and staff members need to be outstanding teachers, scholars, innovators, and leaders. Enyekit, Amaehule and Teerah (2012) described human capital as an intangible factor of the production process that spurs human intellect, skills and competencies in the production and provision of goods and services. Sharabati and Nouri (2013) described HC as the individual's knowledge and skills, possessed by individual within an organization, and not owned by the organisation but rented to reach its predetermined goals. Papadimitriou's (2011) definition will be re-modified and accepted as the conceptual meaning of HC for this study. Consequently, human capital is an act of empowering faculty and staff members of a university with adequate knowledge and skills required to perform their tasks effectively and efficiently in tandem with the university's objectives.

Best (2012) noted that the development of human capital – talents, competencies and knowledge of lecturers – has continuously gained the attention of the academic community. It is understood that investing in human capital is critical in the development of a university, just like any other organisation. This is because the university is made up of the various faculty members, who are, technically, the university itself. As such, the competencies, skills, and knowledge they exhibit

will translate into the university's competencies, skills and knowledge. Best (2012) highlighted three dimensions of HC development to include preparation, recruitment, and retention of highly effective faculty members.

Human capital has been an important factor in the economic growth of an economy (Ajadi & Adebakin, 2014). Therefore, HC development has been a fundamental tool in the development of an economy. As such, it can be viewed as an important tool in the performance of organisations, and specifically the individuals working within the organisation. Soewarno *et al* (2020), in a conference delivered at the Red Merchant Banks Investors in Lagos, described HC development as an aspect that is posing a serious setback or challenge to the economic growth of Nigeria. Soewarno *et al.* (2020) underlined the need to redesign the policies and practices that would aid and facilitate the educational needs, competence, and creativity in the country. The author emphasised that properly designed and implemented HC development programmes will aid the productivity and performance of the organisation or institution.

Chawla (2020) noted that HC development is referred to as any endeavour attempted to provide training and education to enhance human knowledge and skills, augment productivity, and motivate the resourcefulness of individuals working within an organisation. Ajadi and Adebakin (2014) summarised HC development to mean the investment in human resources of a particular institution or organisation through education, training, internship, and HCM with the aim of improving human knowledge capacities and abilities to enhance productivity and performance. With all the seeming benefit attached to HC development, it has been found that many of Nigeria's public institutions or organisations have been found wanting in that regard. This motivated Saini *et al.* (2019) to empower the populace through qualitative education and provision of proportionate employment opportunities to aid economic growth. Also, Ajadi and Adebakin (2014) called for the elimination of the constraints and challenges undermining the economic growth of Nigeria by providing adequate HC development programmes.

Kim, *et al.* (2020) opined that knowledge-based institutions or organisations place utmost importance on HC development as it broadens the knowledgebase of the institution through adequate knowledge and skills. Accordingly, HC development is vital to every institution as it improves its effectiveness and efficiency and subsequently contributes to the performance of the institution. Adeyemi and Ogunsola (2016) referred to HC development as the process of

increasing the number of individuals with education, experience, and skills essential for the economic development of a country. Dženopoljac *et al.* (2023) opined that HC development is concerned with the investment in people and their development in terms of creativity and productivity.

Adeyemi and Ogunsola (2016), in their study, adopted the categorisation of HC by Schultz. This categorisation was identified to include health facilities and services, on-the-job training, study programmes, mobility factor, formal education, and transfer of technical assistance, expertise, and consultants. Abugre *et al.* (2020) posited that HC development is crucial to the socio-economic development of a nation, which includes labour, health, women affairs, and employment. Based on the foregoing, there is no denying the fact that HC development is essential for the economic growth and development of a country. In the microcosm of an organisation or institution, HC development is an essential component required for the growth of the organisation. Having competent, skilled, and educated employees will yield nothing but benefits to the institution or organisation.

4.6 Purpose of Human Capital Development

Human capital development is essential in the quest to attain competitive advantage for every organisation that takes it seriously. It is essential to contribute to the competitive advantage of an organisation. Abugre, *et al* (2020) observed that an increase in the quality of HC and thus the performance of the organization, will to the motivation to expend resources into HC development by an organisation. This is done to allay fear of risks and take advantage of industry possibilities. Therefore, employees need to improve their capacity and skills, to enhance the competitiveness of the organisation. Above all, HC development is setup for the purpose of improving the competitive advantage of the organisation.

Human capital development is important for most organisations, to facilitate their productivity. Chen, *et al.*, 2021; Corvino, *et al.*, 2019; Fiano, *et al.*, 2022) noted that HC development programmes, like training, can help an organisation prevail for a long time in a competitive environment. Further, HC development has the propensity to enhance business and economic growth. The overall aim of HC development is to contribute to the attainment of economic growth (Saini *et al.*, 2019). Accordingly, HC development is an important tool in spurring on employees and improving their commitment, but it is also essential to create avenues for research

and development, which will eventually allow the generation of new knowledge for the organisation and society at large.

Githaiga (2019) agree that HC development is also important to enhance the financial performance of organisations. The authors state that HC is essential to every organisation as regards to the overall organisational performance. This can subsequently help organisations attain their overall goal and objectives. The significance of human capital is key to achieving organisational goals in the new technology-based environment (Githaiga, 2019). Therefore, it appears that the quality of employees in a small technology-based establishment is likely to have a significant effect on the overall performance of the organisation (Coff, & Raffiee, 2015; Githaiga, 2019).

Kucharcikova (2011) typifies HC and theories of economic growth as the summation of the individual's innate and acquired skills, knowledge, and experiences of individuals. Athanasius (2017) noted that most organisations create an environment that will facilitate the urge for personal and career development among the employees. The organisations hold the belief that the essence of HC development is to efficiently invest in the human resources in their establishment in such a way that they may yield optimum output (Githaiga, 2019). Investment in learning and development can subsequently enhance organisational goals. Human capital development of faculty members at Lagos State University is essential for the overall success of the organisation and the advancement of the academic society. Heidt, *et al.* (2023) emphasised the importance of HC as an essential factor that should be considered to actualise lasting economic growth.

Alika and Aibieyi (2014) noted that HC is important to both the employers and employees, and all other interested sectors, in the development of their employees. This shows that the purpose of HC development is not entirely for the benefit of the employees, but for the employers and the economy at large. Taji, (2023) observed that the purpose of HC development is basically to facilitate economic growth through investment in education and training. Eigbiremolen and Anaduaka (2014) noted that the purpose of HC development is ultimately to enhance the prosperity of a nation. The study noted that, along with natural resources, HC is a vital and dynamic element in the factors of production. Additionally, the study argued that HC development is important to utilise natural resources, socio-economic issues, political

institutions, and to facilitate national development. The study concluded that any organisation that fails to take its HC into cognisance will fail to achieve its goals. This suggests the need to examine the nature and influence of investments in HC development and faculty members' contributions to the goal and objectives of Lagos State University, based on its role in facilitating economic growth.

Ganesan (2011) stated that the main purpose of HC development is to ensure that an organisation is filled with capable and enthusiastic employees. Accordingly, the specific purpose of HC development includes societal benefit, organisational benefit, functional and personal benefit (Adeola, 2016). Individual employees' benefit from HC development is in the support it gives employees in carrying out their job responsibilities to reach the organisational goal (Adeola, 2016). The functional purpose of HC development is to sustain what departments within an organisation contribute to the attainment of the organisational goal (Isola., & Alani, 2012). The organisational purpose of HC development is to identify the importance of HC in ensuring a competitive advantage (Ganesan, 2011; Osei *et al.*, 2019). The societal purpose of HC development is to ensure that a society is filled with ethically sound and socially responsible individuals that can readily meet the various necessities and challenges of the society (Osei *et al.*, 2019).

4.7 Challenges of Human Capital Development

Athanasius (2017) noted that one of the major challenges of HC development is poor talent management. Athanasius observed that poor management skills can impede HC development programmes. The study raised issues such as technology advancement, insensitivity of the management, and rigid management structure as some of the challenges of HC development. Dumond and Johnson (2013) identified the challenges of HC development, such as globalisation, corporate re-organisation, new organisational forms, changing demographics of employees, changed employee expectations, new industrial relations approach, renewing people, managing the managers, and weaker society interests. Aluko and Aluko (2012) observed that declining finances of Nigerian universities is a major challenge to HC development. The study reported that the African Development Bank (AfDB) (2011 & 2014) saw poor funding in the light of rising resource requirements and escalating inflation. This is affecting the HC development in Africa, and Nigeria to be specific.

Njoku (2015) concluded that the challenges of HC development in Nigeria are because of poor moral development of employees. Njoku (2015) found that the numerous challenges to sustainable HC development in Nigeria include poor understanding of the fundamental doctrine of human progression, humanity's non-conformity to the laws of nature, lack of proper moral formation, illiteracy due to poor education, poor management of natural resources, and health challenges and high population growth due to poor maternal control and sexual abuse. The study recommends that the challenges of HC development can be alleviated by promoting social unity and enhancing social cohesion. Iheriohanma and Ukachukwu (2014) observed that the availability and use of knowledge by HC represents a key challenge in both private and public-sector organisations engaged in the production of goods and services in Nigeria.

Chikwe, Ogidi and Nwachukwu (2015) noted that the challenges faced with HC development in Nigerian universities include a low rating in human development indices, brain drain, lack of equipment, lack of awareness on HC development programmes, lack of implementation of research results, and underemployment. The study stressed that the low rating of Nigeria, which stood at 151 among 177 countries rated, is a fundamental challenge to HC development. The study noted that losing the best brains of the country (Nigeria) to other countries is another major challenge to HC development. Also, underemployment, which indicates that graduates are recruited below the standard of work skill or educational background, is also a challenge to HC development in the country. The study recommends that there is need to revamp the education policies and programmes in Nigeria. This is because education helps improve human capital. Tony (2014) found that improving human capital offers the opportunity for enhancing the effectiveness of the Nigerian university system.

Mwangi and Kiambati (2015) emphasised that HC development facilitates employee productivity and the capabilities of universities to achieve their missions. Tony (2014) identified the challenges of HC development to include the complexity of Nigeria's higher institutions. The challenges of HC development in Nigeria include limited access to funds, increasing costs, decreasing quality of training, struggling economies, outdated academic equipment, and obsolete organisational structures (Mwangi & Kiambati, 2015; Tony, 2014). Hence, this study investigates why universities in Nigeria are faced with challenges in HC development, because the predictor to achieve and sustain a competitive advantage lies in the faculty members.

4.8 Learning and Development

Learning and development strategy represents an approach that organisations adopt to ensure that present and future learning and development activities support the achievement of its goals by developing the skills and capacities of individuals and teams (Vinesh, 2014). It can be described similarly as strategic human resource development. Strategic Human Resource Development (SHRD) is a process of introducing, eliminating, modifying, directing, and ensuring that all individuals and teams are equipped with the necessary skills, knowledge and competencies required to undertake current and future tasks in the organisation (Fox, 2013; Walton, 1999). In the face of globally-driven business competition, organisations today use a wide range of strategies to invest and maximise knowledge and skills (Alagaraja, 2013). There is also emphasis on the utilisation of knowledge, skills, and abilities and other competencies to meet organisational tasks (Alagaraja, 2013). This is because the general knowledge related to an organisation's technical, operational and people aspects are the sources of main competitive advantages. Therefore, most organisations will continue to seek better ways to utilize the HC available to achieve organizational success (Meifert, 2013).

4.9 Leadership Development

Like so much within the field of leadership studies, the issue of leadership development and its impact remains highly contentious. It is reported that enhancing leadership capability is central to improved investment, productivity, delivery, and quality across both the public and private sectors (Council for Excellence in Management & Leadership (CEML), 2002; Daniëls *et al.*, 2019). Other studies question the value of leadership training (Personnel Today, 2004; Rosenman *et al.*, 2014; Sonnino, 2016). Central to the argument about the effectiveness of leadership development is the question of whether you can train or develop leaders. Early theories of leadership proposed that great leaders emerged because of an innate combination of ability and personal characteristics (i.e., a belief that leaders were 'born not made') (Bass, 1985; Bennis & Nanus, 1985; Conger, 1989; Shamir, House & Arthur, 1993; Yukl, 1999). Subsequent models have questioned this assertion, arguing that leadership behaviours and competencies can be learnt and/or acquired over time (Chow *et al.*, 2017; Crosby, 2017).

The current view probably lies somewhere in between, to the extent that whilst many leadership qualities (such as communication skills, strategic thinking, and self-awareness) can be developed, core personal characteristics (such as dominance and sociability) are less amenable to

change and will influence the type of leadership style adopted (Mukhtar *et al.*, 2020). In turn, the relative effectiveness of any of these styles will be determined by a whole host of situational and contextual factors. The theories and models upon which these views are based, however, still tend to be couched in a very individualistic notion of leadership, whereby it is conceived of as a property of the ‘leader’ (Chow *et al.*, 2017). Whilst this might make life easy for those recruiting and developing leaders (you simply need to identify the appropriate individuals and which skills/competencies to develop), it dissociates the practice of leadership from the organisational and situational context in which it occurs. Perhaps a more useful perspective is to consider leadership as a process, contextually situated within the relationships between people (be they ‘leaders’ or ‘followers’) (Rosenman *et al.*, 2014). From this perspective, what is more important than the leadership qualities of a few individuals are the underlying processes that give rise to improved organisational effectiveness (Ali & Anwar, 2021; Mukhtar *et al.*, 2020). If considered in this way, it is perhaps possible to understand why many leadership development activities fail to achieve the sorts of outcomes desired by those investing in them. Whilst leadership can undoubtedly be instrumental in organisational performance, the development of a small number of individuals in isolation is unlikely to result in marked improvements to these or other outcome measures (Yuan & Lee, 2011). Raelin (2004, p. 131) proposes that:

Most leadership training that is being conducted in corporate offsites is ill-advised [...] because the intent of most of this training is to put leadership into people such that they can transform themselves and their organisations upon their return.

Lappalainen (2019) and other authors (e.g., Firing *et al.*, 2022; Kim *et al.*, 2011), propose that this simply does not work and, instead, that leadership (and management) development should be aligned with the organisational culture, context, and objectives, amongst a wide array of other factors. To this extent, it could well be argued that most current leadership development is going to waste, and that efforts should be best spent on increasing the quality and precision, rather than the quantity, of provision (Sonnino, 2016).

4.10 Skills Audit

Skills audits provide accurate and reliable information on the jobs performed in work organisations. According to Chhinzer (2022), this information can be used in many ways to improve business; for example, to:

- Promote a common understanding among managers, supervisors, and staff of job requirements across the organisation.
- Increase productivity by matching staff to job requirements, thereby ensuring that staff are placed in the jobs where they are likely to perform at their best.
- Identify the gap between current staffing and the job families and competencies required to achieve the organisation's business goals.
- Identify weaknesses and strengths in staffing and job structures to enable the organisation to take appropriate actions to correct weaknesses and build on current strengths.
- Decrease the cost of addressing staffing and performance problems, as such actions can be more appropriately focused on job requirements.
- Align training and other human capital development interventions more closely to the organisation's strategy, goals, and objectives.
- Focus the TNA on the actual skills needed by staff to perform competently in their jobs.
- Improve management and staff commitment to training and other human capital interventions, as employees recognise the relevance of such interventions to their on-the-job performance.
- Improve the relevance of the reports submitted to the SETA on the organisation's skills needs.
- Direct workplace mentoring and coaching programmes to actual gaps that need to be addressed to improve on-the-job performance.
- Serve as a basis for making decisions on promoting employment equity (EE) in the organisation by identifying previously disadvantaged persons with potential for advancement in job families, and thereby improving the organisation's points on the scorecard for B-BBEE (Efendi *et al.*, 2022).

Human Resource audit measures for employees, as part of the balanced score card, may be done by assessing what employees do, how they feel, and what they know (Oeri & Muturi, 2015). These measures relate to the response of employees within an organisation to the policies and practices of the organisation. Turnover, or retention, may be used to indicate employee commitment. More subtle insights on turnover focus on retention of the right talent, managing the replacement process so that critical jobs are filled quickly, identifying the causes of turnover through exit interviews, and tracking the impact of turnover on continuity of school's goals. Research has shown that high turnover of critical employees is costly to the university, not only

in terms of replacement, but in terms of shared values and continuity (Barney & Clark, 2007). Every business has multiple stakeholders or groups of individuals with whom a business must interact to carry on business. The human resource audit is not new. It has been used in strategic thinking literature for many years (Abouzar & Asghar, 2009). Recently, the human resource audit has been translated into what has been called an evaluation of an employee (Efendi et al., 2022; Miliani et al., 2022; Kaplan & Norton, 2010). The human resource audit is built on the logic that for a business to be considered successful, it must satisfy the requirements of three stakeholders: investors, customers, and employees. Lagos State University, like all other institutions, needs to perform to remain competitive. Non-teaching employees, and faculty members, need to perform their duties effectively to attain good overall University performance.

4.11 Succession Planning

According to Ghazali *et al.* (2021) and Liebman, Bruner and Maki (1996), succession planning (SP) was introduced into organisations as a data intensive exercise used to determine the likelihood of replacements for senior managers. Modebelu and Joseph (2012) and Reichel *et al.* (2022) define SP as the systematic method of determining the future management needs of the organisation and developing high potential employees to meet those needs. Garengo, *et al.* (2022) goes further by stating that SP is about more than filling the top spots; it is a smart TM strategy that can drive retention of talent throughout the organisation. It will make sure that the organisation has the skills it needs in place, or on hand, to respond to the rapidly shifting sands that make up today's business environment (Johnson *et al.*, 2018). According to Garengo, and Sardi (2020), there are three main approaches that companies use to manage succession:

- (a) Short-term planning or emergency replacements. This is focused on an urgent need caused by a sudden development within an organisation. Generally, a human resource manager will try and fill the role from within the organisation, but often turn to external recruitment if no suitable trained or capable replacement can be found internally.
- (b) Long term planning or managing talent. In this light, SP is future-oriented and focuses on the future needs of the organization; employees are invited to take part in an assessment process to identify successors in a more scientific process.
- (c) A combination approach. In this approach, the organisation should focus on both promoting talent from within as well as drawing talent from the workforce. Hatum (2010) states that a combination approach provides a balance in terms of promoting experienced

incumbents based on corporate views, policies and plans, as well as benefiting from the diverse perspectives, fresh knowledge, and a drive to change from new recruits.

4.12 Human Capital Alignment and Evaluation

Human Resource Alignment is a concept that considers both individual and organisational human capital (Cooper & Gubler, 2020). While human capital at the individual level is relatively simple to comprehend, human capital at the firm level is more difficult to comprehend, as some aspects of this resource may be a direct result of the people who work there now, while others may exist independently of them. Knowledge, on the other hand, can be codified and stored in a company's training materials and other forms of storage (Wolfson & Mathieu, 2021). Even with employee turnover, the company may have a reputation, training programmes, or social networks that current employees can tap into for productive purposes. Even if the company lost all of its employees, the owner could hire new workers and provide resources to reduce training costs and boost individual productivity in the knowledge and skill areas where the company's human capital resources are applied. While the human capital resource at the firm level can thus be divided into two non-exclusive categories, elements of the human capital resource at both levels have the potential to be transmitted across levels, affecting the stock of human capital resources at each level (Cooper & Gubler, 2020).

4.12.1 Reward management

Compensation refers to all types of pay or rewards going to employees and arising from their employment (Das, Chhetri & Tamang, 2021). Compensation is very much important for employees because it is one of the main reasons for which people work. Employees' living status in the society, satisfaction, loyalty, and productivity are also influenced by the compensation (Aswathappa, 2008). In human resource management, reward is a crucial component. Reward management is designing, implementing, and maintaining pay systems that make a significant contribution to improving organisational performance.

Reward management is regarded as one of the most important factors in motivating employees to fulfill their job responsibilities (Festing & Tekieli, 2021). Employees are rewarded, in addition to their salaries, when they perform their job duties well and meet their employers' expectations. The rewards are usually given in accordance with the job responsibilities. Employers must ensure that employees who have worked diligently and put in sufficient time and effort are appropriately rewarded. Baeten (2014) opined that employees do form constructive viewpoints in

terms of work and the organisation when they are rewarded for their job duties, which stimulates their mind-sets and develops interest and enthusiasm.

Employee recognition usually entails merit, acknowledgement, gratitude, appreciation, and thanks for a job well done. Employees' recognition may be in the forms of awards, employee merits, promotions, monetary incentives and other non-monetary rewards. However, a simple saying of thanks and round of applause can also become a good form of recognition that may boost the morale of a certain worker. HRM must be recognise in any work environment to make them productive and achieving organisational goals. That is why, a failure to properly recognize an organization's best assets (human resources) may result in a total organisational disaster. The responsibility of employers and managers to recognise employees does not only extend to their ability to quickly judge whether people are worthy of acknowledgement or not (Haider, Aamir, Hamid & Hashim, 2015). Their obligations should also stretch to the ability to rightfully diagnose and deeply monitor and discovered personnel performance areas that can help the organisation. This involves reliable employee performance review and evaluation. Bartram, Boyle, Stanton, Sablok and Burgess (2015) opined that managers should take extra care with employee's emotions. Therefore, employee recognition should always be preceded by a careful employee assessment. One wrong recognition of an undeserving employee can destroy the morale of other employees; and one failure to recognize a worthy employee can reduce his or her self-esteem and can also result in the destruction of the confidence of his or her co-workers (Haider et al., 2015).

Finally, employee recognition should still not stop at just acknowledgement and evaluation of employees. Employers should also be happy to see their laborers accomplish their jobs well. Therefore, they should also have the initiative to guide these workers to do their jobs effectively and efficiently. Conclusively, managers and employers should always observe fair employee recognition, which is ensured by proper employee evaluation and maintained by constant employee direction. This should be applied to all the members of the organisation and not just to selected people. Note that everyone can contribute and affect the whole organisation positively or negatively.

4.12.2 Performance management

Performance management is an integrated system that includes organisational design, work planning, assessments and feedback designed to maximise performance at the individual, team,

unit, and organisational levels to motivate and develop staff (Abane & Brenya, 2021). Award and recognition systems form part of this system. They provide for monetary and non-monetary awards in recognition of meritorious performance and other noteworthy accomplishments.

The goal of any organisation is not only to survive but to sustain its existence by improving performance. Organisations must increase performance to meet the needs of competition (Udu & Ewans, 2016; Arslan & Staub, 2013). Organisational performance means transformation of inputs into outputs for achieving certain outcomes. Popescu (2021) observes that performance management encompasses every formal method adopted by the organisation to enhance employees' commitment and organisational effectiveness.

Agha (2014) identified financial performance indices to include percentage of sales, profitability, capital employed and return on assets. Abane and Brenya (2021) argue that performance management is a systematic and holistic process of work planning, monitoring and measurement aimed at continuously improving the teams and individual employee's contribution to the achievement of organisational goals. Performance management therefore involves the integration of various sectional units for cross fertilisation of ideas that would motivate the employees for anticipated behaviour towards attainment of organisational goals. It includes management processes for controlling, directing, and increasing the employees' performance and regularly reviewed strategic business planning on an individual level, to improve overall performance and create business awareness to align expectations between employees and the organisation (Boselie 2014).

4.12.3 Capability management

Based on the existing literature, HR have been recognised as one of the key areas for a competitive advantage (Breznik, 2014), and human resource capability has become one of the most widely studied capabilities in the study of sources of competitive advantage (Abugre, et al., 2020). Additionally, the dominant role of managers in developing dynamic capabilities has been widely recognised Dženopoljac, *et al.* (2023); Abugre, *et al.* (2020); Adesina, *et al.* (2021), especially in reconfiguring the resource base (Heidt, *et al.*, 2023; Kim, *et al.*, 2020). Tjahjadi, (2022) studied 60 technological firms and found that managers play a crucial role in "rent-generating" dynamic capabilities. Indeed, if a manager's perceptions of one situation are wrong, this might trigger the wrong dynamic capabilities (Imran, 2020). In such a case, the consequences could be fatal for the firm.

4.12.4 Career management

Career management is the process by which a staff member is empowered, with the support of the organisation, to plan, organise and pursue a career in an enabling environment (Guo, Wang & Wang, 2021). Staff development and training refer to those opportunities identified by a staff member or provided by the organisation to enable staff to continue to acquire skills and experience in pursuing careers. Staff development usually covers a broad range of activities, which may include specific work assignments, on-the-job training, coaching and other work-related developmental opportunities. Staff training is often referred to as involving a strictly formal acquisition of skills (Paresashvili, 2021).

Career development as an aspect of career management entails planning, guiding, and developing employees' careers within the organisation. Stanke, Galešić, and Seršić (2021) argue that career planning signals career security to employees, thus reducing threats of external control. As such, career development increases autonomy satisfaction. Additionally, this practice may satisfy the need for relatedness by signalling employees that they are valued and that the company is willing to invest in a long-term relationship with them (Bataineh, *et al.*, 2022). Finally, the willingness to engage in career development may be interpreted as a sign of competence, satisfying the human basic need.

4.13 Human Capital Development Evaluation

Assessing HC development requires a training needs assessment. A training need assessment is described as the determination of the gap between what employees must do and what they can do (Gruzina, Firsova & Strielkowski, 2021). It deals with identifying the gap between actual and expected results. There should be a prescribed standard with which the employee should conform, and if the employee fails to do so, a deviation necessarily exists. The difference between the standard and the actual performance forms the performance gap (Kh & Kh, 2021). Training needs assessment is defined by Balog and Demidova (2021) as a process of identifying an issue or problem, collecting, analysing, and interpreting data, and using the information obtained to select or design an appropriate intervention to address the issue or problem. Training needs assessment determines the necessities or requirements for training and development. Training is essential for acquiring indispensable skills which a person requires or lacks (Gruzina *et al.* 2021). In this study, training needs assessment will be used to emphasise the fact that training should be customised, meaning that training is not a case of one-size-fits-all.

Evaluation of training is one of the most important aspects of a training programme but is often neglected in the training and development process. In the words of Balog and Demidova (2021, p. 15), evaluation of training is “any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information.” It is important to note that the evaluation of a training programme is not the end. It is rather carried out to serve some major purposes in the training and development process. According to Bramley and Newby (2004), evaluation of training serves the following purposes among others:

- i. It provides feedback for the trainers and the trainees, in terms of the design and relevance of the course in the achievement of individual learning objectives.
- ii. It enables organisations to establish whether training offers a more cost-effective and relevant solution to problems than other options such as recruitment and dismissal.
- iii. It serves a valuable research purpose, for example, in identifying the factors which would help people to transfer learning back into the workplace; and
- iv. It can be used as a form of organisational intervention that triggers a reappraisal of existing approaches, criteria and policies relating to training.

In an earlier work, Ubeu (2005) opines that evaluation of training is necessary to know:

- i. Whether the money spent on training is producing the results needed by the company.
- ii. What improvements can be made to the training procedure to reduce costs and improve efficiency; and
- iii. Whether the type of training given is necessary to improve organisational effectiveness or whether the money, if spent on another activity, will contribute more effectively to the attainment of organisational goals.

Kirkpatrick (2007) differentiated between four levels of evaluation, namely, reaction, immediate, intermediate, and ultimate levels. It is important to note that the author in an earlier work had termed these levels as: reaction, learning, behaviour, and results criteria (Gruzina *et al.*, 2021). The four levels are briefly considered below, as identified by Kirkpatrick (2007):

The Reaction Level: *This level of evaluation aims at ascertaining what trainees thought of the training programme. These judgements are relevant for assessing the adequacy of facilities and organisation. It is commonly used during or at the end of the training seasons. The views of the trainees can be very useful if accepted and acted upon by the trainers. Questionnaires are usually employed to gather information for this level of evaluation.*

Immediate Level: This level of evaluation attempts to measure the extent to which training objectives have been achieved in terms of knowledge, skills and attitudes imparted in the trainees.

Intermediate Level: This evaluates the impact of training on job performance and how effectively learning has been transferred back into the workplace.

Ultimate Level: The ultimate level evaluation attempts to measure or ascertain the impact or consequences of training on general organisational performance or objectives. In other words, it evaluates the impact of training on overall results of the organisation.

For Marchington and Wilkinson (2007, p.56), even they though find Kirkpatrick's efforts commendable, they stress that "it is important to recognise that evaluation at all levels needs to be undertaken in order to form a full picture of training effectiveness". Balog and Demidova (2021) posit that evaluators must look out for the following in evaluating the effectiveness of a training programme:

- Production factors:
 - Increase in output
 - Decrease in scrap
 - Decrease in unit time and unit of cost of production
 - Reduction in space or machine requirements
- Labour factors:
 - Decrease in labour turnover
 - Decrease in absenteeism
 - Decrease in number and severity of accidents
 - Betterment of employee morale
 - Decrease in grievances and disciplinary action
 - Reduction in time to earn piece rates
 - Decrease in number of discharges or quits.

Yumashev, Ślusarczyk, Kondrashev and Mikhaylov (2020) while stressing the importance of evaluating a training programme, admit that some outcomes of training may be difficult to anticipate, predict or measure. The authors recommend that suitable criteria should be established at an early stage with pre-testing of trainees to monitor progress and subsequently assess how well the objectives of the programme have been achieved.

4.14 Summary of chapter

In this chapter, a comprehensive exploration of the literature on human capital (HC) development processes served as a foundational element that precedes the examination of faculty members' contributions to the goals and objectives of Lagos State University. This chapter delves into an in-depth discussion of the various constructs employed in the study, all aligned with the overarching research objectives. As part of this investigation, a framework of HC development processes was presented, which encompassed crucial stages, including the identification of training needs, the formulation of training objectives, the selection and design of training programs, the actual delivery of training, and the subsequent evaluation of its effectiveness. Moreover, this chapter critically assesses the impact of these HC development processes on the performance of faculty members within Lagos State University. The forthcoming chapter will build upon this foundation by addressing the contributions and outcomes of human capital development, thereby providing a more holistic perspective on the interconnected relationship between HC development and the university's overarching goals and objectives.

CHAPTER FIVE

HUMAN CAPITAL DEVELOPMENT CONTRIBUTIONS AND OUTCOMES

5.1 Introduction

This chapter presents discussions regarding human capital development contributions and outcomes. This chapter first discusses human capital contributions, dynamic capability and performance, human capital value, growth, and retention. The chapter also discusses the theoretical framework guiding the study on the connection between HC development and faculty members' performance of Lagos State University. The latter part of the chapter reviews human capital development at the organisational level and human capital development and performance of Lagos State University.

5.2 Human Capital Contributions

Human capital outcome indicators are considered the most relevant indicators in general, with specific knowledge and skill sets of the population (Wang & Zatzick, 2019). Although quantification and aggregation in any absolute sense of heterogeneous knowledge bases and skills across the population is difficult, for cross-national comparisons, standardised literacy and numeracy tests are useful. Human capital includes the educational attainment of the population, which can be measured by the number of years of formal schooling of the average person (Odhon'g & Omolo, 2015). The measure of outcome that would reflect the inadequacy of human capital formation in a country is the appearance of generalised skill shortages, which can lead to migration flows.

While educational attainment may in certain cases not directly translate into usable or relevant knowledge and skills, the knowledge and skills base of the population is generally correlated with average educational attainment (Yilmaz & Bulut, 2015). Another advantage of the use of educational attainment as a summary outcome measure of human capital is that its value can be quantified in dollars, either in terms of the cost of reproducing the aggregate education attainment of the population or in terms of the discounted value of future earnings that the educational attainment will generate.

Statistical agencies (e.g., such as Statistics Canada, 1997) do not generate estimates of the worth of human capital like they do for physical capital and some natural capital components. Private researchers have however developed estimates for human capital. For example, Jimoh, *et al* (2020) found that the value of human capital also well exceeded the value of economic and natural capital, but not by as much as the Jorgenson-Fraumeni estimates.

There are many educational human capital outcome indicators specific to age groups or to types of skills and knowledge. These indicators are determinants of the summary indicators of the current and future knowledge and skills base of the population. Specific outcome indicators include: (a) test scores in various subject areas and for different age groups; (b) high school completion rates; (c) university and community college completion rates; (d) educational completion rates by socio-economic characteristics; (e) skill shortages in specific areas; and (f) net in-migration or out-migration of persons with specific skill sets.

Sustainability, in terms of educational human capital, can be defined in terms of the constancy or improvement in outcome indicators (Ogundari & Awokuse, 2018). If the average educational attainment falls, society will have difficulty in reproducing itself to the same level of achievement. Equally, if a country's education and training system cannot fill generalised skill shortages, human capital is not sustainable. Weak sustainability might be defined as a lack or decline in summary human capital indicators or a composite of summary outcome indicators. Strong sustainability might be defined as a lack of decline in all summary and specific human capital outcome indicators.

Bartuseviciene and Sakalyte (2013) asserted that the outcome of an organisation tends to be productive when its human resources have high morale and commitment, which will result in outcomes of high quality. They opined that employees are conversant with their job responsibilities and are aware of the metrics used to determine their outcomes. Ogundari and Awokuse (2018) stated that an organisation can be said to have competitive advantage when it successfully executes a value that creates a technique or an approach that is not being witnessed with any of the competitors. This implies that for a faculty member of a university to be able to create a competitive advantage for the university they work with, it must possess some value. This value includes the employee value which must be knowledgeable in scarce skills that make them essential and keep the university above their competitors. Liu *et al.* (2020) noted that

human capital is considered as a means of ensuring competitive advantage because of its capabilities and capacity to offer solutions to any identified impasse.

According to the Local Government Sector Education and Training Authority (LAGSECTA) (2016), skills are defined as the required capabilities that can be professionally applied in a particular circumstance for a defined task. Furthermore, LAGSECTA (2016) described scarce skills as those vocations in which there is a dearth of qualified professionals and experienced people, currently or as foreseeable in the near future, either because there is unavailability of these personnel or they are available but could not meet up with the employment criteria. It was stated that some of the factors that could cause the absolute unavailability of qualified professionals include new or emerging occupations, lack of skilled people, and replacement demand. It was noted that the relative scarcity might be because of geographic locations, equity considerations, and replacement demand.

The Organisation for Economic Co-operation and Development (OECD) (2011) stressed that innovation depends on people who acquire knowledge and skills through training for the betterment and development of themselves and the organisation or institution they work for. The OECD (2011) indicated that most developing countries have identified the need to develop human capital through education and training. They will consequently endeavour to implement their job responsibilities diligently, and try to realise what types of skills they require for innovations and excellent ways to build these innovations. It was noted that there is complexity in the attempt to link employees' skills and innovation. It was stated that the obscurity in determining human capital and innovation outcome indicators among other things serves to limit the discovery of such relationship.

Innovation is one of the measures to evaluate human capital development and is one of the possible indicators of human capital development. Innovation can take place through knowledge and skills acquired during some of training. Vivarelli (2012) observed that innovation is complex to measure. He noted that long-standing metrics such as research and development (R&D), which is an input indicator, and patents and relevant innovation, which are output indicators, are rarely readily available and are often insufficient to wholly determine human capital development performance.

5.2 Dynamic Capability and Performance

The dynamic capabilities framework was found to have dominated the strategic management literature in recent years, because it enables understanding of how firms respond to dynamic environments (Drnevich & Kriauciunas, 2011; Pitelis & Teece, 2010) and sustain financial performance (Helfat & Winter, 2011; Eisenhardt, Furr & Bingham, 2010). Scholars thus are interested in how dynamic capabilities are developed and ingrained into firms (Di Stefano, Peteraf & Verona, 2010; Salvato, 2009). Studies have examined the role of learning mechanisms and recurring behavioral patterns in acquiring and developing capabilities (Ilmudeen, Bao, Alharbi, & Zubair, 2020). The empirical literature has identified some of these learning mechanisms and patterns to include types of learning (Ayaz, *et al*, 2021; Bataineh, *et al.*, 2022), management leadership patterns (Verma, *et al*, 2022; Ghlichlee, and Goodarzi, 2023; Félix, and Arriscado 2023; Castro, *et al.*, 2020), entrepreneurial logics (Bataineh, *et al.*, 2022), and the importance of cognition and mindfulness for learning (Onuoha, 2022). However, these studies have focused on dynamic capability development in established firms (Corvino *et al.*, 2019). So, the firms remain relatively uninformed about capability development in new, emerging firms (Abugre *et al.*, 2020; Adesina *et al.*, 2021).

Conceptual research suggests that dynamic capabilities development would be different in new emerging firms versus established firms (Yang, and Gan, 2021). Félix, and Arriscado, (2023) highlighted the differences by showing that new ventures used bricolage in resource acquisition and deployment, which were not described by existing models of dynamic capabilities. The study suggests that the dynamic capabilities relevant to the early stages of new ventures may belong to individuals or small entrepreneurial teams, who can improvise and re-interpret how resources should be utilised in response to market conditions. Additionally, Fiano (2022) study found mixed support for the relationship between resource endowments and different types of dynamic capabilities in new ventures, and concluded that how resources are utilised is just as important as what resources are accessed or possessed. The importance of entrepreneurial agency and resource utilisation thus focuses attention on the human capital and dynamics (Hitt, Bierman, Shimizu & Kochhar, 2001) of new ventures. This focus allows a perspective to be built on how dynamic capabilities development may emerge and develop in new ventures.

However, there is a scarcity of literature on the role HR processes play in organisation building and strategic capabilities development. Huang, Zhang & Liu (2021) argued that the literature is relatively silent on HR and its links to dynamic capabilities. However, Huang *et al.* (2021) contend that there are four important reasons to attend to HR as part of dynamic capabilities development. Firstly, from both knowledge and resource-based views, the HR within firms capture critical knowledge and essential properties that can be leveraged to achieve sustainable a competitive advantage (Ployhart & Moliterno, 2011). Secondly, the development of dynamic capabilities requires understanding learning mechanisms and social interactions, which directs attention to HR of firms (Chien & Tsai, 2012; Teece, 2012). Thirdly, HR and its management in emerging firms are thought to contribute to the performance and success of the firm (Gruber, MacMillan & Thompson, 2012; Wang *et al.*, 2012). Fourthly, and lastly, the link between HR and dynamic capabilities of firms are far more cogent in dynamic environments (Jantunen, Ellonen & Johansson, 2012; Drnevich & Kriauciunas, 2011), where these capabilities may be of more value (Martínez-León, *et al.*, 2019).

By explicating the development and strategic outcomes of human resources in emergent organisations, the contribution of these resources and the capabilities that emerge can be understood in the context of strategic action and performance outcomes (Huselid & Becker, 2011). The study thus focuses on dynamic HR capabilities and their development in new emerging firms, exploring the research question of ‘How do nascent organisations amass and configure their human resources?’ Specifically, Huselid and Becker (2011) implemented a longitudinal empirical study examining the development of dynamic HR capabilities in three multiple case studies of biotechnology ventures. The evidence paints a picture of nascent biotechnology ventures’ amassing and configuring of human resources, world class scientists who could accomplish the science needed to transform promising compounds into marketable products. These ventures amassed these HR through a micro process pattern that Huselid and Becker (2011) label as “gathering and hunting”. These ventures then practiced a pattern called “potentiating” to configure HR so that the science necessary to ensure product development and financial viability could be effectively performed.

5.2.1 Human capital value, growth, retention

Investing in HC generally contributes to business and economic growth for the benefit of employees, employers, and the wider economy at large (World Economic Forum, 2016). Human

capital is an important component of intellectual capital (IC), and there is growing interest in how intellectual capital can be used to create organisational value (Massingham & Tam, 2015; WEF, 2016). The stock of HC is influenced by a range of factors, including: an organisation's recruitment policies; how it attracts and retain new talent; the way it trains and develops people's skills and capabilities (including desired ethical standards); the way it aligns behaviours with strategic goals; and how it motivates its employees and rewards performance. These are all elements of HCM that result in a few important outcomes, such as employee morale, organisational reputation and customer satisfaction. In essence, HC and its management have a huge impact on an organisation's ability to create value and sustain future growth (Ogundari & Awokuse, 2018). Fully understanding the role of HC in the value creation process requires integrated thinking. This is because HC is important for increasing the stock of other capitals through the development of knowledge, systems, procedures, protocols, and relationships.

The above was supported by the data gathered from three annual surveys conducted at Australia's second largest public-sector organization (WEF, 2016). The study found that the organization introduced psychological contracts as new HC factors as well as developed a strategy to measure human capital in terms of value creation (i.e., work activity) and employee reward (i.e., pay). The findings have practical implications for managers in using HC measurement to achieve strategic alignment of the workforce. The present study, however, investigates the role of HC development by focusing on using organisation goals, vision, and objectives as a strategy to execute HC development plans by developing an effective HC development programme capable of reskilling and retaining talent acquired.

5.3 Human Capital Development and Performance

Human capital has been theoretically and empirically linked to performance (Kh & Kh, 2021). Several comparative studies on the human capital–performance link indicated that certain aspects of HC are conducive to business performance (Samad, 2012). The current business environment has changed rapidly due to technology advancement, working environment and the emphasis on cost effectiveness (Samad, 2011). The complexity of business organisational environments demands employees who are proactive, positive, and have adequate quality of HC (Samad, 2012). Most organisations have embraced HC as one of the sources of competitive advantage to enhance better performance. In pursuit of remaining a sustainable organisation, most private sector universities are left with no other option but to gain a competitive advantage by improving

its performance. Eyong and Njirinze (2021) suggested that in an intense globalised competition occasioned by HC has been recognised as one of the crucial components that drive the economic growth and business performance.

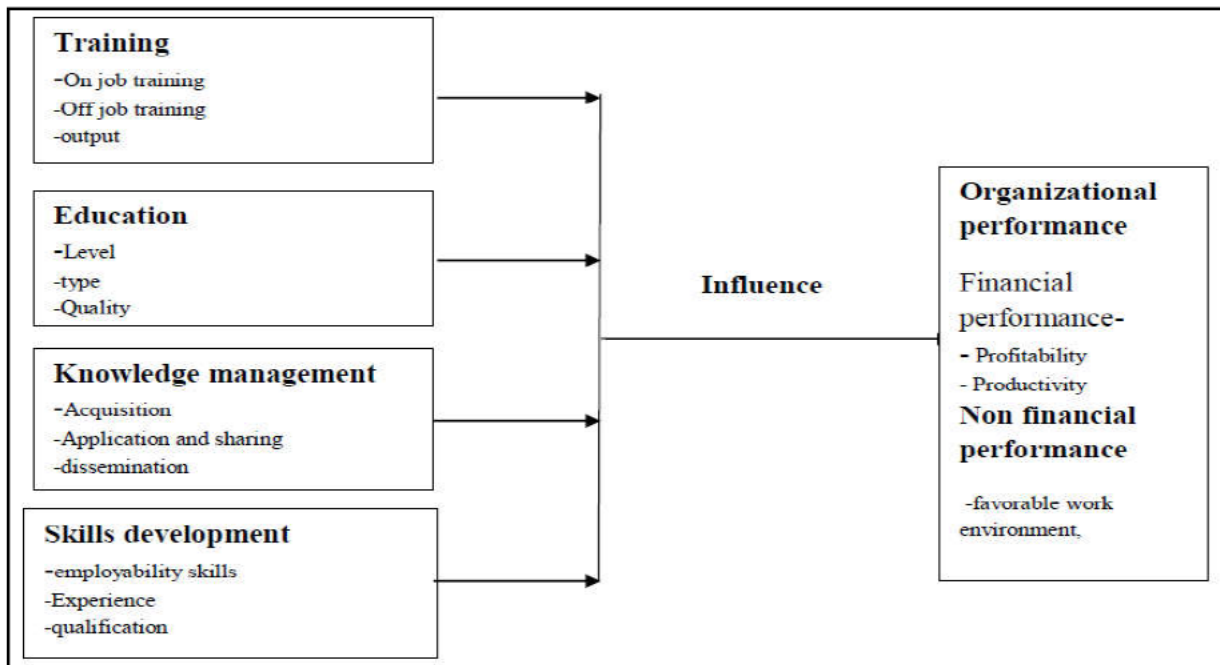
Although, there are a considerable number of studies in this area, there are limited empirical studies examining the relationship between HC and business performance in Nigerian universities (Eyong, & Njirinze 2021; Gruzina, Firsova & Strielkowski, 2021). Most organisations do not understand the nature of HC, which, according to the multidisciplinary nature of HC, lends itself to a richness of perspective and difficulty for valuation. Notably, much similar research has focused on the developed countries within certain business environments and different perspectives of HC. Scholars have pointed out the need of study to be carried out in different regions, such as the Asian region, particularly in Malaysia (Gruzina *et al.* 2021). Although the literature has identified HC as a predictor of business performance, aspects of human capital that are required for most universities in Nigeria have not been highlighted (Samad, 2012). This review highlighted the link of human capital (in terms of training and education, knowledge, skills, competence and creativity and attitude) on performance of Lagos State University in Nigeria.

5.3.1 Human capital development at the organisational level

Human capital development at the organisational level is usually human resource development. Human resource development, as described by Li Prashant, Scott and Binzhen (2017), entails involving, introducing, eliminating, modifying, directing, and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge, and competencies they require to undertake current and future tasks required by the organisation.

Elements of the human resource development process include learning, education, development, and training (Armstrong, 2011). According to Li *et al.* (2017), the organisational process of developing people involves the integration of learning and development processes, operations, and relationships. Its most powerful outcomes for the business's human resource developments are associated with enhanced organisational effectiveness and sustainability. For the individual, the human resource developments are to do with enhanced individual competence, adaptability, and employability. It is therefore a critical business process in for-profit and not-for-profit organisations.

The tools and methods for HC development differ in organisations, and it is largely determined by the objectives of organisations, the idiosyncrasy of management staff, the organisational policy, as well as the organisational environment, among others (Scott & Binzhen, 2017). However, some methods of HC development include orientation, on-the-job training (a process which involves coaching, job rotation, in-house training and in-service training), work group method, vestibule training method, and apprenticeship method (Odhon’g & Omolo, 2015; Olusegun, Ajani & Olomu, 2018). Based on such evidence, Odhon’g, and Omolo (2015) presented a model on the relationship between human capital development and performance as shown in Figure 5.1.



Source: Odhon’g, & Omolo (2015, p. 23).

Figure 5. 1Human capital development and performance model

5.3.2 Performance of public universities in developing economies

Higher Education is undergoing considerable change globally. These changes are in response to a multiplicity of factors, such as the development of information and communication technologies, globalisation, internationalisation and regionalisation, an advancing network society, an advancing knowledge society, socio-cultural trends, demographical trends, and the marketisation of higher education, including the changing roles of governments (Muthini,

Namusonge, Guyo & Shale, 2017). But scholars and critics alike have never stopped blaming the system, which most of them went through, and their critiques are somewhat justified (Kirimi, 2007; Waithaka, 2012). Waithaka (2012) concluded that method of measuring performance of employees of universities in Nigeria is too rigid, resulting in negative consequences, whereby there is mass exodus of faculty members seeking greener pastures at other universities outside the country.

Lawanson (2015) confirmed that the nature of training provided by Nigerian universities does not adequately prepare for the higher cadre human resources and does not adequately prepare the higher cadre human resources that are required for development. In an editorial article in the Daily Nation (2017), it was observed that the Nigerian education system largely operates in isolation, separated from the economic sector it is supposed to serve. The result has been that its graduates have at times been found wanting in vital skills, and this has hampered peoples absorption into the economic mainstream. The Nigerian university education system is also isolated from the society. A modern education system should stimulate all aspects of human intellectual potential. It should not simply emphasise access to knowledge, but also uphold the richness of local cultures and values, supported by the valuable disciplines of the humanities and social sciences (Cl Awino, 2015).

The commonly utilised HR practices to enhance performance include, but are not limited to: recruitment and placement; training and development; performance appraisal; compensation and benefits; employee relations; and the issues and challenges encountered in the implementation of these practices (Eyong & Njirinze, 2021). However, this study considers resourcing practices, reward management, and training and development to enhance performance, which is operationalised by labour turnover, employee job satisfaction, employee empowerment, and employee job commitment. Scholars have argued that recruiting and selecting high potential employees at some point in time does not automatically guarantee that they will perform effectively (Olando, 2006). Training is an expensive venture and organisations need some assurance of return on investment on training, in the form of enhanced productivity (Eyong & Njirinze, 2021).

Busienei (2013) suggests that organisational performance comprises the actual output or results of an organisation as measured against its intended outputs (or goals and objectives). Organisational performance is the concept of measuring the output of a particular process or

procedure, then modifying the process or procedure to increase the output, increase efficiency, or increase the effectiveness of the process or procedure (Kh, & Kh, 2021). The roles of higher education institutions are clear. First, they should provide education and training within a structure that combines research and teaching. Second, they should offer professional training in fields such as Medicine, Engineering, Architecture, Law and Teaching. Third, these institutions should operate as research centers, responsible for carrying out research in a broad range of disciplines. Fourth, they should play a part in regional development as well as developing international contacts, and fifth and finally, they should play a social function in fostering the intellectual and social development of the society.

Campbell's (1999) theory defines performance as behavior or action relevant to the attainment of an organisation's goals that can be scaled, that is, measured. Moreover, job performance is defined as what one is paid to do, or what one should be paid to do (Awino, 2015). The theory states that the measurement options range from a supervisor, peer, or self, a simulated work sample, or hard criteria (e.g., tallying revenue generated, costs saved, customer complaints, or some variant of a computerised performance assessment). They should be valid, reliable, not deficient, and be free of contamination from sources of variation that are not under the control of the individual (e.g., differences in technology impacting a person's performance). Situational enhancers or constraints, if not considered in an appraisal, can contaminate the mean, variance, or both, of an individual's performance. Observation and interpretation hold the key to the establishment of effective criteria. Yet, an ongoing problem in appraising people is the lack of reliability in the observation of their behaviour (Dasanayaka, Abeykoon, Ranaweera & Koswatte, 2021). This unreliability is largely attributed to well-known rating errors such as "first impressions", "halo", and "similar-to-me". Petasis, Christodoulou and Louca (2020) found that up to one-third of performance measurement variance is due to rater differences, even though the observers had considerable experience in observing and evaluating people in the workplace. Experience, however, is not a substitute for training (Pino-Ortega, Rojas-Valverde, Gómez-Carmona & Rico-González, 2021). To solve the problem regarding lack of reliability, an observer must be trained. Thus, training programmes that have been shown to be effective are described, and the necessity of taking context into account is explained (Boxall, Purcell & Wright, 2007).

Organisational performance is one of the most broadly and extensively used dependent variables in organisational studies, and yet, at the same time, it remains one of the most imprecise and loosely defined constructs (Nasri & Iskandar, 2021). In the strategy literature, the focus of attention regarding organisational performance has been concerned almost entirely with financial measures. Conceptually, organisational performance has been defined as the comparison of the value produced by a company with the value owners expected to receive from the company (Niati, Siregar & Prayoga, 2021).

Nasri and Iskandar (2021) indicate that a narrow definition of performance focuses on the use of simple outcome-based financial indicators that are assumed to reflect the fulfillment of the economic goals of the firm. The literature reveals that studies into the HRM performance have not determined a specific and precise meaning for the organisational performance construct. A few studies have used subjective measures to evaluate firms' performance, such as employee satisfaction, customer satisfaction, executives' perceptions about the company's performance, absenteeism, employee commitment, and other behaviour aspects (Niati, Siregar & Prayoga, 2021). Various other studies find measures for evaluating firms' performance to include financial and market indicators (Niatiet al., 2021). Consequently, there is no common theory concerning organisational performance, and researchers utilise different indicators or variables to measure organisational performance. For this reason, there is a call for a precise theory of organisational performance (Kim, & Jang, 2020). Human resource management (HRM) researchers and professionals might give crucial and special consideration to filling such a gap (Abugre, 2020).

The concept of performance, as expressed by Garavan, McCarthy, Lai, Murphy, Sheehan and Carbery (2021), means both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results. This definition of performance leads to the conclusion that when managing performance, both inputs (behaviour) and outputs (results) need to be considered. It is not a question of simply considering the achievement of targets, as used to happen in 'management by objectives' schemes. Competency factors need to be included in the process (Abdrasilov, Kudaibergenov, Kelesbayev & Baimaganbetov, 2021).

In short, a theory of performance is necessary to determine the relevant dimensions of performance, performance standards or expectations related to performance levels; that includes restrictions on how the situation should be measured when assessing performance, the number of performance levels or gradients, and the extent to which performance should be based upon absolute vs. relative comparison standards (Rieg, & Vanini, 2023).

Recently, organisations have been validating the significance of investing in HC development. A study conducted by Majid (2017) in Malaysia revealed that there is a significant and positive relationship between human capital and the organisational performance of ministries. Researchers recognised HC as a crucial contributor to organisational performance (Uzuegbunam, Liao, Pittaway & Jolley, 2017), and enhanced service delivery is one of the important elements of organisational performance (Ayaz *et al.*, 2021; Bataineh *et al.*, 2022; Chawla, 2020).

A study of 100 officers working in private banks in the district of Batticaloa revealed a significant relationship between HRM practices and HC development (Aqeela & Victor, 2016). The researchers claimed that HC is one of the most vital elements towards achieving a competitive advantage. Embracing HC involves the process of nurturing environments where employees are freely acquiring fresh and new ideas.

Delery and Gupta (2016) conceptualised the relationships between HRM practices and organisational performance/effectiveness. The study revealed that HRM practices are important in enhancing organisational effectiveness. Furthermore, the authors found that the HRM system, comprising of staff selection, pay, and opportunities in decision-making processes, contributed significantly to increasing organisational effectiveness. Based on a critical literature analysis, this study suggests three dimensions of HC impacting on organisational performance, which are leadership practices, knowledge accessibility, and learning capacity (Muhammad, Sarminah, Mohd & Jalal, 2017). The next section presents the theoretical framework underpinning the study of the relationship between HC development and faculty members' contributions to Lagos State University.

5.4 Theoretical Framework Linked to Research Objectives

This section presents discussions on the theoretical framework guiding the study on the connection between HC development and faculty members' performance at Lagos State University. This study utilised three most suitable worldviews among popular HRM theories

applicable to investigate the relationship between HC development and performance of Lagos State University. The suitable HC development theories found applicable to this study originate from economics, resource-based and system theories in management. These are: human capital (HC) theory; scientific management theory; and resource-based theory. This chapter examined HC development theory to explore the link between the constructs utilised to measure HC development and faculty members' performance. These HC development theories are discussed below:

5.4.1 Human capital theory

Halidu (2016) stated that the science of HC can be traced to 1776, to a book authored by Adam Smith. Eme and Okolie (2016) stated that human capital theory has its roots in economic development theory as propounded by British economists Sir Williams Petty (1623-1687) and Adam Smith (1723-1790). There are a few contemporary scholars who have contributed to the theory since its proponents propounded it. Some of these scholars include Backer (1993) and Schultz (1993). They maintained that the foundation of the economics of HC was set by Adam Smith. Adedeji and Campbell (2014) name proponents of human capital theory to be Garry Becker in 1967 and Thodore Schultz in 1988. The study submits that these two proponents viewed HC in terms of the way education increases the efficiency and performance of workers by improving their cognitive skills.

Mudor and Toksoon (2011), in their chronicle, indicated that human capital development theory was developed by Becker, DeGroot and Marshak in the early 1960s. According to Odo, Eze and Onyeisi (2016), human capital theory was postulated by Paul Romer in 1986. In Adelakun's (2011) view, human capital theory has shown how education and training translates to improved faculty members' performance by developing the level of their cognitive skills. Accordingly, Adelakun (2011) stated that the idea of investing in people's education or training was first mooted by Theodore, Schultz, Bucker and Mincer in 1964. Some of the identified investments that could yield productivity include expenditure on education, and on-the-job training. This is in line with the aims of this study on the relationship between HC development and performance in Lagos State University.

The human capital theory, which originated in the mid-20th century as explained above, argues that investments in education, training, and other forms of human capital development lead to increased performance, economic growth, and individual income. While this theory has gained

widespread acceptance and has influenced policy and educational systems, it has also generated various issues, arguments, and debates on its applicability to variables of study in research. Below are the key points of contention and discussions surrounding the human capital theory:

One ongoing debate is whether human capital should be treated as a distinct form of capital, alongside physical and financial capital. Critics argue that reducing human development to mere economic factors oversimplifies the complexities of education and human potential. Therefore, in the late 60s and early 70s scholars like Pierre Bourdieu, Michael Apple, Henry Giroux and Samuel Bowles and Herbert Gintis argue that the human capital theory can lead to a commodification of education, where the primary goal of education becomes economic returns rather than personal and societal development. They also contend that the human capital theory does not adequately address issues of inequality. Disparities in access to education and training can lead to unequal outcomes, potentially exacerbating income and opportunity gaps. And that the theory's emphasis on quantifying human capital often leads to the neglect of important qualitative aspects of human development, such as creativity, innovation, and social skills.

Furthermore, Some argue that the theory places excessive importance on formal education, overlooking the value of informal learning, experience, and non-traditional pathways to skill development. The theory has influenced policy decisions in education and workforce development, but the effectiveness of these policies is a subject of debate. Critics argue that policy interventions based on the human capital theory may not always yield the desired outcomes. The applicability of the human capital theory varies across different cultural and economic contexts. What works in one country or region may not work in another, leading to discussions about cultural sensitivity in education and training policies.

As Halidu (2016) emphasised, human capital theory holds that education and training, which involves acquisition of knowledge and skills, is a form of investment in skills and competencies. The theory proposes that people invest in education basically to improve their human abilities and intellectual capabilities through the acquisition of knowledge and appropriate skills. The theory removes any ambiguity on how education improves workers' level of cognitive skills, knowledge, and resources, and by extension, leads to higher productivity. Halidu (2016) stressed human capital theorists' argument that expenditure on HC is seen as a productive capital investment, which they give more premium than physical capital investment. Odo, Eze and

Onyeisi (2016), Halidu (2016), and Mudor and Toksoon (2011) supported the theory and acknowledged that the importance of education and training is fundamental to positioning a country in the global economy.

Adelakun (2011) reported human capital theorists' findings that improved literacy of workers enhances their productivity in their vocation. The theorists claim that greater provision of education and training will lead to greater increase in performance and productivity. The theory holds that HC is a store of economically productive human abilities, which is an outcome of inherent abilities with investments in human beings. Some of the examples of such investment in human beings include on-the-job training, and expenditure on education, health, and nutrition. These expenditures translate into productive capacities against what is obtainable initially. Adedeji and Campbell (2014) reported that the proponents of human capital theory consider HC to be of equal importance to physical capital. The authors maintained that provision of education is seen as a fruitful investment in human capital.

Igba, Igba and Nwoye (2015) reported that education and training propel the effectiveness and efficiency of teachers by growing related skills. The study stated that human capital theory focused on how education and training of individual's have influence on effectiveness and efficiency. This underpins the fact that certain skills and knowledge are required to be possessed by faculty members of a university in order to carry out their teaching and research activities. Learning skills are required to improve on their class activities with the students, and research skills to improve their research knowledge and subsequently improve their h-index, among others. Therefore, there is no denying the fact that HC development is a fundamental factor in the performance of faculty members in universities. The human capital theory found that HC is as important as finance, physical plant and machinery, and natural wealth as a factor of production in the process of development. The proponents of the theory established that improved knowledge and skills will enhance the productivity of workers in their vocation. In essence, a vocation that requires deep-thinking, logical and analytical reasoning, or provides specialised and scientific knowledge, requires continuous development in the field or profession. In respect to the foregoing, the importance of HC development of faculty members in Lagos State University cannot be over-emphasised.

There are various categories of capital in Lagos State University. Such capital might come in human form and physical form. The HC can be stirred up with the right education and training,

and at the end of the day, improve university performance. The improved performance of faculty members will subsequently lead to organisational success. The organisational success can only be accomplished by attaining the goals and objectives of the organisation. This situation can also be said of Lagos State University as an organisation. Above all, there is no denying the fact that this theory is essential to this study. For Lagos State University to compete with other universities in Nigeria, and other global universities, its skilled employees must be highly competent and able to keep up with the scientific and technological changes happening across the globe. Also, the improved competencies should prepare the faculty members to cope with the challenges that relate to change. Halidu (2016) believed that the most essential resource in the university system, which is also the engine room for nation building, is the HC and it has to be given adequate attention in order to enhance HC development. This development will enhance self-creativity and innovativeness, and will become a spur for facilitating sustainable growth and national development.

Netcoh (2016) noted that the theory assumes that education increases productivity in the work environment, leading to an increase in employees' wages, but it provides little insight into the fact that education will increase the employee's wages. Statistically, education and training explain 30% variance of employee's wages, which indicates that human capital theory leaves a significant percentage of wage variability unexplained (Netcoh, 2016). The author observed that numerous "middle range" theories (e.g., screening and credentialism) endeavour to explain the other 70% of employees' wage variability and some of these middle range theories examine the relationship between educational background and income.

Human capital development, which includes investments in education, training, and skill enhancement, is highly valuable for job performance. The role and the relationship of this theory on performance can never be overemphasize in the sense that equips individuals with the skills, knowledge, and expertise required to excel in their jobs. This can include technical skills, problem-solving abilities, communication skills, and industry-specific knowledge. Employees with strong human capital are often more productive. They can complete tasks more efficiently, make better decisions, and contribute to the overall efficiency of the organization (Onuoha, 2022; Saini, *et al.*, 2019). Continuous learning and development make employees more adaptable to changes in the workplace. In fast-paced, dynamic industries, the ability to quickly learn new skills and adapt to evolving technologies is crucial for job performance.

Employees with a diverse set of skills and knowledge are more likely to come up with new ideas and solutions, driving innovation within the organization. often leads to career advancement. Employees who continuously build their skills are more likely to be considered for promotions and opportunities for leadership roles, which further impact job performance. Employee training and development can help reduce the risk of errors, accidents, and workplace incidents, leading to a safer and more productive work environment (Chen *et al.*, 2021). Above all, human capital development is an essential component of job performance. It equips employees with the skills, knowledge, and abilities they need to excel in their roles, contributes to their job satisfaction and career advancement, and has a positive impact on organizational success. Organizations that invest in their employees' human capital often enjoy higher levels of performance, innovation, and overall job performance (Verma, *et al.*, 2022; Ghlichlee, & Goodarzi, 2023; Félix, & Arriscado 2023).Therefore, it is essential that policy makers need to consider substitute frameworks in combination with human capital theory to fully understand the relationship between human capital development and performance.

5.4.2 Resource-based theory (RBT)

The resource-based theory is also regarded as the resource-based view (RBV). Prahalad and Hamel (1990) noted that resource-based theory was proposed by Jay Barney in the article titled “Firm Resources and Sustained Competitive Advantage”, which was published in 1991. Accordingly, the source of sustainable competitive advantage derives from doing things in a superior manner by developing superior knowledge and capabilities with adequate resources. Resource-based theory was basically propounded from a resource-based view of employers. Barney, Ketchen and Wright (2011) noted that a resource-based view of an organisation and the ensuing resource-based theory (RBT) offer a vital structure for elucidating and determining the basis of an organisation’s competitive advantage and overall organisational performance.

Athman (2015) traced the origin of the resource-based view to 1959, where Penrose noted that resources possessed, deployed and used by the firm are more important than the industry structure where the firm finds itself. The term ‘resource-based view’ was originally coined by Wernerfelt in 1984 to conceptualise a firm as the collection of resources, which are attached to the firm temporarily (Athman, 2015). Wernerfelt (1984) stated that the resource-based view of the firm underpins the importance of a firm’s core competencies. Prahalad and Hamel (1990) ascertained the idea that core competencies focus on the critical category as a solid and stable capability. Barney (1991) argued that the resources of a firm are the basic source of its

competitive advantage. Barney (1991) opined that aside from the general resources of a firm, there are other resources or capital such as physical capital, human capital, and organisational capital. This implies that faculty members in the university are the essential factor in the competitive advantage of the university. Athman (2015) categorised firm's resources into property-based and knowledge-based. Athman (2015) further explained that the economic shift from property-based to knowledge-based production has resulted in a revaluation of a firm's employees. Knowledge workers, such as concept and technology designers, as well as finance and management personnel, are increasingly found at the heart of the organisation's functions. Other employees are on the outskirts of the company; as a result, their responsibilities change on a regular basis, and they are defined by the tasks they perform at the time. As a result, a new labour differentiation emerges.

Theriou, Aggelidis and Theriou (2009) stated that the overriding model in the field of strategic management during the 1980s and 1990s were the competitive forces approach and the resource-based view. The competitive forces approach stresses the steps an organisation can follow to yield economic gains through the creation of privileged organisational positions against contemporary competitive forces. The authors stressed that the resource-based view places emphasis on the development of competitive advantage through capturing economic gains. Barney, Ketchen and Wright (2021). Noted that a firm's competitive advantage is determined by its accumulated resources and not by the competitive environment. This simply implies that the resources owned by a firm will determine its actualisation of the firm goal. This indicates that a firm should devote more attention to their resources than its competitors.

Kostopolous, Spanos and Prastacos (2004) averred that the recognition of the resource-based view of the firm has become an important issue a firm should put into consideration. They add that resource-based theory deals with the basic questions of why firms differ in their competitiveness, and how firms achieve and sustain their competitive advantage by efficiently deploying their resources. These ideas are not entirely new. The authors noted that the field of management has contributed greatly to the development of the resource-based view in the last 60 years. Selznick's (1957) concept of an organisation's 'distinctive competence', Chandler's (1962) idea of 'structure follows strategy', Ansoff's (1965) proposition, and Andrew's (1971) idea of internal appraisal of strength and weaknesses, consequently led to the development of distinctive competencies. All these are directly related to resource-based theory.

Athman (2015) stressed that the resource-based view illustrates that a firm's internal resources are the major driver of the competitive advantage of a firm, rather than external factors. The study emphasised that firms must develop their internal resources to diligently achieve and sustain their competitive advantage. Athman reported that the early phase of the development of strategic thinking focused on the internal actors of the firm. Resource-based theory is a very popular theory used to explain the competitive advantage of a firm using the resources a firm possesses. Ramos-Rodríguez and Ruíz-Navarro (2004) carried out a bibliometric study on the Strategic Management between the years 1998-2000 and found that the most important contribution to the strategic management discipline is the resource-based view. The study also revealed that studies by Wernerfelt in 1984 and Barney in 1991 are the most influential articles in the field of strategic management.

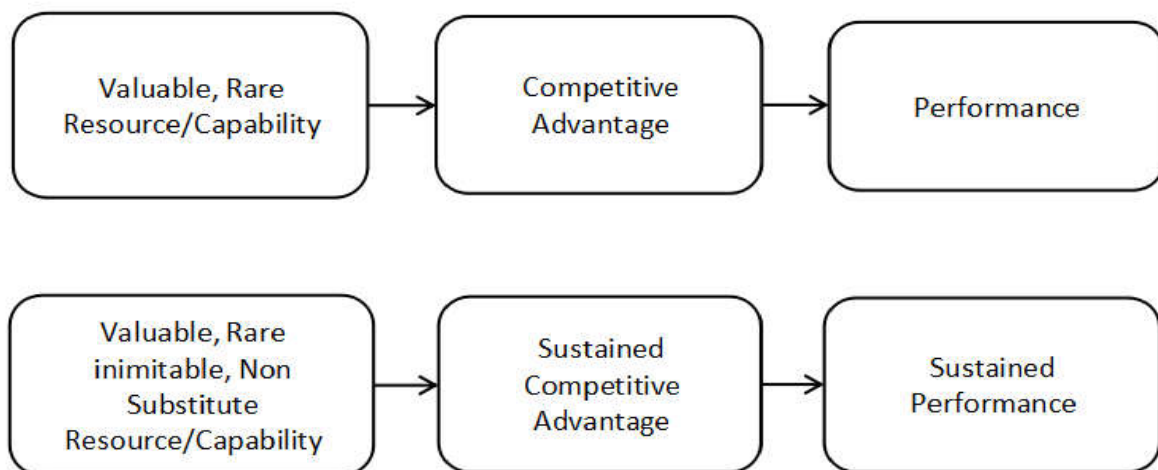
As noted by Barney (2021), the resource-based perspective indicates that competitors focus on a firm's resources to determine their competitive advantage, and these resources predict the firm's performance, be it growth or decline. According to the author, the essence of the resource-based point of view is to address the role of company resources in the decision-making processes of a firm. Barney et al. (2021) suggested the need to have more empirical support of the resource-based view on company strategy from the dimensions of competitiveness and implications of resource perspective on a firm's value. Newbert measured competitiveness using constructs such as innovation, value processing, organizing resources, control systems, and compensation policies. Wang (2014) observed that the terms used by researchers in resource-based theory include core competencies, distinctive competencies, and strategic assets to signify the strategically important resources and competencies that provide a firm with a possible competitive advantage.

Maier and Remus (2002), in their study, used the term 'resource strategy'. The authors emphasised that the resource strategy of firm involves three steps, which include competence realisation, competence transaction, and competence creation. According to Maier and Remus, competence creation is that stage where product and service is defined and analysed. Competence realisation is described as the procurement of necessary resources, completion of process of production and implementation of services. Competence transaction is referred to as the market logistics, order fulfillment and maintenance (Maier & Remus, 2002). Lockett and Thompson (2011) and Ray, Barney and Muhanna (2004) stated that resources in a firm are

e o se b e n i tangil resource, and the intangible resources are more often important in the strat:g c a a em nt pe spe e. According to these studies, intangible sources are more l kely to produce competitive advantage than tangible ones.

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Resource- d e as continuously offered a platform for a firm to effectively prepare and implement st ough explor:g the statu f its internal resources and capabilities in the c o t a n t om tit var tage. Prahalad and Hamel (1990) emphasised that m c s a t mos valuable resources in a firm. Human resources should not be cn o parti nit f a f a, but they should be transferred to other units of the firm t r c and p o entials can be optimally utilised to gain competitive advantage. Barney (1991) used factors such as value, rareness, inimitability, and non-substitutability to xa t o ee i t s r sou ces and sustained competitive advantage. The d o d s pa a eters can achieve and sustain a competitive advantage. Consequently, Barney (1991) presented a conceptual model for resource-based theory as shown in Figure 5.2.



Source: Barney (1991, p. 112)

Figure 5. 2. Conceptual model for resource-based theory

Figure 5.2 above justified the usefulness of resource based view theory to the relationship a a d pe forman e as it is applicable in the university system. RBT has e x a ela n tetween h man capital and job performance because it emphasizes the importance of allocating resources effectively to achieve strategic goals. In the cn e t j b a ac ;, mea s that organizations can use the theory to allocate resources

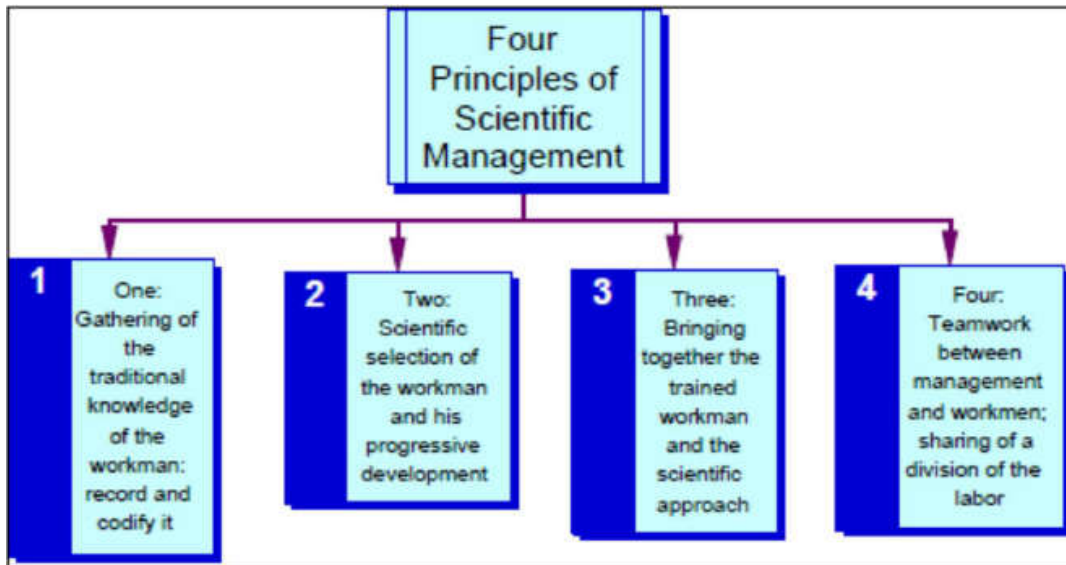
(such as training, tools, and support) to employees in a way that enhances their capabilities and performance. An organization's resources should be valuable, rare, and difficult to imitate (Barney, 1991). For employees, this translates to having unique skills and knowledge that are not easily replaceable by others. When organizations hire and develop employees with such skills, it can lead to better job performance (Martínez-León, *et al.*, 2019; Onuoha, 2022). By investing in employee development, organizations can create a competitive advantage through a workforce with specialized skills, knowledge, and expertise.

This, in turn, enhances job performance as employees become more proficient in their roles. In the context of job performance, it implies that organizations should identify the skills and capabilities that are most relevant to their objectives and invest in developing those specific. In a competitive labor market, attracting and retaining top talent is essential. Organizations that understand and apply RBT principles can gain a competitive advantage by having a workforce with superior skills, knowledge, and capabilities, leading to higher job performance (Chen, 2019). Incorporating Resource-Based Theory principles into HR and talent management strategies can help organizations identify, develop, and leverage resources that enhance job performance, thereby contributing to their long-term success and competitive advantage.

5.4.3 Scientific management theory

Scientific management theory was propounded by Fredrick Winslow Taylor in 1881 (Palla & Billy, 2018). Scientific management theory is also referred to “Taylorism”. Oberoi (2012) noted that scientific management theory analyses and amalgamates workflows, and in the long run, improves efficiency. The basic notions of this theory were developed by Taylor in the 1880s, 1890s and published in the monographs titled “*Shop Management*” in 1905 and “*The Principles of Scientific Management*” in 1911. The scientific approach to management was developed to focus on how efficiency and effectiveness can be achieved in tasks given to employees (Paris, 2019). Taylor postulated that workers would be motivated to be more efficient and productive when there is a proper design of a job. Scientific management theory shifts the responsibility of managers from the one that coerces and bullies’ employees to carry out a certain task, to a new responsibility of transforming them into skilled employees, to attain higher productivity (Saylor Foundation, 2013). In view of the foregoing, scientific management theory is important to this study as it concerns the management offering faculty members the opportunity to undertake training programs to enhance their knowledge and skills for improved productivity.

Taylor postulates four cardinal principles of the scientific management of work (Su, 2017). It was reported that Taylor considered improving the efficiency of employees to increase their productivity. To Taylor, employee productivity will improve the employee’s quality of life. Taylor’s four cardinal principles of scientific management are represented in Figure 5.3.

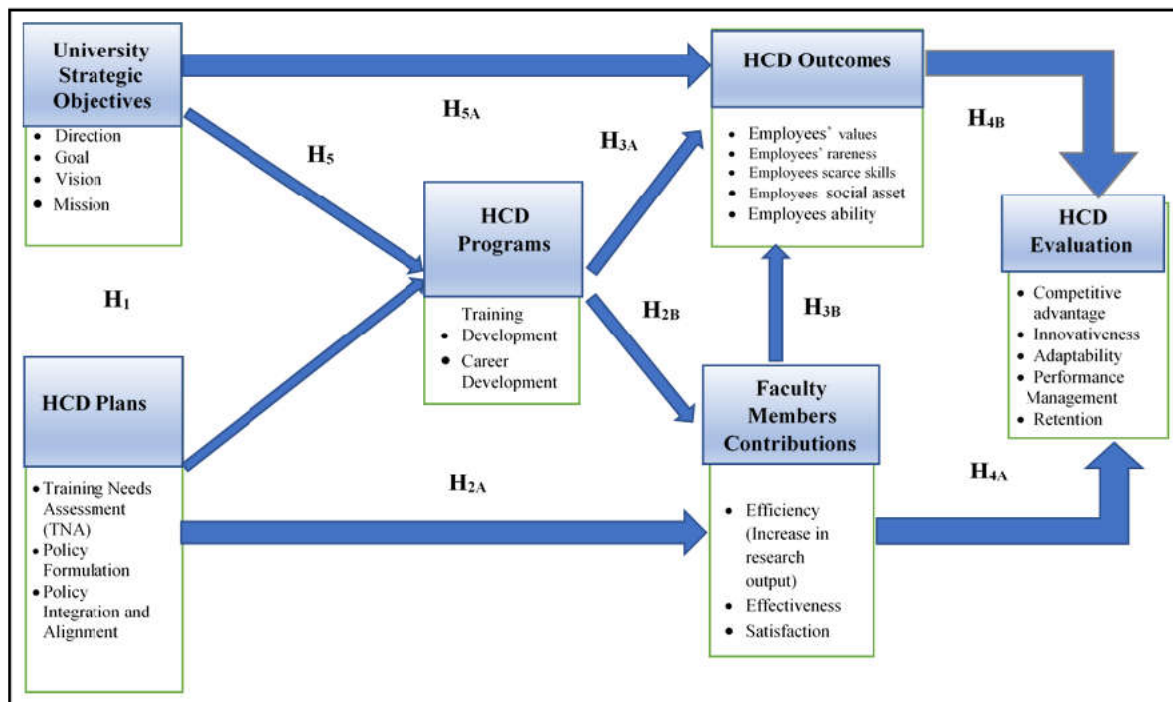


Source: Adopted from Oberoi (2012, p. 43)

Figure 5.3 Taylor’s four cardinal principles of scientific management

In the monograph titled “*The Principles of Scientific Management*” published in 1911, Taylor explained how the scientific method of managing employees will improve productivity greatly. Taylor focused on scientific management philosophy and stressed the manager-employee collaboration in the selection and training of personnel in accordance with the scientific method (Turan, 2015). This indicates that the scientific approach is important to HC development through appropriate intervention, and this will result to gain higher productivity.

Having conducted a thorough review of conceptual and empirical studies on the interplay between HC development and performance, the current study offers the conceptual framework illustrated in Figure 4.4 for empirical analysis. The conceptual framework is compiled in accordance with the theoretical framework linked with the research objectives and hypothesis formulated in this study. Hence, Figure 4.4 is a conceptual framework to showcase the relationship between HC development and performance of faculty members in Lagos State University.



Source: Own compilation

Figure 5. 4. Conceptual framework on the relationship between human capital development and performance.

Figure 5.4 show a diagrammatic illustration of the Scientific management theory to the present study. Therefore, it is worthy to note that scientific management theory is relevant to this study in the sense that it emphasizes time and motion studies to analyze and optimize work processes. This can lead to the elimination of unnecessary movements, which can reduce physical strain on employees and enhance their job performance. It also seeks to standardize tasks to minimize variations in how work is performed. When job tasks are well-defined and standardized, it can reduce errors and inconsistencies, leading to more consistent and efficient job performance. The primary goal of this theory is to increase efficiency and productivity. Employees working in streamlined and efficient processes are more likely to complete tasks faster and with higher quality, contributing to improved job performance.

Taylor's Scientific Management theory promotes cooperation between workers and management. When employees are involved in decision-making processes and have a say in how their work is organized, it can enhance job satisfaction, motivation, and, consequently, job performance. It emphasizes clear communication of instructions and expectations. When employees receive clear guidelines, they are more likely to understand their roles and perform their tasks effectively. In time of performance measurement and feedback. Regular feedback and performance evaluations can help employees identify areas for improvement and adjust their behavior to enhance job performance. Furthermore, Scientific Management encourages systematic problem-solving. When employees are trained to analyze issues and find efficient solutions, they can resolve work-related challenges more effectively, contributing to better job performance.

5.5 Summary of Chapter

In this chapter, the focus was on presenting and discussing the contributions and outcomes of human capital development, as well as the relevant theories that help elucidate the relationship between HC development and the performance of faculty members at Lagos State University. The selection of these theories was made consciously in alignment with the conceptual framework and the underlying objectives of the study. Regarding HC development, which serves as the independent variable in this study, the Human Capital Theory, as proposed by Baker (1967) and Schultz (1967), and the Resource-Based Theory, as developed by Barney (1991), were considered highly pertinent to achieving the research objectives. Human Capital Theory emphasizes that education and training represent investments in skills and competencies. This theory posits that individuals invest in education to enhance their intellectual capabilities and acquire knowledge and skills. It helps clarify how education can enhance cognitive abilities, knowledge, and ultimately productivity.

However, it is worth noting that while education and training explain a substantial portion of wage variance, a significant portion remains unexplained. Resource-Based Theory, on the other hand, views organizations as essential structures for understanding competitive advantage and overall organizational performance. This theory suggests that an organization's resources and capabilities play a pivotal role in determining its competitive advantage. Yet, there is a need for more empirical support to substantiate the effects of resource-based views on company strategy, especially in terms of innovation, value creation, and resource management. To understand faculty members' performance at Lagos State University, the study employed Scientific Management Theory, as proposed by Taylor (1911). This theory is particularly suitable for examining the effective and efficient contributions of faculty members. It underscores the importance of collaboration between managers and employees in personnel selection and training. This alignment with the scientific method is expected to enhance employee efficiency, increase productivity, and improve the quality of employees' lives. With the literature review and theoretical framework laid out, the next chapter will delve into the research methodology adopted to investigate the relationship between HC development and the performance of faculty members at Lagos State University.

CHAPTER SIX

METHODOLOGY

6.1 Introduction

This chapter presents the research methodology and research methods employed to investigate the relationship between HC development and performance of faculty members of Lagos State University. In conducting a valid and reliable research, it is pertinent to understand research methodology in order to select appropriate research methods for the study. This is because the kind of methods selected, including research philosophy, research approach, research design, population characteristics, data collection procedures, which include sampling techniques and research instrument, as well as statistical tools adopted for data analysis, have influence on the expected results of the investigation.

Appropriate selection of research methods for this study was assisted by the researcher's proper review of related literature on research methodology, to be mindful of the strengths and weaknesses of the choice of research methods. To discover the strength, opportunities and weaknesses in this study, the selected research approach requires a fit between the research objectives, questions and hypotheses, which are restated in this chapter.

6.2 Restatement of Research Objectives and Research Questions

6.2.1 Objectives of the Study

The primary objective of this research is to investigate the relationship between HC development and performance of Lagos State University. Secondary objectives are:

1. To investigate the relationship between university strategic objectives and HC development plans.
2. To examine the influences of HC development plans and HC development programmes on faculty members' contributions.
3. To establish the influences of HC development programmes and faculty members' contributions on HC development outcomes.
4. To ascertain whether faculty members' contributions and HC development outcomes have direct influence on HC development evaluation.

5. To measure the extent to which HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes and performance.

6.2.2 Research questions

The following questions were raised based on research objectives:

1. What types of relationship exist between university strategic objectives and HC development plans?
2. To what extent do HC development plans and HC development programmes influence faculty members' contributions?
3. To what extent do HC development programmes and faculty members' contributions influence HC development outcomes?
4. To what extent do faculty members' contributions and HC development outcomes influence HC development evaluation?
5. To what extent can HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes and performance?

6.2.3 Research hypotheses

The following statements were based on the research objectives:

The major null hypothesis for this research is:

H₀: There is no significant relationship between HC development and faculty members' performance.

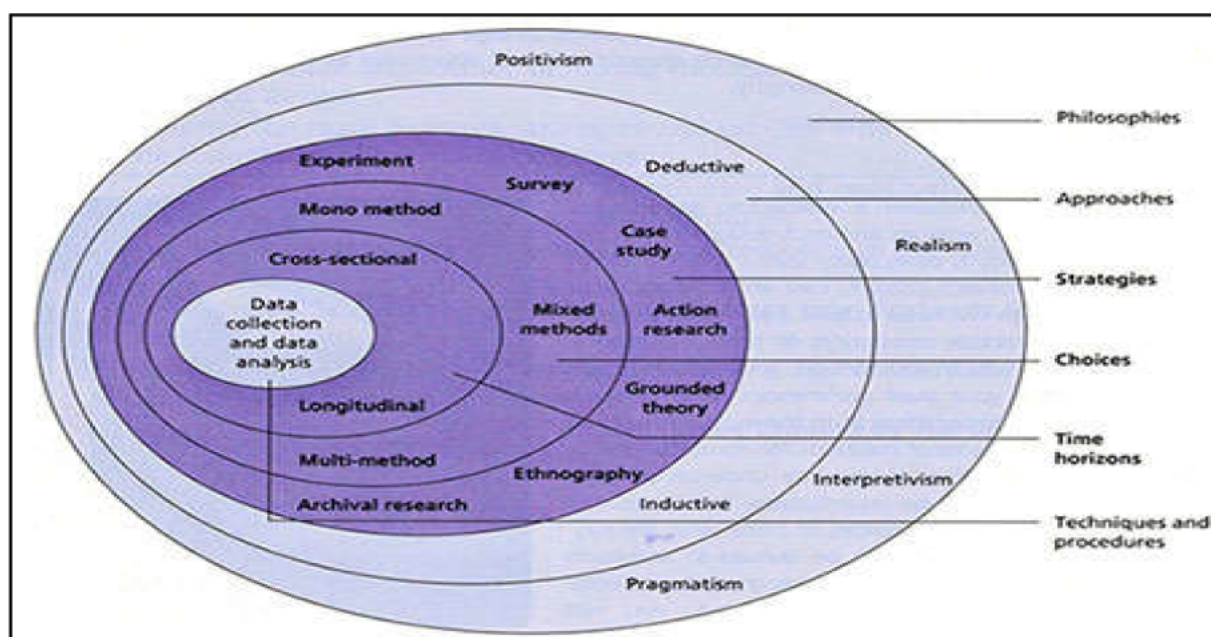
Other alternative hypotheses listed below were tested against the null hypothesis.

1. **H₀:** There is no significant relationship between university strategic objectives and HC development plans.
H₁: There is a significant relationship between university strategic objectives and HC development plans.
2. **H₀:** HC development plans and HC development programmes do not have significant influence on faculty members' contributions.
H₁: HC development plans and HC development programmes have significant influence on faculty members' contributions.

3. **H₀:** HC development programmes and faculty members' contributions do not have positive influence on HC development outcomes
H₁: HC development programmes and faculty members' contributions have positive influence on HC development outcomes.
4. **H₀:** Faculty members' contributions and HC development outcomes do not have influence on HC development evaluation.
H₁: Faculty members' contributions and HC development outcomes have influence on HC development evaluation.
5. **H₀:** HC development programmes and faculty members' contributions do not mediate the relationship between university strategic objectives and HC development outcomes and performance.
H₁: HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes and performance.

6.3 Research Philosophy

The description of research philosophy in this study utilizes Saunders, Lewis and Thornhill's (2015) research onion. The various research philosophies in the onion offer explanations generally, about how each research philosophy can be used for data gathering and data analysis (Saunders et al., 2015). According to Johnson, Clark and Housley (2017), the importance of how a researcher conducts and understands the phenomenon under investigation rests on the realisation of philosophical commitment on the choice of research strategy, as business and management researchers. The philosophy adopted in research determines how the research is designed and processed, and its strategies and techniques of researching into the nature of existing knowledge on the phenomenon (Saunders *et al.*, 2015). Thus, the choice of research methods for this study relies on Saunders' research onion as indicated in Figure 6.1 below:



Source: Saunders *et al.* (2015)

Figure 6. 1 Research onion

6.3.1 Research philosophy guiding the study

Research philosophy, also known as the research paradigm, is defined by Lincoln, Lynhan and Guba (2011, p. 105) as the “basic belief system or world view that guides the investigation”. Research philosophy can be classified into two major categories, namely, a positivist paradigm and an interpretive paradigm (Bryman & Bell, 2007; Myers, 2009, 2013). The positivist approach is concerned with the gathering of quantitative data through observations and experiments (Easterby-Smith, Thorpe & Jackson, 2012). Saunders *et al.* (2015) also describe positivism as beliefs which support the course of natural science, known as a positive research approach.

Objectivism, from the perspective of ontology, shows that social phenomena and their understandings have a reality that is external to that of the researchers or actors (Bryman, 2012, p. 32). For example, an organisation and its culture are a social entity which has a unique identity and reality that is completely different from the researchers. Basically, positivist features include object, beliefs, and value system. The worldview in relation to this philosophical approach assists to evaluate the social world objectively. This is in line with the quantitative research approach adopted for data collection and the conforming data analysis procedures in this research.

The positivists' axiological beliefs demonstrate that the scientific research process is value free, as the researcher is separated from the phenomenon that is being investigated (Bryman & Bell, 2015). This is very unlike management research in which the values and perceptions of researchers usually influence the interpretation of the results. Therefore, the positivist researcher's worldview has no value to influence the research study, but the interest is in data collection and general information from a large social sample. According to Bryman and Bell (2015), positivism from epistemological perspectives confirm that objects that are observable and measurable can be generalised as true knowledge. They suggested that the object under investigation and the meaning attached to such object have a separate existence different from that of the researcher. This is evident in most studies in natural sciences, where the true knowledge of the objects is external to the investigators.

Bryman and Bell (2015) suggested that constructivism, from the ontological perspective, considers social constructs to be the product of the beliefs of both social actors and investigators' actions. This suggests that the structure of social constructs relies on the in-depth understanding of reality and interactions among social actors, as opposed to being perceived as something different to social actors. Samy and Robertson (2017) introduced constructivists in a joint effort to build social phenomena. However, researchers that believe in the objectivity of positivism's philosophical commitments usually adopt a quantitative research approach (Bryman & Bell, 2015).

The researcher considered positivism as the research philosophy suitable to guide the study. The choice of this research philosophy was considered because of its characteristic of objectivity since it allows for proper understanding of the phenomenon in the study. Positivism is considered as the most appropriate philosophical stand for this study to objectively investigate the relationship between HC development and performance of Lagos State University using a quantitative method of data collection and analysis procedure. This is in an agreement with Sankale, Sakwa & Ndegwah, (2017), that positivism is directly connected with the idea of objectivism.

Justification of employing positivism as a research philosophy in this study is as a result of the fact that positivist research typically involves the collection and analysis of quantitative data (Cresswell & Poth, 2016). This approach is well-suited for investigating relationships, patterns, and trends that can be measured and quantified, making it appropriate for research in fields such

as economics, psychology, and epidemiology. It places a strong emphasis on objectivity in research. It seeks to minimize researcher bias and subjectivity, which can enhance the reliability and validity of research findings. By relying on empirical data and standardized methods, positivist research aims to produce consistent and replicable results. Positivism often aims to generalize research findings to broader populations or situations. By using a large and representative sample, positivist research can provide insights that are applicable beyond the specific context of the study, making it valuable for making informed policy decisions and addressing broader societal issues. And lastly, many organizations and institutions rely on data-driven decision-making. Positivist research provides data and evidence that can inform decision-makers about the best courses of action, whether in business, or public institution of learning.

6.4 Research Approach

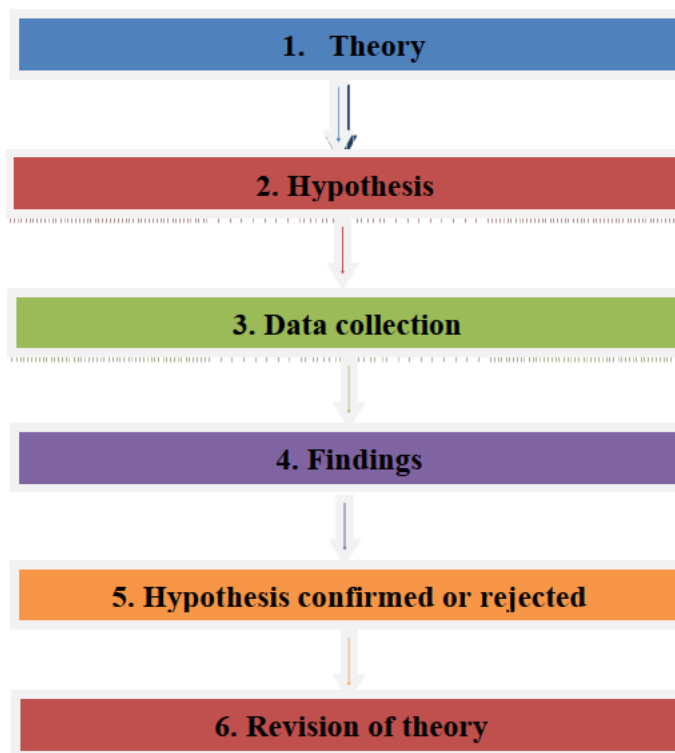
This segment presents the theoretical approaches used in various business and management research. There are two broad approaches of reasoning (Cresswell & Poth, 2016), which include the inductive and deductive approaches. According to Cresswell and Poth (2016), in the inductive (subjective) worldview, researchers believe that research should be conducted from the specific to the general. In a similar way, Creswell and Clark (2017 p. 235) describe inductive researchers as worldview researchers who believe study should be conducted by starting from the “bottom-up, through the recruited participants’ views to build broader themes and generate a theory interconnecting the themes”. Deductive (objective)worldview researchers hold the contrary believed that research should be conducted starting from the general knowledge, which will eventually end with specific knowledge (Creswell & Poth, 2016). By extension, deductive research (Creswell & Clark, 2017; 47) “works from the ‘top down’, from an examination of atheory to formulation of hypotheses and collection and interpretations of data in order to buttress or contradict the examined theory”.

6.4.1 Research approach adopted for this study.

This researcher adopted a deductive reasoning approach for this study. A deductive approach was adopted because the researcher intended to investigate HC development and faculty members’ performance of Lagos State University and then design a research approach to test the formulated hypotheses. This is because a deductive reasoning strategy, as described by Wilson (2014), is a way of developing research hypotheses based on the existing theory, and later design a research strategy that will be used to test the hypothesis formulated. This is necessary because, as stated earlier, a deductive method is a method of reasoning that is viewed from a broad sense

to a specific sense (Wilson, 2014). Similarly, a deductive reasoning strategy can be explained through the means of hypotheses that can be achieved through propositions of an existing theory (Babbie, 2015). That is, a conclusion can be deduced from the premises or propositions. This is because deductive reasoning starts with an expected pattern that is tested against observations.

Put differently, Bryman and Bell (2015) explained that deductive strategy considers the association between theory and research. This current research deduces hypotheses that are now subjected to empirical scrutiny according to knowledge about the interplay between HC development and performance and the theoretical framework underpinning the study. The constructs embedded within the formulated hypotheses will be translated into researchable entities (Bryman & Bell, 2015). Importantly, this strategy relies on the fact that data collected must be skillfully specified. For instance, Kennedy and Thornburg (2018) argued that the role of theory in relation to research is in connection with the guide for empirical inquiry. This study describes show the theory and the hypotheses deduced drive the process of data collection. The researcher believes that a deductive approach to research shows a causal or specific relationship between the theory and data. The sequence of the deductive research process is shown in Figure 6.2 presented below.



Source: Bryman and Bell (2015)

Figure 6. 2 Deductive Reasoning Process

The deductive approach process is a linear process that follows a step-by-step logical sequence based on scientific inquiry, as described in Figure 6.2 above. The approach is embedded objectively in the positivist philosophy common in natural science (Saunders et al., 2015). The first step in the deductive reasoning process is theory, where a critical review of phenomenon will be considered to establish positive or negative relationships between and among the variables in the existing theory (Bryman & Bell, 2015; Furtak, Seidel, Iverson & Briggs, 2012; Minner, Levy, & Century, 2010; Saunders et al., 2015). At this stage, there is need for a thorough review of the dominant constructs in literature as well as the understanding of the nature of the dynamism embedded in the subject matter. The second step is the hypotheses formulation, which is facilitated by sound knowledge, in line with the basic requirement in the deductive approach to scientific inquiry which is facilitated by sound knowledge gathered through the literature review (Bryman & Bell, 2015; Minner et al., 2010; Saunders, Lewis, Thornhill, & Bristow, 2015). The third step involves data collection, which is very important in scientific inquiry; it demands mental alertness on the strengths and weaknesses of possible procedures for collection and analysis of data to avoid possible errors that are likely to make research outcomes not valid (Saunders *et al.*, 2015).

Most investigators or supervisors are conscious of justifying reasons for utilising any approach or method used in a scientific inquiry. Although, most deductive reasoning proponents believe that proper research requires scientific inquiry that relies on rigorous research questions that require first-hand information from participants and sometimes leave the researcher with no other option but to take the path of qualitative or mixed methods. As confirmed by Maylor, Blackmon & Huemann (2016), moving from data back to the hypotheses and then to the theory in scientific inquiry is called verification. The fourth step consists of the data analysis, findings and interpretation of the outcomes found in the scientific inquiry. The fifth step involves interpretation of the statistical relationship of the key concepts analysed using inferential statistics, and is when decisions are made by the investigators on either to agree or disagree to the stated hypothesis (Bryman & Bell, 2015). The last and sixth step of the deductive approach of scientific inquiry is when generalisations are made based on the relevance of the existing theory. The sixth step involves the revision of the theory under consideration by re-evaluating the existing knowledge or establishing the level of differences in the body of knowledge based on the outcomes of the scientific inquiry (Bryman & Bell, 2015; Saunders et al., 2015). The

results from the research findings may reinforce or decline the relevance of the theory under review.

The deductive reasoning approach is considered highly objective by positivist researchers (Saunders et al., 2015), which is used as the major strength in this research. This is because the approach adopts careful quantitative or scientific methods of data collection, and the data is subjected to robust statistical/quantitative analysis to deductively contribute to the body of knowledge on the dominant constructs (Bryman & Bell, 2015). The main criticism of deductive strategy is that it is based on complex scientific methodology and rigorous statistical analysis, which are sometimes not necessary in social/management sciences research. This does not permit alternative or subjective explanations on the phenomenon in question.

6.5 Research Design

Research design or strategies provide the blueprints for conducting a valid and reliable study in relation to the basket of research questions formulated and measured to realise the research objectives (Sekaran & Bougie, 2016). The research strategy is the plan that is employed in data collection and data analysis (Bryman & Bell, 2015). An appropriate research plan is a requisite to answer the formulated research questions. Similarly, Creswell (2013) argued that research strategies can be described to mean different kinds of methods employed by a researcher to collect data with the aim of reaching a realistic deduction. These research designs include experimental research, survey, observation, case study research, grounded theory, action research, and mixed methods research (Sekaran & Bougie, 2016). The different kinds of research designs or strategies can be used to execute the research methodology. Therefore, research design is the strategy adopted by researcher to examine or re-examine the relationship between a particular situation with suitable methods such as techniques, instruments, and tools (Maylor, Blackmon & Huemann, 2016).

6.5.1 Research design suitable for the study

A case study design approach is considered through a descriptive study because it provides the researcher with rich knowledge that can improve understanding of the phenomenon under study from extant literature and theories (Thomas, Silverman, & Nelson, 2015). The descriptive nature of case study research is used to describe characteristics of the situation, event, and/or person. For instance, it provides systematic thinking and aids understanding of groups in a certain

situation, as well as provides suggestions for future research ideas (Thomas *et al.*, 2015; Sekaran & Bougie, 2016). A case study is described as a way of gathering information about a particular situation, event or activity, or even an object within a business organisation (Sekaran & Bougie, 2013). A case study is a research design or strategy that is used for empirical investigation of a particular situation or ascertain phenomenon in a real-life situation with multiple methods of data collection. Through this, the researcher or investigator is interested in studying the object, person, group, events, organisation, or the situation (Sekaran & Bougie, 2016). Case study research is mostly employed in social and management sciences, and particularly in law, where reality about life experiences is studied to draw conclusions on a current or past situation and sometimes serve as a basis for predictions (Wilson, 2014; Sekaran & Bougie, 2016; Saunders *et al.*, 2015). Quantitative and qualitative methods of data collection and analyses can be utilised in case study research (Saunders *et al.*, 2015). Data are gathered through questionnaire administration, individual observation, interviews, and private and public annals. This means that data can be collected through primary and secondary sources in respect of multiple case studies (Bryman & Bell, 2015; Wilson, 2014).

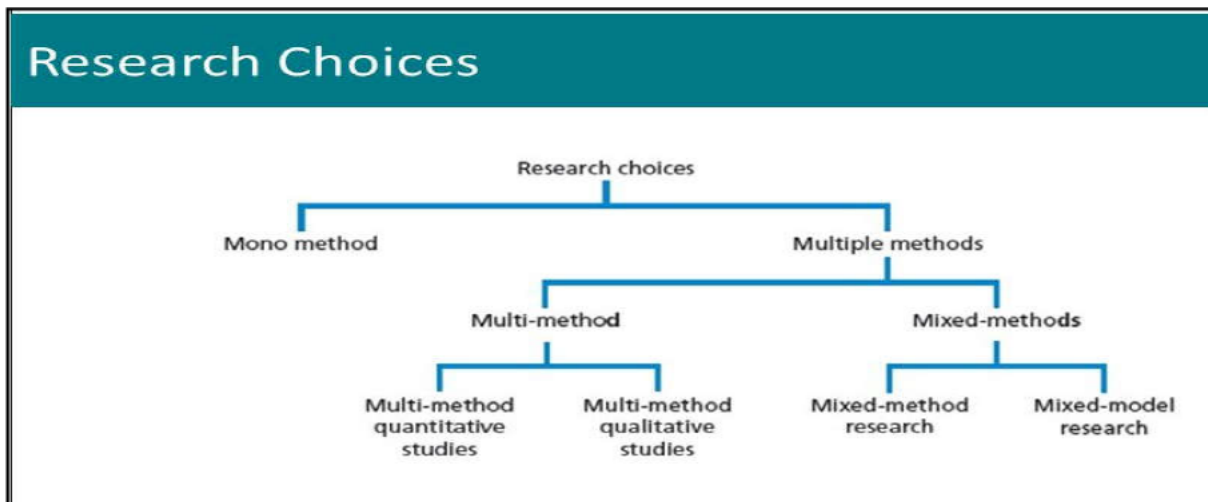
The greatest advantage of a case study is that, if well-conducted, it enables in-depth investigation and analysis of data from various sources. Case studies designed appropriately help in the description of the situation, or relationship between the study and the target population. Sekaran and Bougie (2016) suggested the shortcomings or weaknesses of a case study design or approach is that the use of a single case cannot be used to generalise the contributions to scientific knowledge development. Further, if a certain hypothesis has not been properly supported even in a single case study, no adequate support can be established for the alternative hypothesis developed. The outcomes of the study on the relationship between HC development and faculty members' performance in Lagos State University will not be generalised to all universities in Nigeria.

A case study design was considered most appropriate for this study and was utilised to investigate HC development and faculty members' performance at Lagos State University. The case study design or approach suggests understanding can be gained through the application of correlation and multiple regressions to establish the relationship among the constructs. This approach provides an opportunity to examine different constructs (such as University objectives, HC development plans, HC development program, Faculty members' contributions and HC

development outcomes and Evaluation of HC development). The dearth of knowledge in the study area informed the decision on the choice of research design.

6.6 Research Choices

Research choices describe various methods utilised in business and management research for data collection and analysis procedures. Data collection techniques and analysis procedures can be quantitative (numeric) and qualitative (non-numeric) (Saunders et al., 2015). Quantitative approach involves using a questionnaire as a data gathering technique and utilises graphs or statistics as data analysis procedures that predominantly use as numeric data. The research choice is shown in Figure 6.3 below.



Source: Saunders et al. (2015)

Figure 6. 3. Research choices

The qualitative method consists of words, pictures, or video clips. It employs interviews or focus group discussions as data collection techniques and utilizes categorisation of data for data analysis procedures that predominantly generate the use of non-numerical data (Sekaran & Bougie, 2016; Saunders *et al.*, 2015). The way the researchers choose to combine these methods (quantitative and qualitative), techniques and procedures is referred to as research choices. Research methods choices include, for instance, mono method, mixed methods, and multiple methods. The mono method can be described as the choice of a single strategy for data collection and techniques, and a matching data analysis procedure to answer the formulated research questions. Multiple- methods, on the other hand, can be described as the adoption of more than one research choice or strategy for data collection and data analysis procedures (Sekaran & Bougie, 2016; Saunders *et al.*, 2015; Maylor & Blackmon, 2017). The authors explained that

multiple methods can be subdivided into multi-methods and mixed methods. A multi-method combines more than one similar research choice of either quantitative (questionnaires and structured observation) to collect data and analyse the data quantitatively (statistics), or qualitative (interviews and diary accounts) to collect data and to analyse the data. Mixed method is a research choice or strategy used to select both numeric (quantitative) and non-numeric (qualitative) methods to collect and analyse data concurrently. As discussed below, this study chose the quantitative approach.

According to Sekaran and Bougie (2016) quantitative research emphasizes objectivity by collecting data in a standardized and systematic manner. Therefore, this study employed quantitative study because it help to minimizes the potential for researcher bias and subjectivity, which is especially important when striving for impartial and unbiased. It focuses on gathering data that can be measured and quantified. This allows for the analysis of relationships, patterns, and trends using statistical methods, which can provide precise and reliable insights. Since the current study wished to test formulated hypotheses then quantitative research is well-suited for hypothesis testing. It allows researchers to test specific research hypotheses and determine whether the data supports or refutes these hypotheses. This contributes to the development of evidence-based knowledge. Furthermore, the quantitative approach often uses large and representative samples, which can lead to findings that are generalizable to larger populations. This generalizability is crucial when seeking to make informed decisions or policies based on research findings. The approach allows for precise and accurate measurement. Numerical data provide a high level of precision, making it possible to detect even small variations or differences within the data, which can be essential in various research domains.

6.6.1 Data collection techniques suitable for the study

The researcher considered the quantitative research strategy as the one most applicable for data collection and appropriate for data analysis procedures in this study. The researcher advocates the use of a quantitative (scientific) approach because of the numeric nature of measurement to generate and contribute to knowledge development (Wahyuni, 2012). The quantitative research approach involves the deductive reasoning of testing objective theories through the examination of the relationship amongst phenomena, and protects judgments against bias (Creswell, 2014; Saunders et al., 2015; Sekaran & Bougie, 2016). The structured questionnaire instrument is utilised for extracting data (numeric) data, and includes certain questions and response

possibilities that are substantiated or developed in furtherance of the study. Instruments include standardised tests, structured questionnaires, and checklists that may be used to observe an individual, or events in an organization (Creswell, 2014; Wilson, 2014). The major justification for utilising quantitative methods is because the researcher is interested in testing the relationship between HC development and faculty members' contributions empirically. In addition, consistent with the objective nature of the quantitative research approach, the study objectively collected data from the faculty members in the form of a self-administered questionnaire, which removed stress bias from the respondents (Saunders et al., 2015).

6.6.2 Design of the research instrument

This research considered the use of a personally administered questionnaires for the study. A personally administered questionnaire whereby a set of questions is prepared, then administered to and answered by the participants, usually within rather closely defined scales (Sekaran & Bougie, 2016). The questionnaire was divided into two (2) sections. The questionnaire consisted of closed-ended questions. Section A included demographic questions. Section B was designed in such a way that it only included limited and most appropriate 'responses' options for the participant to pick from. This option was given to ensure adequate data collection on the relationship between HC development and faculty members' contributions at Lagos State University.

The closed-ended questions provide an opportunity for a very good statistical analysis. This research adopted a 5-point Likert measuring scales of (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree. The use of 5-point Likert scaling measurement is because it is easy to understand by the administrator and the respondents and it also assists the researcher to simplify the survey questionnaires to be administered to the respondents (Sekaran & Bougie, 2013). Following the administration of structured questionnaires, other relevant data for this study were collected for analysis from different sources, such as relevant articles in journals, Lagos State University employees' handbook, Lagos State University websites, and academic planning units of the universities in Nigeria. These were classified as the secondary data sources in this study. This allowed the investigator to substantiate the extent to which Lagos State University has been able to practice strategic management of human capital development and academic staff performance. Data were collected from Lagos State University; it comprises of four (4) campuses, namely, Ojo campus, Epe campus, Lagos State College of Medicine, and Surulere campus, which form the data search areas.

The researcher utilised a closed-ended questionnaire consisting of multiple alternative choices of quantitative data as the only research instrument for this study. The questionnaire was developed to accomplish the stated objectives in line with the quantitative research strategy and design for data collection in this study. Sekaran and Bougie (2016) confirmed that questionnaires are primarily utilised to collect quantitative data that are in large numbers. A questionnaire is an instrument that is designed to gather three different forms of variables, information, or data that include respondents' behaviour, attributes and opinions about a situation, event, or object (Dillman, 2011). Behaviour variables reflect on the previous, present, or future actions of respondents and/or the organisation. For instance, a question may be designed for respondents to establish if organisational leadership is hostile to workers. Opinion variables explain participants' perceptions of a concept under investigation. Attribute variables give an account of participants' demographic information, such as age, gender, marital status, and experience, among others.

The following three critical guidelines were carefully considered in the pre-formulation of the questionnaire adopted for data collection. First is the alignment of each of the stated research objectives to the research questions as well as formulated hypotheses, alongside the questionnaires. Second, the researcher ensured that all wordings/questions in the questionnaire were properly structured, straightforward, concise, and simple for participant to understand. Third, the researcher ensured that the questionnaire covered all levels of faculty members recruited from the sample frame (Sekaran & Bougie, 2016). The reason for these critical considerations was to adequately clarify the relationship between HC development and performance of Lagos State University.

This research carefully structured the questionnaire into two (2) different sections: Section 'A' and Section 'B', respectively, with a total of 68 questions. Section 'A' consisted of seven (7) questions on demographic data of the participants; for example, participants' biodata in terms of years of experience, age, gender, annual income, marital status, organisation status, and educational qualification. The question raised in section 'A' about the biodata of participants was to confirm the role of demographic data on the connection between HC development and academic performance. Section 'B' of the questionnaire consisted of seven (7) segments with a total of 61 core questions, to gather information on the relationship between HC development and performance of Lagos State University. Questions in each segment were developed based on

identified variables in the stated research objectives, research questions and formulated hypotheses. The researcher adopted a 5-point Likert scaling rating type from 1 (strongly disagree) to 5 (strongly agree). The collated responses over several items can be analysed separately item by item or summed together across items for each participant in a Likert scaling rating. This rating scale was developed in 1932 by American psychologist, Rensis Likert (Wilson, 2014). This study adopted Likert scale rating because of its ease and flexibility to construct and interpret (Hartley, 2014; Treiblmaier & Filzmoser, 2011).

The researcher developed the instrument based on a review of relevant literature and practical experience. This includes Dimensions of Strategic Management of Human Capital Development Questionnaires (DSMHCDQ) that was employed to generate information on the six areas of HC development discussed in this study: strategic management (HC development outcomes); strategic analysis (University strategic objectives); strategic planning (HC development plans); strategic staffing (HC development selection); strategic motivation (HC development programmes); and strategic motivation (HC development evaluation). The researcher also developed the Academic Staff Performance Scale (ASPS), which was utilised to obtain information on faculty members' contributions/performance. The faculty members' performance scale consists of items that studied the individual work performance.

6.7 Time Horizon

The time horizon to research design is largely determined by research choice or strategy adopted by the researcher (Wilson, 2014; Sekaran & Bougie, 2016; Saunders *et al.*, 2015). Time to undertake research is majorly classified into cross-sectional or longitudinal studies. A cross-sectional study approach is considered as a 'snapshot' if the intention of the researcher is to collect data once over a given period (e.g., days, weeks, or months) to answer specific research questions (Saunders *et al.*, 2015). Data collected through a cross-sectional study approach (Wilson, 2014) requires less time and less capital since collection is done just once. Similarly, a cross-sectional study design is a method that entails collection of quantifiable or numeric data that is usually more than a case or variable at a single point in order to measure and establish patterns of relationship (Bryman & Bell, 2015). The major advantage of the cross-sectional approach to research is predicated on the need to meet deadlines by academic research students (Wilson, 2014; Sekaran & Bougie, 2016).

Longitudinal studies on the other hand take the perspective of observing a change in situation, event or individual behaviour for a given period. Thus, the longitudinal approach examines a phenomenon or situation the researcher is interested more than just once, before and after, in order to establish the change effects (Sekaran & Bougie, 2016; Saunders *et al.*, 2015). The longitudinal strategy was viewed by Andersen, Ravn & Thomson (2020) as a series of data collection events that requires an investigator revisit the participants to examine and explore possible differences that may take place over time, and the processes related with these changes. However, more effort, money and time are required in data gathering in order to establish the level of relationship between the variables under study. The major advantage of a longitudinal study is that it establishes the cause and effect of a situation, event with respect to changes in the organisation. It is therefore viewed by most authors as a developmental process (Wilson, 2014; Saunders *et al.*, 2015).

The researcher utilised a cross-sectional data collection research strategy. This is because, after careful review of the time horizon of the two research approaches (cross-sectional and longitudinal study approach), the researcher intended to visit the (participant) faculty members of Lagos State University not more than once. The major justification that informed the choice of study was the effective management of the available funds, since there were limited research funds in the social and management field of study. The timeframe to complete the program was of essence in order to meet deadlines. The researcher had limited time to carry out the field work and could not visit the participants more than one occasion, and the research was a full-time study (Wilson, 2014). Another benefit provided by this approach is that it can measure different targeted population groups at the same in time. For example, Lagos State University has about eight faculties consisting of different departments that consist of various faculty members. Thus, the cross-sectional approach could measure the targeted groups all at within the same snapshot (Wilson, 2014; Sekaran & Bougie, 2016; Saunders *et al.*, 2015). The Table 6.1 below shows the strengths and weaknesses between a cross-sectional approach and longitudinal approach.

Table 6. 1 Strengths and weaknesses of cross sectional and longitudinal study

Strengths of cross-sectional studies	Weaknesses of cross-sectional studies
<p>reasonably cheap, quick and practical, as participants need only be tested once and there is no follow-up study necessary</p> <p>participants are more easily obtained, because there is less pressure with cross-sectional studies than there is for them to stick with longitudinal studies</p> <p>less ethical considerations than for longitudinal studies</p>	<p>there is less rich detailed data collected than there is with longitudinal studies with regards to individual participant differences</p> <p>the data collected are from a snapshot in time, it is harder to identify and analyse developmental trends in cross-sectional studies</p>
Strengths of longitudinal studies	Weaknesses of longitudinal studies
<p>the same group of participants is followed throughout the entire study, so participant variables do not affect data collected</p> <p>these studies are the best way of spotting developmental trends as they repeat tests at regular intervals and compare the findings</p>	<p>certain participants from the group may move away or wish to no longer participate, which disrupts the study</p> <p>withdrawal of participants also means if remaining participants share a characteristic, findings are biased</p> <p>there are a number of practical difficulties with longitudinal studies: they can be expensive, they're very time-consuming and the data collection and analysis can vary in its strength if the researchers change over time</p>

Source: Sekaran and Bougie (2016; 24).

6.8 Target Population

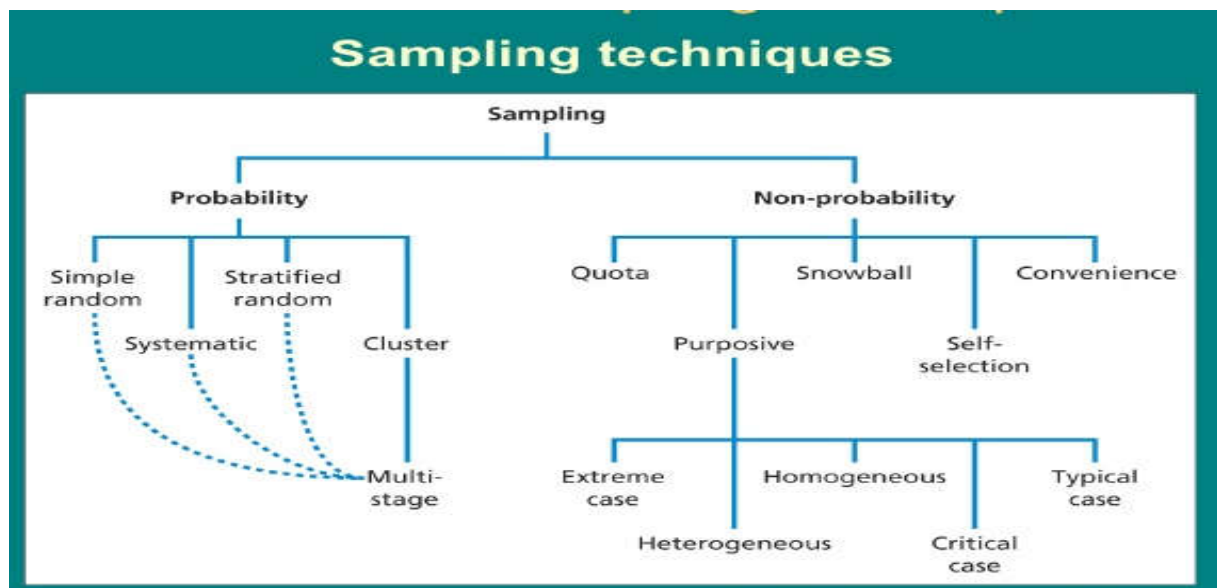
Population is described as the complete set of an organisation from which elements, objects or events are being drawn (Saunders *et al.*, 2009). This means that the population helps to describe the complete characteristics of an organisation. Population was described by Sekaran & Bougie (2016) as the study of complete groups of individuals, events, or situations intended to be investigated. For instance, this research considers investigating the relationship between HC development and performance of Lagos State University. Therefore, the population of the study is 1449 totaling entire cohort of faculty members of Lagos State University in Nigeria.

Population in this study means the total aggregate of faculty members at Lagos State University. The target population consists of eight faculties within four (4) campuses, namely, Ojo campus, Epe campus, Lagos State University College of Medicine, and Surulere campus, all in Lagos State, Nigeria. Lagos State University was chosen since most activities start in Lagos, Nigeria. Furthermore, faculty members' (participants') names were not disclosed because of ethical considerations and anonymity rules in conducting research. This study examines the extent of

Lagos State University's development objectives in relation to faculty members' performance. Extant literature revealed a dearth of studies on the relationship between HC development and the performance of Lagos State University (Ojo, 2012). Therefore, this research investigated the relationship between HC development and the performance of Lagos State University by suggesting a framework for effective HC development practices in the university.

6.8.1 Sampling technique

Sampling technique is important in a research study since all the entire population cannot be studied, due to limited research funds and time available to conduct the study (Wilson, 2014). This means that it is impracticable to study all the entire population of the Lagos State University. For instance, this research could not study the entire cohort of faculty members of Lagos State University since this research was cross sectional with high consideration of the available limited time-frame and meeting deadlines for the study (Wilson, 2014; Sekaran & Bougie, 2016). Figure 6.4 represent an overview of sampling techniques below.



Source: Saunder *et al.* (2009;34)

Figure 6. 4 Overview of sampling techniques

Sampling techniques are classified into two broad categories: probability (quantitative) sampling techniques and non-probability (qualitative) sampling techniques (Sekaran & Bougie, 2016). Probability sampling techniques give equal chances to all the members in the target population to be chosen. An inference drawn here is that results from these kinds of sampling techniques can

be generalised. The probability sampling techniques are further divided into un-restricted and restricted sampling techniques. An example of the un-restricted probability sampling techniques is simple random sampling techniques, while restricted sampling techniques include stratified random sampling techniques, systematic random sampling techniques, cluster random sampling techniques and multi-stage random sampling techniques. With non-probability sampling techniques, members or elements in the same population do not have a known chance (equal) of selection (Wilson, 2014; Sekaran & Bougie, 2016). This means that there are no probabilities connected to these types of sampling and therefore they can be used to generalise characteristics of a population in the study. These include convenience sampling technique, and purposive sampling techniques. Purposive sampling techniques are further divided into judgmental and quota sampling technique (Sekaran & Bougie, 2016). This study adopted multi-stage sampling techniques as this comprises of two methods of sampling techniques.

The reason for the using multi-stage sampling techniques is because multi-stage sampling is often more efficient than simple random sampling, especially when the target population is large or dispersed geographically (Sekaran & Bougie, 2016). It helps reduce the logistical challenges of conducting a survey or data collection from the entire population. By dividing the sampling process into multiple stages, researchers can achieve cost savings. It may be less expensive to sample clusters, subgroups, or areas initially and then further refine the sample, compared to conducting a full enumeration of the entire population. Multi-stage sampling is useful when the target population spans a large geographic area. It allows for the selection of specific regions, clusters, or areas in the early stages, ensuring adequate geographic coverage in the final sample (Wilson, 2014). It allows for the incorporation of variability at different levels of sampling. For example, it can account for variability at the cluster or stratum level, improving the representativeness of the sample and lastly, data collection often proceeds sequentially from the initial stages to the final stages. This can make fieldwork more manageable, as it can be conducted in stages, addressing one layer of the sample at a time.

Multistage sampling occurs when sampling procedures are carried out in different phases, where researcher further breaks down the sample into smaller sampling components at each phase. This study used multistage sampling that combines different techniques. At first, the researcher employed stratification and selected a cluster out of the strata. Subsequently, second stage clusters were identified by choosing the eight faculties in the Lagos State University. Third, the

selection ended with lecturers randomly chosen from the eight faculties in the Lagos State University from the four campuses in Lagos State.

The main reason why this study focused on these faculties is as a result of the fact that Lagos state university faculty are experts in their respective fields, and they often possess in-depth knowledge and experience that can provide valuable insights into complex research questions. Faculty members can provide access to specialized knowledge and resources that may not be readily available from other sources. This can be particularly useful for research in specific academic disciplines. University faculty may be more readily available and responsive to research inquiries, as research is often a part of their job responsibilities. The involvement of university faculty in a study can enhance its credibility and trustworthiness because of their academic and professional reputation. Table 6.2 shows how the sample was proportionately drawn from the university.

Table 6. 2. Total No. of Sample of the Eight Faculties of Lagos State University

S/N	Name of the Faculties	No of Lecturer (Population)	% of Stratum	Proportionate Samples (sample size)
1	Faculty of Law	120	8.28	25.33
2	Faculty of Education	292	20.15	61.7
3	Faculty of Art	115	7.94	24.3
4	Faculty of Science	132	9.11	27.9
5	Faculty of Social Sciences	103	7.11	21.8
6	Faculty of Engineering	202	13.94	42.66
7	Faculty of Management Sciences	176	12.15	37.2
8	College of Medicine	309	21.33	65.3
	Total	1449	100	306

Source: Researcher's Computation

6.8.2 Sampling method

The researcher made use of probability sampling techniques. An unrestricted or simple random sampling method was utilised to recruit participants in this research. The unrestricted or simple random sampling technique ensures that every member in the target population has known or equal chances of being selected (Sekaran & Bougie, 2016). The researcher utilised this sampling method because it demonstrates known chances of selecting patterns of the characteristics that the researcher is interested in as a subject drawn for sample in the study. A simple random sampling method was also employed since the study population was readily available (Gill &

Johnson, 2010). The researcher was aware of the shortcomings of simple sampling technique, that it could be cumbersome and expensive, especially when the population under study was not entirely listed at the time of selection (Sekaran & Bougie, 2016). Therefore, the researcher utilised a random number generator to select participants in this large population for the study by assigning unique numbers to faculty members of the Lagos State University; this included 0-9 digits numbers in a manner where any figure selected in among the numbers did not have any connection or relationship with the previous or subsequent figures.

A random number generator method was adopted because it removed any noticeable bias or irregularity from the manually generated numbers. Second, it did not allow the researcher to go through the tedious process of choosing academic staff members manually (Wilson, 2014; Sekaran & Bougie, 2016). In this study, a unique number was assigned to each of one thousand, four hundred and forty-nine (1449) academic staff members in the target population representing an element to be sampled. This research made use of Krejcie and Morgan's (1970) table to determine the sample size for the study. Based on the table, the sample size of the study was 306. A simple random sampling technique was utilised to select participants because it had the least bias among other sampling techniques, and findings from this type of research can be strengthened by adopting similar sampling techniques to the selected area of the study.

Questionnaires reflecting quantitative approach were distributed to faculty members of Lagos State University, whose assigned numbers had been randomly generated. The researcher employed a support worker to assist in the distribution of the questionnaire in the four campuses, to the selected faculty members of Lagos State University. The questionnaires' administration and follow up took about 16 weeks. A total of 306 copies of questionnaire were administered.

6.8.3 Sample size

The research examined the entire cohort of faculty members of four campuses in Lagos State University, a total population is one thousand, four hundred and forty-nine (1449) faculty members, and from whom a sample size was drawn for the study (LASU Manuals, 2016). Saunders *et al.* (2015) argue that sample size determination can be influenced by available limited resources; for instance, funds, support, and time to collect, code and analyse the data. The researcher recruited 306 academic staff as participants representative as the sample size for primary data collection through administration of questionnaires. This study employed Krejcie

and Morgan's (1970) sample size table because Krejcie and Morgan's (1970) sample size table is a widely referenced and valuable resource in the field of research, particularly in the context of survey research and sample size determination. The table provides recommended sample sizes for different population sizes and desired confidence levels, and it serves several important purposes: guidance for sample size determination, cost efficiency, statistical reliability, precision and margin of error and representativeness. Using the table created by Krejcie and Morgan (1970) as well as Cavana, Delahaye, and Sekaran (2001), the sample size of 306 was established. This choice was supported by the sample size chosen, which had a 95% confidence level (Sekaran & Bougie, 2013).

6.9 Data Collection Procedures

The researcher followed due and valid procedures in line with the research objectives in collecting data for this study. Experts like Creswell (2014) and Saunders *et al.* (2015), described data collection procedures as an established systematic process of gathering and examining collected data from the targeted population, which then enables the researcher to proffer appropriate answers to the identified problem statement, relevant research questions, and formulated hypotheses, in order to evaluate the outcomes of the findings. Data collection procedures are classified in this study into primary and secondary sources of data collection.

The primary source of data collection utilised a well-designed structured questionnaire to gather data from the recruited faculty members of Lagos State University. Secondary data was also derived from journal articles, books, as well as Lagos State University employees' handbook. The researcher requested permission from the Lagos State University registrar to administer the questionnaires and permission was granted. The main challenge of the research in administering the research instrument (questionnaires) was difficulty in seeking permission from the office of the Registrar of Lagos State University.

Several disappointments were faced due to delay of approval from the Vice Chancellor's Office. The Registrar, as part of the rules, must obtain approval from the Vice Chancellor of the University before permission can be granted to conduct any research in the university. Several meetings were held with the Registrar of the university to justify the reason for the study and to prove the benefits from the outcomes of the study. A copy of the questionnaire was presented and scrutinised by the university management to ensure that the research was not conducted

against the standards ethics. Participant confidentiality and secrecy was guaranteed. Permission was then granted to administer questionnaires to all faculty members of Lagos State University. Finally, the questionnaires were then distributed to the faculty members that were randomly selected through random generator computer software.

6.9.1 Unit of analysis

Although Mays and Pope (2020) argued that the quality of a research work becomes high if information gathered comes from different sets of respondents, this study focused only on individual academic staff of Lagos State University following the counter argument of DelBrío *et al.* (2007), who pointed out that instead of delving into the challenging approach of gathering information from multiple respondents, a researcher should rather focus on individual respondents who can provide the research with the needed information. This study chose the academic staff of the Lagos State University as the unit of analysis upon which the analyses were based. The researcher ensured that necessary precautions were taken to acquire the needed information and an adequate response rate was achieved for this study.

6.9.2 Primary source of data collection

The researcher adopted closed-ended questionnaires as a major primary source of data collection that was personally administered to the respondents. A questionnaire is an instrument that consists of list of pre-formulated written questions to be administered or answered by selected respondents, usually within closely defined alternatives in a case study (Sekaran & Bougie, 2016). A major advantage in questionnaire utilisation is that it is less expensive and less time consuming than other primary sources of data collection (Bryman & Bell, 2015; Wilson, 2014; Sekaran & Bougie, 2016). This was utilised to gather and substantiate the required information since it has access to a larger population, in order to establish the extent of the effectiveness of HC development by the human resource management department of Lagos State University and its influence on faculty members' performance. The questionnaire was well structured in such a way that it captured the identified HC development constructs, in relation to HRM practice, that can affect faculty members' performance and overall university performance. This was achieved through the assistance of the supervisors and experts in the field of management employed by the School of Management Information and Technology and Governance of the University of KwaZulu-Natal.

The identified gaps in the literature were carefully considered when formulating the questionnaires for this study. It was, however, discovered in the past reviews that no single study has investigated the relationship between HC development and performance at the tertiary education level, particularly at the university level in Nigeria. Only a few studies have been done in the manufacturing industry in Nigeria. Hence, the need to investigate the relationship between HC development and performance using a single case of Lagos State University was not because of generalisation but for particularisation purposes (Aluko & Ola, 2012). The researcher then distributed the questionnaires to respondents from the eight faculties within the 4 campuses of Lagos State University.

6.9.3 Secondary sources of data collection

Data gathered through secondary sources were utilised by the researcher, in connection with the stated research objectives to align with the review of relevant past literature and theoretical framework supporting the study. Data gathered through secondary sources involves a process of gathering stored data already conducted by other researchers than the current research (Sekaran & Bougie, 2016). Examples of secondary data utilised include related articles in journals, related textbooks, periodicals, published reports by the university, staff handbooks, past related PhD theses, related case studies and other archival sources. The current research is quantitatively based, and secondary sources of data collection assisted in eroding the shortcomings of using a mono (quantitative) method in this study. Another benefit of utilizing secondary sources is because it saves time and cost of acquiring information, particularly in collecting qualitative data (Bryman & Bell, 2015; Sekaran & Bougie, 2016). Secondary sources of data also have their shortcomings: of becoming obsolete if solely relied upon; and if found not meeting the needs of a particular situation.

6.10 Pretesting of the Research Instrument

Before conducting the actual survey, an initial draft of the questionnaire was pre-tested by asking experts to read and go through it to see if there were any ambiguities that had not been noticed by the researcher. The questionnaire was given to experts and experienced senior scholars in the field of Management and HRM to ensure proper arrangement of questions, as well as the reliability and validity of the research instrument (Creswell, 2014). The instrument was then approved by the Humanities and Social Science Research Committee of the University of KwaZulu-Natal before going to the field for administration. Three experts, including a Professor,

an Associate Professor, and a Senior Lecturer from University of KwaZulu-Natal and Lagos State University examined the quality of the survey instrument for its face validity in terms of wording, format, clarity, simplicity, and ambiguity of the questionnaire items.

Based on these evaluation criteria, corrections and improvements were suggested, which were later included in the survey instrument. Thus, all corrections and suggestions for improvement were noted and reflected in the survey instrument before it was administered to the respondents.

A total number of 50 copies of the questionnaire were then pilot tested to receive feedback and comments from the respondents about the length, structure and wording of the questionnaire.

While carrying out the pilot study, some fundamental issues in the questionnaire were raised by the respondents. These issues raised were recorded in a diary. Based on issues identified during the pilot test, some changes were made to the questionnaire before administering it to the main survey sample. For example, in the initial draft, a sentence was 'spent most of his/her time attending to personal matters instead of official work'. Because the word he or she is not suitable for self-rating, this item was modified to 'work on a personal matter instead of work for the university'. Similarly, the item that read 'falsified a receipt to get reimbursed for more money than he/she spent on university/institution expenses' was changed to 'falsified a receipt to get reimbursed for more money spent on university expenses.

Therefore, it was expected that with a valid and reliable instrument, measurement error would be reduced to a large extent. The most common test of inter-item consistency reliability is Cronbach's alpha coefficient. Hence, Cronbach's alpha coefficient was employed in this study to measure the internal consistency of the instrument. After running the data using the Statistical Package for Social Sciences (SPSS) version 25, it was found that all the measures possessed a high reliability standard ranging from 0.781 to 0.901. This is in accordance with the standard that an instrument with a coefficient of 0.60 is regarded to have an average reliability; whereas a coefficient of 0.70 and above shows that the instrument has a high level of reliability (Hair et al., 2006; Nunally, 1967; Nunally, 1978; Sekaran & Bougie, 2016).

Table 6. 3Summary of Items for each construct and their Reliability Coefficients

Constructs	Items	Cronbach Alpha
University Strategic Objective	5	0.896
HC Development Plan	5	0.781
HC Development Program.	11	0.840
Faculty Member Contribution	18	0.841
HC Development Outcome	6	0.887
HC Development Evaluation	10	0.901

Source: SPSS Result

The above results of the pilot study indicated a high and acceptable level for Cronbach's alpha value. All the constructs under investigation were above 0.70, hence given all the benchmarks, the constructs were found to be reliable.

6.10.1 Content Validity

Content validity serves as a process of consulting a small sample and/or panel of expert to judge the suitability of the items chosen to measure a construct (Sekaran & Bougie, 2016; Hair *et al.*,2007). Based on the forgoing, factor analysis (principal component analysis- KMO Bartlett's Test) was conducted to check the validity of the instruments used in this study. Hair et al.(2010) asserted that the value of measure of sampling adequacy (MSA) must exceed 0.5 for the overall test as well as individual variables; therefore, item loads lower than 0.5 are removed, although a loading of 0.3 is considered as minimum (Tabachnich & Fidde, 2014). This assists to determine the number of components (factors) to extract, and indicates there is a need to consider other vital output (KMO, total variance explained). The naming of the factor is solely on items with higher loading. Item loading and cross loading of 0.5 and above on one factor is considered in this study due to its statistical and practical significance (Hair *et al.*, 2010; Tabachinick & Fidde, 2014). The above-mentioned decision rules were used as a basis for conducting principal component analysis in this study. The factor analysis for dependent, independent and mediating variables are shown in Table 6.4:

Table 6. 4: Content Validity (Principal Component Analysis–KMO Bartlett’s Test)

Constructs	Items	KMO Bartlett’s Test
University Strategic Objective	5	0.902
HC Development Plan	5	0.736
HC Development Program	11	0.902
Faculty Member Contribution	18	0.860
HC Development Outcome	6	0.838
HC Development Evaluation	10	0.802

Source: SPSS Result

After running the data using SPSS version 25, it was found that all the measures possess a high reliability standard ranging from 0.736 to 0.902. The above results of the pilot study indicated a high and acceptable level for KMO Bartlett’s test value. All the constructs under investigation were above 0.50, hence given all the benchmarks, the constructs were found to be valid statistically.

6.10.2 Strengths of the research instrument utilised

Below are factors and benefits in using questionnaires as the main instrument for data gathering:

- The researcher sought participants’ consent as part of ethical requirements in conducting a sound study by the University of KwaZulu-Natal.
- The researcher ensured that the recruited participants’ confidentiality and privacy were protected in the design of the questionnaire.
- The researcher utilised questionnaire as a major instrument.
- The researcher utilised simple language/grammar that was easy to understand and answer by the participants for the pre-formulated questions in the questionnaire.
- The researcher also ensured that there was an alignment between the stated research objectives, research questions and research hypotheses with the questionnaire.
- The researcher adopted formal language in order to guard against misinterpretation of the questions.
- The questionnaire was utilised as a major instrument in this study to gather data from recruited participants because of the large sample frame.
- The numeric nature of a questionnaire and multiple alternative choices of quantitative data collection provide easy data analysis using data presentations in graphical

representation, tables, percentages, bar charts and histograms, alongside with corresponding accurate interpretation of results.

- A questionnaire was utilised because it is cheap and less time consuming for data gathering. Few grants were available and deadlines for submission of the study were fixed.

6.10.3 Administration of research instrument

The researcher proceeded to the field to administer the questionnaire personally to the recruited participants during office hours, based on the agreed time and availability of each participant. Most of the respondents requested to see the approved letter issued by the university management before they agreed to fill the questionnaire. The researcher included a confidentiality and consent form section where it was stated that participants may wish to pull out from participating at any stage. Three hundred and six (306) questionnaire copies of were self-administered to the recruited participant. Simple and well-constructed language was utilised to ensure that participants had a clear understanding of the questions posed. Participants had the opportunity to ask for clarification on questions that were unclear because the questionnaires were self-administered (Sekaran & Bougie, 2013). Most of the time, self-administered questionnaires also allow immediate collection of the completed questionnaires, and this generally increases the response rate. In spite of advantages in the self-administered questionnaire, the researcher was aware of the major challenge of cost of transportation involved in field work (Sekaran & Bougie, 2016; Wilson, 2014).

6.11 Procedures for Data Analysis

The quantitative (numeric) data collected were analysed through descriptive and inferential statistics procedures. Descriptive statistical procedures such as frequency counts, simple percentages, diagrams, and charts were utilised to analyse the primary data gathered in section 'A' of the questionnaire, which was used to describe the demographic variables of faculty members of Lagos State University. The inferential statistical procedures, e.g., correlation analyses, standard multiple regression analysis via SPSS version 25, and variance-based Structural Equation Modeling (SEM) via SmartPLS version 3 were then used to analyse coded primary data gathered in section 'B' of the questionnaire. SPSS version 25 version 3 was adopted to process the descriptive statistics with inferential statistics using Pearson's correlation coefficient, multiple regressions analysis and partial least square-structural equation modeling

(PLS-SEM). SmartPLS 3 (Ringle *et al.*, 2005) has the unique ability of providing a parameter approximation that capitalises on the R^2 values of the dependent variables. At such, it can predict outcome (Hock & Ringle 2010; Sarstedt & Schloderer, 2010; Sattler *et al.*, 2010).

6.11.1 Descriptive statistics

Descriptive statistics are utilised to facilitate the description of quantitative data or variables such as demographic or categorical data with frequency distribution tables to reflect the number of occurrences and percentages of various data classifications in a study (Sekaran & Bougie, 2013; Saunders *et al.*, 2009). Wilson (2014) also pointed out that quantitative or numeric data are usually compared and summarised through descriptive statistical analysis. Apart from the use of frequency tables utilised, classified data can also be displayed pictorially through the aid of bar charts, pie charts, histograms, and graphs for clearer descriptions. In most research (Wilson, 2014), presentation of results usually begins with descriptive statistics. The reason is to describe/explain characteristics of data collected to the reader before detailed analysis is presented. This justifies why the researcher first presented the analysis of primary data collected in the administered questionnaires before presentations of inferential statistics. Descriptive statistics utilised in this study include the measure of central tendency. The measures of central tendency are statistical tools utilised to describe the middle position of data distribution frequency (Wilson, 2014). For instance, mean or what is referred to as arithmetic average, was utilised to calculate frequency distribution in the study. This was calculated manually by the addition of each observation divided by the total number of observations. Simple mean formula is given below:

A measure of dispersion was also utilised in this study to calculate the standard deviation, to compare and explain the extent that the data values are spread around the mean value (Saunders *et al.*, 2015; Wilson, 2014). The use of standard deviation is associated with measure of dispersion and is described as the square root of the variance, which indicates the level of inconsistencies in the data (Sekaran & Bougie, 2013).

6.11.2 Inferential statistics

Inferential statistics are concerned with making deductions about a population from a given population sample size (Wilson, 2014). This means that inferential statistics are statistical tools utilised to evaluate population value and draw statistical evidence from the formulated research

hypothesis (Cooper and Schindler 2008). Tests of research hypotheses are divided into non-parametric and parametric statistical significance tests (Saunders et al., 2015; Wilson, 2014). Parametric statistics are statistical significance tests usually adopted when the sample size drawn from a population is normally distributed. This means that parametric statistics are utilised only for quantitative or numeric data. Non-parametric statistics are then adopted when the sample size drawn from a population is not distributed normally. This implies that non-parametric statistics are used for categorical data (Saunders et al., 2015). This study utilised parametric statistics run through different statistical software packages.

6.11.2.1 Pearson's product moment coefficient (PPMC)

The study utilised Pearson's Product Moment Coefficient (PPMC) to measure the bivariate association between the investigated variables through the applications of SPSS version 25. Pearson's product moment coefficient is utilised to determine the strength of relationship in a given sample, only if the two (dependent and independent) variables are quantitative or numerical in nature (Saunders et al., 2015). The strength in the relationship among variables is shown and discussed in the next chapter, with the aid of a correlation matrix presented in table form for easy and clear interpretation of the research outcomes. Pearson's Product Moment Coefficient (PPMC) was used in this study to clarify the connections between identified independent and dependent variables. This means that the strength in the relationship between independent and dependent variables, independent and mediating variables is shown through correlation coefficients (Saunders et al., 2015). The independent variable in this study is HC development. The dependent variable investigated in this study is the performance of faculty members of Lagos State University. This was measured by academic staff attitude, commitment, satisfaction, efficiency, effectiveness, and productivity.

6.11.2.2 Multiple regression analysis

Multiple regressions analysis was utilised in this study to estimate predictions about the dependent variable. The extent of prediction on the dependent variables is determined by the degree of relationship between a set of independent variables and the dependent variable (Sekaran & Bougie, 2016). Similarly, multiple regression measures can be adopted when calculating a coefficient of multiple determinants using multiple independent variables to measure the dependent variable (Saunders et al., 2015). According to Wilson (2014), multiple regression coefficients measure the percentage of variation clarified by the linear association in a

model of paired data. The advantage of multiple regression analysis is that it can be utilised to construct an improved model for predicting the endogenous variable. Another great advantage is that a general functional form of relationship can be incorporated by utilizing multiple regression analysis (Wilson, 2014). The dependent variable in this study is faculty member contribution, while the independent variable is HC development. The researcher observed the connections between independent variable (HC development) and dependent variable (performance).

Multiple regression analysis was utilised in this research to investigate the collected primary data while investigating HC development and faculty members' performance of Lagos State University. Multiple regressions application is appropriate for analyzing variables in connection with real business activities as opposed to laboratory experiments (Pallant, 2016). The calculation of multiple regressions in this study was realised through the SPSS version 25. The study adopted the use of SPSS to run multiple regressions analysis because of its complex and difficult nature when manually performed.

6.11.2.3 Structural Equation Modelling (SEM)

Structural equation modeling (SEM) is described as a valuable way to investigate structured models that are path analytic and contain intervening variables including several constructs with multiple items (Treiblmaier & Filzmoser, 2011; Katou & Budhwar, 2010; Babin, Hair & Boles, 2008; Luna-Arocas & Camps, 2007). Structural equation modeling (SEM) involves the integration of factor analysis and multiple regression analysis using a multivariate statistical approach adopted to analyse multiple structural relationships among measured and latent constructs simultaneously (Hair, Hult, Ringle & Sarstedt, 2014; Ullman, 2006). SmartPLS3 (Ringle et al., 2005) has the unique ability of providing a parameter approximation that capitalises on the R^2 values of the dependent variables. At such, it can predict outcome (Hock & Ringle 2010; Sarstedt & Schloderer, 2010; Sattler et al., 2010).

Structural equation modeling was adopted in this study with a statistical package called SmartPLS version 3. A variance-based SEM is employed because it enables the estimation of a complex cause-effect association of structured models with latent variables (Babin, et al, 2008; Duff & Duffy, 2002; Rigdom, 1998). A variance-based SEM is designed to measure or test structural equation models that are complex statistical structured models of linear association among latent and manifest variables (Sekaran & Bougie, 2009). There are two main objectives

for using a variance-based SEM in this study. First was the need to provide a basis for modeling manifest (observed) and latent (unobserved) variables. Second was to investigate several structural associations concurrently (Prajogo & McDermott, 2011; Škerlavaj et al., 2007; Prajogo & Sohal, 2006). Structural equation modeling was instrumental in analysing the theoretical framework on the extent to which HR development policy and outcomes mediate the relationship between organisational culture and performance.

6.12 Measurement Scale Suitable for the Study

This study utilised a questionnaire as the measuring instrument for data gathering from recruited participants with a 5-point Likert scale rating type. Measurement in research is a process that consists of allocating numeric and or non-numeric values to objects to represent quantities of characteristics by utilizing specific rules (Azika, 2010). Two measuring instruments were developed by the researcher to measure each construct in this study.

6.12.1 Dimensions of Strategic Management of Human Capital Development Questionnaires

The researcher developed the Dimensions of Human Capital Development Questionnaires (DSMHCDQ) to measure the effectiveness of HC development practices. It consists of 48 items and six dimensional scales designed on a 5-point Likert scale rating that range from 1 (strongly disagree) to 5 (strongly agree). Cronbach's alpha coefficient for the 48 items was 0.93. The dimensional alpha coefficients for strategic management (HCD outcomes); strategic analysis (USO); strategic planning (HCD plans); strategic staffing (HCD selections), strategic motivation (HCD programmes); and strategic monitoring/evaluation (HCD evaluation) were 0.871, 0.922, 0.891, 0.874, and 0.920, respectively. The researcher utilised the Dimensions of Strategic Management of Human Capital Development Questionnaires (DSMHCDQ) because the study required investigating the extent of effectiveness of the University objectives on HC development in the organisation.

6.12.2 Academic Staff Performance Scales

The Academic Staff Performance Scales (ASPS) was also designed and developed by the researcher to measure faculty members' performance with a list of 18 items designed on a 5-point Likert scale rating that range from 1 (strongly disagree) to 5 (strongly agree) and the Cronbach coefficient alpha, which was 0.94. The Academic Staff Performance Scales (ASPS)

was utilised to measure the extent of individual work performance because the researcher was interested in understanding the level of workers' confidence, commitment, accomplishment, and contributions to the University.

6.13 Limitations of the Methodology

The study has three major methodological limitations. First is the measuring instrument in this research that was limited to the recruited faculty members of Lagos State University who agreed to partake in the study. Second is that the study is limited to the information collected through the administered questionnaire to substantiate the relationship between HC development and performance of Lagos State University. Third, the study was limited to a cross-sectional approach in data gathering. This was because there were limited funds to sponsor this study, and meeting the deadline was another high consideration. Therefore, the researcher had no other option than to utilise a cross-sectional approach to data gathering.

The shortcomings of the cross-sectional approach were minimised through the application of simple random sampling techniques adopted to recruit participants to ensure equal representation. The use of simple random sampling techniques is the most objective way of sampling that allows all members of a population to have equal chance of being selected (Sekaran & Bougie, 2016). The findings of this study are limited to investigation of HC development and performance of Lagos State University. A similar study for future research should be conducted in selected universities in Nigeria using a mixed method approach.

6.14 Ethical Considerations

The researcher followed due process to conduct a credible and reliable study. This was achieved by ensuring that the study conforms to the University of KwaZulu-Natal's ethical guidelines. Ethical clearance was approved and issued by the Humanities and Social Science Research Committee of the University of KwaZulu-Natal in a letter of approval dated 19th October 2015 with reference number (HSS/1461/015D). This was achieved by submitting an application attached with a copy of the questionnaire and a copy of the gatekeeper's letter received from the participating organisation to Humanities and Social Science Research Committee of the University of KwaZulu-Natal for approval.

Officially, participants' permission was sought, and information on the purpose of the research was adequately explained to allow them freely to participate (or not) with a promise of keeping their information confidential and private. As part of the ethical standards of UKZN, a consent letter and a confidentiality clause were included after the introduction letter page of each questionnaire administered. The questionnaires were then administered personally at an agreed time to the recruited participant. This research also avoided the abuse of data collected from the organisation. The primary data collected will be in safe keeping in the School of Management, IT and Governance at the University of KwaZulu-Natal for minimum of five years. The research adequately cited and referenced secondary data gathered to avoid plagiarism in this study.

6.15 Summary of the Chapter

In this chapter, the research philosophy and its significance were introduced before selecting positivism as the most appropriate philosophical approach for this research. The choice of research design was also presented, along with the rationale for this selection. The study embraced a deductive reasoning strategy within a case study research design, employing a descriptive research approach. Quantitative methods were used for data collection, and corresponding data analysis procedures were applied. The chapter further detailed the development and utilization of research instruments for data collection. These instruments included the Dimensions of Strategic Management of Human Capital Development Questionnaires (DSMHCDQ) and the Academic Staff Performance Scale (ASPS).

The participants for the study were recruited using a simple random sampling technique, facilitated by a random number generator. This method was considered most suitable due to the population size and its ability to mitigate selection biases. The determination of the sample size was guided by Krejcie and Morgan's (1970). Additionally, the chapter provided insights into the design of the research instrument and the procedures for administration. The chosen method for data analysis was described, along with the three statistical packages used to analyze the primary data collected. Ethical considerations and limitations of the methodology employed were also discussed in this chapter. The next chapter will focus on data analysis and the interpretation of findings, presented in tabular and graphical formats, further illuminating the research's outcomes.

CHAPTER SEVEN

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

7.1 Introduction

This chapter focuses on data presentation, analysis and interpretation of results based on the feedback gathered from respondents' responses during the study fieldwork exercise. Responses gathered from the respondents were screened and properly coded to ensure data entry accuracy and avoid missing data in Excel format. Coded data was transferred to SPSS version 25 for descriptive and inferential statistical analysis. Descriptive statistics such as percentages, cumulative percentages, mean, and standard deviation were considered to analyse respondents' response rate. Inferential statistics including correlations, regression, and variance-based SEM were conducted via SPSS version 25, and SmartPLS version 3, respectively. Pearson's Product Moment Correlation (PPMC) was utilised to provide answers to the research questions in order to understand the relationship between the variables. Linear and multiple regressions were utilised to test hypotheses and to achieve stated research objectives one to four. Lastly, Structural Equation Modeling (SEM) SmartPLS was considered to test hypothesis and achieve objective five regarding the effectiveness of HC development and faculty members' performance of Lagos State University in Nigeria.

7.2 Response Rate

In this study, a total of 306 copies of the questionnaire was personally administered to the recruited respondents. Of these, 265 were filled and returned. Almost all, 263 copies, of questionnaire were properly filled while 2 were voided and discarded from the returned questionnaires after proper screening. According to Hair et al. (2016), 200 and above data is adequate for partial least-square structural equation modeling to achieve reliability of instrument. Therefore, the 263 copies of the questionnaire, representing an 85.9% response rate, were coded for analyses. This is in line with Johnson and Wislar (2012) who noted that a 60% response rate is acceptable. Table 7.1 indicates the response rate in the study.

Table 7. 1: Survey Response Rate

Details	Rate	Percentage (%)
Distributed copies of Questionnaire	306	100
Returned copies of Questionnaire	265	86.6
Rejected copies of Questionnaire	2	0.7
Copies Used for further analysis	263	85.9

7.4 Reliability of the Research Instrument

According to Sekaran and Bougie (2016), the reliability of a research instrument is the measurement of stability and consistency of an instrument for its fitness and viability. In this study, the stability and consistency of the instrument was achieved by conducting a Cronbach's alpha coefficient to check the reliability of all the items utilised in measuring all the constructs. A test of Cronbach's alpha coefficient was conducted via SPSS version 25, IBM Amos software version 24, and SmartPLS version 3. The Cronbach's alpha coefficient of all the constructs measured in this study were all above 0.7, which means internal consistency of all items measuring all the constructs. This is in line with the rule of the thumb that considers all alpha coefficients within or more than the range of 0.7 to be acceptable and viable (Hair et al., 2014; Pallant, 2011). The results of Cronbach's alpha coefficient for each of the constructs is presented in Table 7.2 below.

Table 7. 2 Reliability Analysis

S/N	Constructs	Cronbach's alpha	Items
1.	FMC	0.891	7
2.	HCD Plans	0.838	5
3.	HCD Programmes	0.900	7
4.	HCD Evaluation	0.900	10
5.	HCD Outcomes	0.886	6
6.	USO	0.781	5

Source: Emerged Data Analysis Results via SPSS

Table 7.2 presents the Cronbach's alpha coefficient results collected from data analysis conducted via SPSS version 25. The table shows the internal consistency or reliability measured by Cronbach's alpha coefficient through 1-5 Likert measuring scales that scored the following:

0.891 was recorded for faculty member’s contributions; 0.838 was recorded for HC development plans; 0.900 was recorded for HC development programmes; 0.900 was recorded HC development evaluation; 0.886 was recorded for HC development outcomes; and 0.781 was recorded for University Strategic objectives, respectively. The implication is that all the constructs were reliable with good internal consistency.

7.3 Analysis of Demographic Data

This section reports the analysis of the demographic data consisting of different categories in the personally administered questionnaires from the respondents, achieved via descriptive statistics. The six different categories of demographic data considered in this study include years of experience (YOE); age; gender; marital status (MS); organisation status; and educational qualifications (EQ) as presented in the tables below.

7.3.1 Years of experience

Table 7.3 represents the frequency distribution of the respondents based on YEO. The distribution in the Table shows that a total of 263 respondents were sampled. A frequency of 24 (9.1%) was obtained for respondents that have worked up to 3years, 74 (28.1%) was obtained for respondents who with 4-6 years, 58 (22.1%) was recorded for respondents with 7-9 years of experience, and 107 (40.7%) was obtained for respondents that have had more than 9 years of experience, respectively.

Table 7. 3: Frequency distribution based on year of experience (YOE)

Years of Experience (YOE)	Frequency	Percent	Cumulative Percent
Up to 3years	24	9.1	9.1
4-6years	74	28.1	37.3
7-9years	58	22.1	59.3
More than 9years	107	40.7	100.0
Total	263	100.0	

Source: Extract from field survey.

The percentage distribution of faculty members based on their years of experience are shown in Table 7.3 above. A total of 9.1% of sampled respondents have spent a minimum of 3years, about

28.1% of sampled faculty members have also worked between 4-6 years, 22.1% of sampled respondents have 7-9 years of experience, and 40.7% of sampled respondents that have spent more than 9 years, respectively. An inference drawn here is that the sampled faculty members have spent more than 9 years at the University.

7.3.2 Age

The frequency distribution of respondents' age is presented below in Table 7.4. It was found that out 263 sampled, 18 was recorded for respondents within the age brackets of 20-30years, 89 was obtained for respondents that are between 31–40 years of age., respondents within 41- 50 years represents 111 and about 45 respondents were found to be over 50 years in age respectively. The percentage distribution of the respondents' age is indicated in the Table 7.4.

Table 7. 4Frequency distributions based on age

Age	Frequency	Percent	Cumulative Percent
20-30years	18	6.8	6.8
31-40years	89	33.8	40.7
41-50years	111	42.2	82.9
over 50years	45	17.1	100.0
Total	263	100.0	

Source: Extract from Data Analysis.

7.3.3 Gender

The frequency distributions of respondents in Table 7.5 below shows that from a total sample of 263, 58 (22.1%), was obtained for female faculty members while 205 (77.9%) of the sampled respondents, were male. The implication drawn here is that the majority of faculty members were male at the University.

Table 7. 5 Frequency distributions based on gender

	Freque ny	Percent	Cumulative Percent
Male	205	77.9	77.9
Female	58	22.1	100.0
Total	263	100.0	

Source: Extract from field survey.

7.3.4 Annual income

The frequency distribution in Table 7.6 below represents the respondents' annual income. From the total of 263 sampled, 54 (20.5 %) faculty members were earning less than 1 million naira, 100 (38.0 %) faculty members earned between 1 to less than 2-million-naira, 89 (33.8%) faculty members earned 2 to less than 4 million naira, and about 20 (7.6%) of faculty members earned 4 million naira and above, respectively, annually, at the University.

Table 7. 6 Frequency distributions based on annual income

Annual income (million in Naira)	Frequenc y	Percen t	Cumulative Percent
less than 1million naira	54	20.5	20.5
1 to less than 2million naira	100	38.0	58.6
2 to less than 4million naira	89	33.8	92.4
4million naira and above	20	7.6	100.0
Total	263	100.0	

Source: Extract from field survey

7.3.5 Marital status

As presented in Table 7.7 below, 28(10.6%) of the respondent from the total sampled were single, 225 (85.6%) faculty members were married, and 5 (1.9 %) of the faculty members were either separated or divorced respondents in the University. An inference drawn here is that most faculty members at the University are married.

Table 7. 7 Frequency distributions based on marital status

Marital Status	Frequenc y	Percen t	Cumulative Percent
Single	28	10.6	10.6
Married	225	85.6	96.2
Divorced	5	1.9	98.1
Widowed	5	1.9	100.0
Total	263	100.0	

Source: Extract from field survey.

7.3.6 Organisation status

The frequency distributions of respondents' organisation status in the survey questionnaire were organised by approved standards into seven categories: Graduate Assistant, Assistant Lecturer, Lecturer I, Lecturer II, Senior Lecturer, Associate Professor, and Professor. Of these, 26 faculty

members were Graduate Assistant, 59 were Assistant Lecturers, 69 were Lecturer I, 41 were Lecturer II, 40 were Senior Lecturers, 19 were Associate Professors, and 9 sampled faculty members were Professors, respectively.

The percentage of frequency distributions of faculty members' organisation status were 9.9 percent for Graduate Assistant, 22.4 percent for Assistant Lecturer, 26.2 percent for Lecturer I, 15.6 percent for Lecturer II, 15.2 percent for Senior Lecturer, 7.2 percent for Associate Professor, and 3.4 percent for Professor. The reflection from the statistical analysis shows that the faculty members sampled belong to the Lecturer I cadre. This is shown in the Table 7.8 below.

Table 7. 8 Frequency distributions on organization status

	Frequenc y	Percen t	Cumulative Percent
Graduate Assistant Lecturer	26	9.9	9.9
Assistant Lecturer	59	22.4	32.3
Lecturer I	69	26.2	58.6
Lecturer II	41	15.6	74.1
Senior lecturer	40	15.2	89.4
Associate Professor	19	7.2	96.6
Professor	9	3.4	100.0
Total	263	100.0	

Source: Extract from field survey.

7.3.7 Education qualification

Table 7.9 displays the frequency distributions of respondents' education qualification: 11 faculty members' representing 4.2 percent from sampled respondents were found to possess a Bachelor's degree qualification; 138 faculty members representing 52.2 percent of sampled respondents were found to possess a Master's degree qualification; and 114, representing 43.3 percent from the total faculty members sampled, had a Doctoral degree qualification. The statistical analysis inferred here is that the bulk of faculty members sampled in this study have the required minimum qualification to work as a Lecturer at the University.

Table 7.9 Frequency distributions based on education qualification

	Frequency	Percent	Cumulative Percent
Bachelor's Degree	11	4.2	4.2
Master's degree	138	52.5	56.7
Doctoral (PhD) Degree	114	43.3	100.0
Total	263	100.0	

Source: Extract from field survey.

7.4 Analysis of the variables of the study

The tables in the following sections present an analysis of the respondents' responses.

7.4.1 HC development outcomes

The views of the respondents on the responses on HC development outcome are presented in Table 7.10. The results of the descriptive statistics in the table below reveal that many of the respondents strongly expressed agreement concerning the human capital development outcome. These views were convened in items HCDO1 to HCDO6, and of these six items, more respondents (49.8%) expressed agreement to HCDO1, implying that the respondents were in support of the opinion that the university adopts a best practice approach to management of human resources.

Table 7. 10 Questions addressing HC development outcomes HCDO

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
HCDO1	The university adopts a best practice approach to management of human resources.	18 (6.8%)	69 (26.2%)	24 (9.1%)	131 (49.8%)	21 (8.0%)
HCDO2	The university ensures that its human resources and capabilities match with the opportunities in the business world.	16 (6.1%)	61 (23.2%)	31 (11.8%)	130 (49.4%)	25 (9.5%)
HCDO3	The university ensures that it has human resources with the necessary capabilities and skills to achieve the university's objectives.	10 (3.8%)	40 (15.2%)	30 (11.4%)	126 (47.9%)	57 (21.7%)
HCDO4	The university manages its human resources in an effective way to ensure a stable academic calendar.	10 (3.8%)	81 (30.8%)	32 (12.2%)	110 (41.8%)	30 (11.4%)
HCDO5	The management style complies with the trend of HR management at universities internationally.	23 (8.7%)	77 (29.3%)	47 (17.9%)	90 (34.2%)	26 (9.9%)
HCDO6	The adopted approach to management at the university encourages academic staff development.	13 (4.9%)	82 (31.2%)	39 (14.8%)	103 (39.2%)	26 (9.9%)

Source: SPSS Result

7.4.2 University Strategic Objectives (USO)

The views of the respondents on University Strategic Objective are presented in Table 7.11. The results of the descriptive statistics in the table reveal that the many out of the respondents strongly expressed agreement concerning the University Strategic Objective. These views were convened in items USO1 to USO5 and of these five items; more respondents (49.8%) expressed agreement to USO3 implying that the respondents were strongly of the opinion that the goals/vision/mission statements are communicated to all faculty members in the university that the university adopts a best practice approach to management of human resources.

Table 7. 11 Questions addressing University strategic objectives

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
USO1	The university has clear goals and objectives to guide the development of academic staff.	5 (1.9%)	45 (17.1%)	27 (10.3%)	147 (55.9%)	39 (14.8%)
USO2	The goals/vision/mission statements are known to all members of academic staff in the university.	7 (2.7%)	45 (17.1%)	32 (12.2%)	141 (53.6%)	38 (14.4%)
USO3	The goals/vision/mission statements are communicated to all members of academic staff in the university.	5 (1.9%)	45 (17.1%)	36 (13.7%)	148 (56.3%)	29 (11.0%)
USO4	The goals/vision/mission statements are relevant to the development of the academic staff in the university.	5 (1.9%)	27 (10.3%)	41 (15.6%)	144 (54.8%)	46 (17.5%)
USO5	The goals/vision/mission statements of the university are directed towards producing resourceful graduates that will transform the economy.	2 (0.8%)	21 (8.0%)	39 (14.8%)	145 (55.1%)	56 (21.3%)

Source: SPSS Result

7.4.3 Human Capital Development Plan (HCDP)

The views of the respondents on the Human Capital Development Plan are presented in Table 7.12. The results of the descriptive statistics in the table reveal that many of the respondents strongly expressed agreement concerning the Human Capital Development Plan. These views were conveyed in items HCDP1 to HCDP5, and of these five items, more respondents (52.5%) expressed agreement to HCDP1, implying that the respondents were strongly of the opinion that the goals/visions/mission statements are assessed to ensure they integrate the human resource policies and the organisational objectives.

Table 7. 12 Questions addressing HC development plans

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
HCDP 1	Goals/visions/mission statements are assessed to ensure they integrate the human resource policies and the organisational objectives.	5 (1.9%)	49 (18.6%)	48 (18.3%)	138 (52.5%)	23 (8.7%)
HCDP2	The university analyses the academic staff workforce needed to meet with projected workload in each department.	5 (1.9%)	52 (19.8%)	36 (13.7%)	133 (50.6%)	37 (14.1%)
HCDP3	The university assesses the needs of the workforce and appoints staff with the needed skills.	11 (4.2%)	40 (15.2%)	52 (19.8%)	122 (46.4%)	38 (14.4%)
HCDP4	Policies are in place to guide the adopted strategy in the university.	12 (4.6%)	41 (15.6%)	38 (14.4%)	134 (51.0%)	38 (14.4%)
HCDP5	Policies are in place to encourage the development of members of academic staff in the university.	10 (3.8%)	58 (22.1%)	22 (8.4%)	137 (52.1%)	36 (13.7%)

Source: SPSS Result

7.4.4 HC Selection (HCS)

The views of the respondents on Human Capital Selection are presented in Table 7.13. The results of the descriptive statistics in the table reveal that many of the respondents strongly expressed agreement concerning the human capital development selection. These views were convened in items HCS1 to HCS6, and of these six items, more respondents (59.3%) expressed agreement to HCS3 implying that the respondents were strongly of the opinion that the university recruits suitable candidates from other universities/organisations as academic staff members.

Table 7. 13 Questions addressing HC Selection

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
HCS1	The university recruitment process is given enough publicity to attract well and qualified staff.	18 (6.8%)	31 (11.8%)	35 (13.3%)	138 (52.5%)	41 (15.6%)
HCS2	The university selection process is fair and transparent.	15 (5.7%)	41 (15.6%)	55 (20.9%)	116 (44.1%)	36 (13.7%)
HCS3	The university recruits suitable candidates from other universities/organisations as academic staff members.	10 (3.8%)	24 (9.1%)	41 (15.6%)	156 (59.3%)	32 (12.2%)
HCS4	Efforts are made to retain well qualified staff.	20 (7.6%)	70 (26.6%)	38 (14.4%)	113 (43.0%)	22 (8.4%)
HCS5	Care is taken to match an employee with a job based on his/her skills.	7 (2.7%)	54 (20.5%)	36 (13.7%)	140 (53.2%)	26 (9.9%)
HCS6	When filling a position, the job is always given to the most suitable candidate in terms of skills and ability.	18 (6.8%)	51 (19.4%)	53 (20.2%)	107 (40.7%)	34 (12.9%)

Source: SPSS Result

Source: SPSS Result

7.4.5 HC Development Program (HCDP)

The views of the respondents on the Human Capital Development Program are presented in Table 7.14. The results of the descriptive statistics in the table reveal that many of the respondents strongly expressed agreement concerning the human capital development program. These views were convened in items HCDP1 to HCDP11, and of these eleven items, more respondents (52.5%) expressed agreement to HCDP9, implying that the respondents were strongly of the opinion that the university ensures that salaries paid to all academic staff members are in line with what is paid by other universities.

Table 7. 14 Questions addressing HC development programmes

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
HCDP1	The university offers members of academic staff regular training.	30 (11.4%)	78 (29.7%)	51 (19.4%)	86 (32.7%)	18 (6.8%)
HCDP2	The university organises seminars and workshop programmes within the school for all academic staff members to attend for professional development.	23 (8.7%)	89 (33.8%)	38 (14.4%)	87 (33.1%)	26 (9.9%)
HCDP3	The university encourages academic staff members to attend seminars/workshops outside the school for career development.	16 (6.1%)	58 (22.1%)	40 (15.2%)	114 (43.3%)	35 (13.3%)
HCDP4	Members of academic staff are encouraged to move to other departments or organisations to develop their careers.	24 (9.1%)	80 (30.4%)	49 (18.6%)	81 (30.8%)	29 (11.0%)
HCDP5	The university rewards academic staff members that undergo training.	27 (10.3%)	78 (29.7%)	50 (19.0%)	82 (31.2%)	26 (9.9%)
HCDP6	The university recognises academic staff members for their contribution to knowledge via research.	14 (5.3%)	59 (22.4%)	42 (16.0%)	119 (45.2%)	29 (11.0%)
HCDP7	The university encourages members of academic staff to introduce new ideas.	18 (6.8%)	63 (24.0%)	44 (16.7%)	98 (37.3%)	40 (15.2%)
HCDP8	The university ensures that salaries paid to all academic staff members are appropriate.	1 (0.4%)	30 (11.4%)	40 (15.2%)	139 (52.9%)	53 (20.2%)
HCDP9	The university ensures that salaries paid to all academic staff members are in line with what is paid by other universities.	10 (3.8%)	20 (7.6%)	40 (15.2%)	138 (52.5%)	55 (20.9%)
HCDP10	The university ensures that promotion for all academic staff members is based on merit.	20 (7.6%)	49 (18.6%)	37 (14.1%)	126 (47.9%)	31 (11.8%)
HCDP11	The university makes sure that working conditions for all the academic staff members are good.	20 (7.6%)	65 (24.7%)	37 (14.1%)	111 (42.2%)	30 (11.4%)

Source: SPSS Result

7.4.6 HC Development Evaluation (HCDE)

The views of the respondents on Human Capital Development evaluation are presented in Table 7.15. The results of the descriptive statistics in the table reveal that many of the respondents strongly expressed agreement concerning the human capital development evaluation. These views were convened in items HCDE1 to HCDE10, and of these ten items, more respondents

(55.5%) expressed agreement to HCDE1, implying that the respondents were strongly of the opinion that the university monitors and evaluates academic staff members at various levels.

Table 7.15 Questions addressing HC development evaluation

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
HCDE1	The university monitors and evaluates academic staff members at various levels.	10 (3.8%)	48 (18.3%)	27 (10.3%)	146 (55.5%)	32 (12.2%)
HCDE2	The university conducts regular checks on the academic staff members' strengths.	10 (3.8%)	67 (25.5%)	44 (16.7%)	121 (46.0%)	21 (8.0%)
HCDE3	The university tracks academic staff progress.	11 (4.2%)	47 (17.9%)	56 (21.3%)	130 (49.4%)	19 (7.2%)
HCDE4	The university evaluates staff against staff at other universities to ascertain whether there is competitive advantage.	23 (8.7%)	91 (34.6%)	53 (20.2%)	82 (31.2%)	14 (5.3%)
HCDE5	The university monitors whether the recruited staff can adapt to new trends in teaching and researching.	21 (8.0%)	68 (25.9%)	58 (22.1%)	92 (35.0%)	24 (9.1%)
HCDE6	The university conducts regular appraisal of academic staff members' performance.	12 (4.6%)	39 (14.8%)	34 (12.9%)	140 (53.2%)	38 (14.4%)
HCDE7	The university conducts regular assessment of academic staff members' creative innovation.	15 (5.3%)	73 (27.8%)	45 (17.1%)	110 (41.8%)	20 (7.6%)
HCDE8	The university conducts regular checks of academic staff members' compliance.	17 (6.5%)	55 (20.9%)	40 (15.2%)	127 (48.3%)	24 (9.1%)
HCDE9	There is an annual report of academic staff appraisal.	9 (3.4%)	32 (12.2%)	42 (16.0%)	140 (53.2%)	40 (15.2%)
HCDE10	The university has a monitoring and measuring process that allows the academic staff members to get feedback on their appraisals.	16 (6.1%)	66 (25.1%)	40 (15.2%)	108 (41.1%)	33 (12.5%)

Source: SPSS Result

7.4.7 Faculty Member Contribution (FMC)

The views of the respondents on faculty member contribution are presented in Table 7.16. The results of the descriptive statistics in the table reveal that most of the respondents strongly expressed agreement concerning the faculty member contribution. These views were convened in items FMC1 to FMC18, and of these eighteen items, more respondents (59.3%) expressed

agreement to FMC14, implying that they have a clear understanding of the university's objective.

Table 7. 16 Questions addressing faculty members' contributions

S/N	RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
FMC1	I am interested in my work.	3 (1.1%)	3 (1.1%)	10 (3.8%)	100 (38.0%)	147 (55.9%)
FMC2	I am sufficiently challenged by my work.	4 (1.5%)	12 (4.6%)	12 (4.6%)	100 (38.0%)	135 (51.3%)
FMC3	My work gives me a sense of personal accomplishment.	5 (1.9%)	10 (3.8%)	5 (1.9%)	112 (42.6%)	131 (49.8%)
FMC4	My university appreciates and supports my creative innovation.	22 (8.4%)	76 (28.9%)	40 (15.2%)	93 (35.4%)	32 (12.2%)
FMC5	I get involved in decisions that affect my work.	15 (5.7%)	62 (23.6%)	27 (10.3%)	120 (45.6%)	39 (14.8%)
FMC6	I have confidence in the decisions made by the university.	17 (6.5%)	59 (22.4%)	59 (22.4%)	105 (39.9%)	23 (8.7%)
FMC7	I have a choice in deciding how I do my work.	5 (1.9%)	23 (8.7%)	42 (16.0%)	144 (54.8%)	49 (18.6%)
FMC8	I believe I have the necessary skills to perform my job well.	4 (1.5%)	5 (1.9%)	5 (1.9%)	116 (44.1%)	133 (50.6%)
FMC9	I receive other benefits (e.g., funding for conferences/housing subsidy/medical aid) apart from the salary that I am paid.	51 (19.4%)	53 (20.2%)	39 (14.8%)	86 (32.7%)	34 (12.9%)
FMC 10	I am motivated to do the best I can in my work.	28 (10.6%)	62 (23.6%)	39 (14.8%)	94 (35.7%)	40 (15.2%)
FMC11	I have a good rapport with my colleagues and superior.	1 (0.4%)	10 (3.8%)	9 (3.4%)	147 (55.9%)	96 (36.5%)
FMC12	I am satisfied with the supervision I get from my immediate superior.	3 (8.4%)	20 (7.6%)	38 (14.4%)	153 (58.2%)	49 (18.6%)
FMC13	I have a clear understanding of the university's strategy.	10 (3.8%)	35 (13.3%)	29 (11.0%)	146 (55.5%)	43 (16.3%)
FMC14	I have a clear understanding of the university's objective.	6 (2.3%)	27 (10.3%)	31 (11.8%)	156 (59.3%)	43 (16.3%)
FMC15	I understand how my work contributes to the university's objectives.	8 (3.0%)	16 (6.1%)	19 (7.2%)	146 (55.5%)	74 (28.1%)
FMC16	I receive regular feedback on my performance.	20 (7.6%)	67 (25.5%)	47 (17.9%)	93 (35.4%)	36 (13.7%)
FMC17	The feedback I receive from the university helps me to improve on my performance	21 (8.0%)	46 (17.5%)	44 (16.7%)	105 (39.9%)	47 (17.9%)
FMC18	There is opportunity for advancement on the job.	10 (3.8%)	12 (4.6%)	29 (11.0%)	132 (50.2%)	80 (30.4%)

Source: SPSS Result

7.5 Analysis of Research Questions

The analysis of research questions is presented in this section. Items measuring each of the research questions were analysed sequentially via descriptive statistics and inferential statistics. Descriptive statistics were utilised to analyse the frequencies and percentages of the items

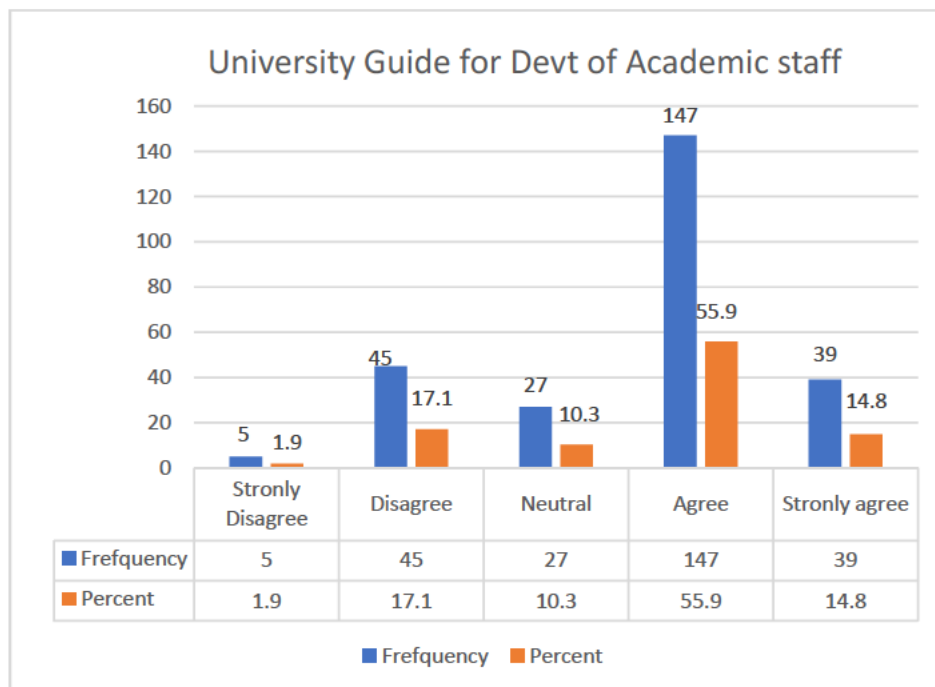
measuring each of the research questions. Inferential statistics were also conducted using a correlation matrix to investigate the extent of linear dependence among variables. This is done to provide solutions to the research problems and responses to the research questions.

7.5.1 Research Question One

The first research question in this study investigates the type of relationship that exists between university's strategic objectives and HC development plans at Lagos State University. The answers to these questions were measure by items 2.1, 2.3, 2.4, 3.1, and 3.3.

7.5.1.1 The university has clear goals and objectives to guide the development of academic staff

The respondent's responses to item 2.1 of the University Strategic Objective scale show that out of the 263 faculty members sampled, 5 faculty members (1.9%) strongly disagree, 55 faculty members (17.1%) disagree, 27 (10.3%) of the faculty members were neutral, while 147 (55.9%) faculty members agree and 39 (14.8%) of faculty members strongly agree that the university has clear goals and objectives to guide the development of academic staff. These respondents' responses to item 2.1 of the USO scale are presented for clarity in Figure 7.1 below.

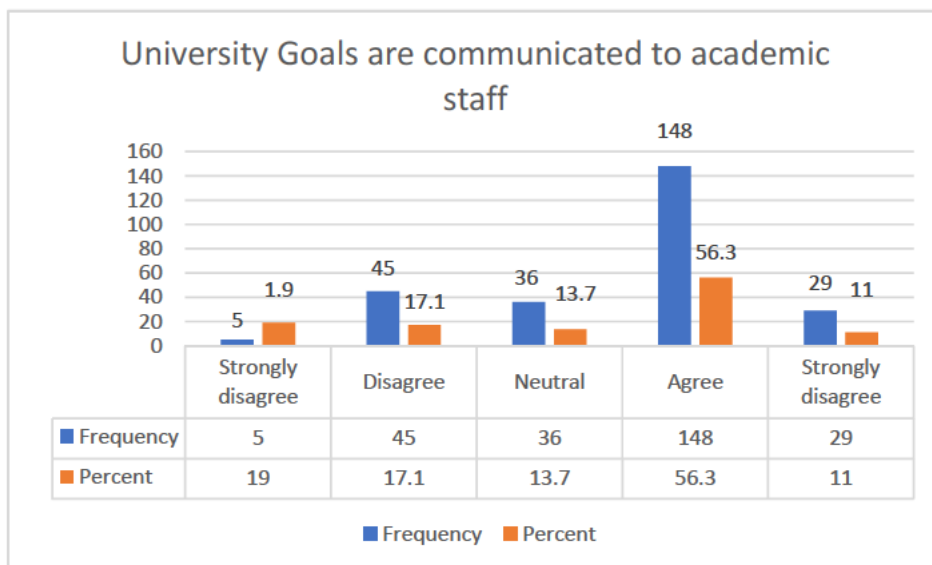


Source: SPSS Result

Figure 7. 1. Bar chart illustration on University Guide for Developing Academic Staff

7.5.1.2 The goals/vision/mission statements are communicated to all University faculty members

Respondents' responses obtained from item 2.3 reflected that 5 respondents strongly disagree, 45 respondents disagree, 36 of the respondents were neutral, 148 respondents agree, and 29 respondents strongly agree, respectively, that the goals/vision/mission statements are communicated to all members of the academic staff in the university. This is clearly presented in the Figure 7.2 below.



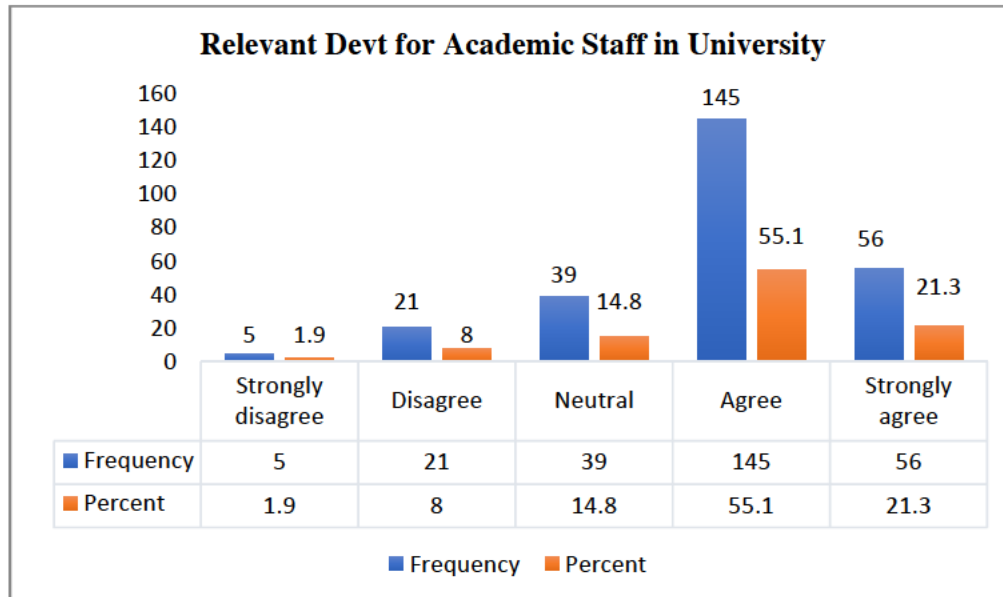
Source: SPSS Result

Figure 7. 2. Academic Staff Awareness of University Goals

The respondent's views presented in Figure 7.2 above clearly show that 56.3 percent of the respondents agree, and 11.0 percent strongly agree that the university goals/vision/mission are communicated to all members of academic staff, while 13.7 percent were neutral, 5.0 percent of the respondents disagree, and 17.1 percent and strongly disagree with the opinion that University goals are communicated to all academic staff.

7.5.1.3 Application of University Goals to the Academic Staff Development

On the issue whether the goals/vision/mission statements are relevant to the development of the faculty members at the university, responses obtained show that 5 (1.9%) strongly disagree, 21 (8.0%) disagree, 39 (14.8%) were neutral, 145 (55.1%) agree, and 56 (21.3%) strongly agree that the goals/vision/mission statements are relevant to the development of the academic staff in the university. This is presented in Figure 7.3 below:

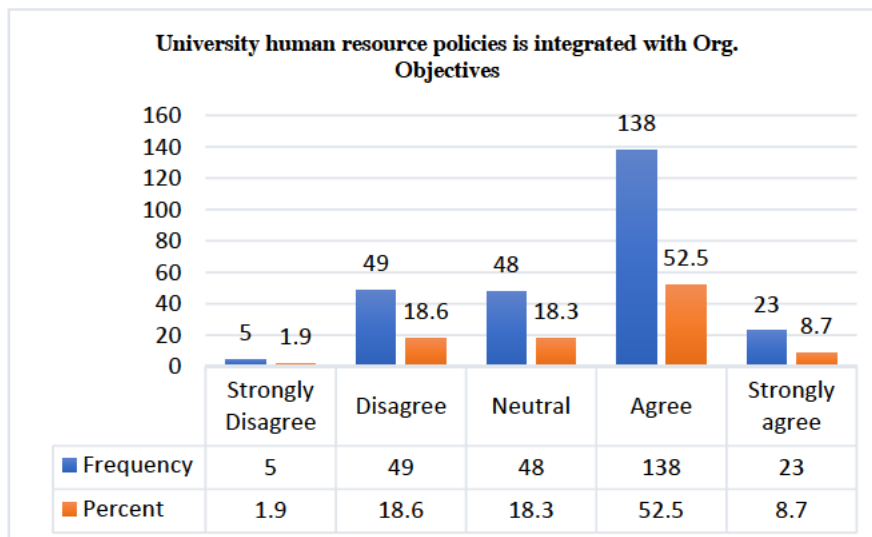


Source: SPSS Result

Figure 7. 3. Responses on university goals and staff development

7.5.1.4 Integration of HR policies and university objectives

Item HCDP1 in the HC development plans scale of the self-administered questionnaire was employed to obtain responses on whether goals/visions/mission statements are assessed to ensure they integrate the human resource policies and the objectives of Lagos State University. From the total respondents sampled, 5strongly disagreed while 49 of the respondents disagreed, 48 respondents were neutral, 138 respondents agreed, and 25 strongly agreed that human resource policies are integrated with the university objectives. Figure 7.4 represents this in a bar chart.

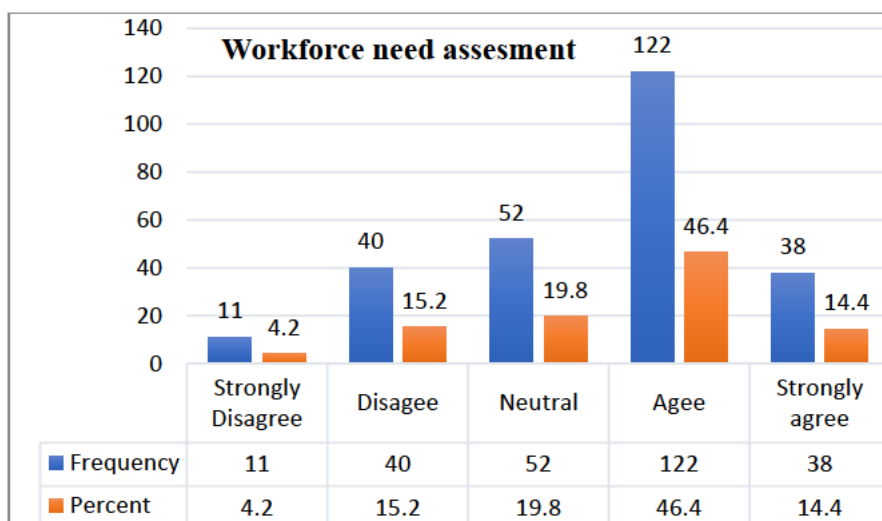


Sources:SPSS Result

Figure 7. 4Responses on integration of HR policies and university objectives

7.5.1.5 Integrating workforce and appoints staff with the needed skills.

Figure 7.5 below present respondents' opinions on whether the university assesses the needs of the workforce and appoints staff with skills. Here, 11 (4.2%) of the respondents strongly disagreed, 40 (15.6%) disagreed, 52 (19.8%) maintain neutrality, 122 (46.4%) agreed, and 38 (14.4%) strongly agreed. Most respondents (46.4%) agreed that the university assesses the needs of the workforce and appoints staff with skills.



Source: SPSS Result

Figure 7. 5. Illustration on workforce needs assesment

Table 7.17 Relationship between University strategic objectives and HC development plans

Constructs	Mean	Std. Deviation	1	2
1.University strategic objectives (USO)	18.4601	3.47803	-	
2. HC development plans (HCD_ Plans)	17.5932	4.04718	0.653**	-

** . Correlation is significant at the 0.01 level (2-tailed).

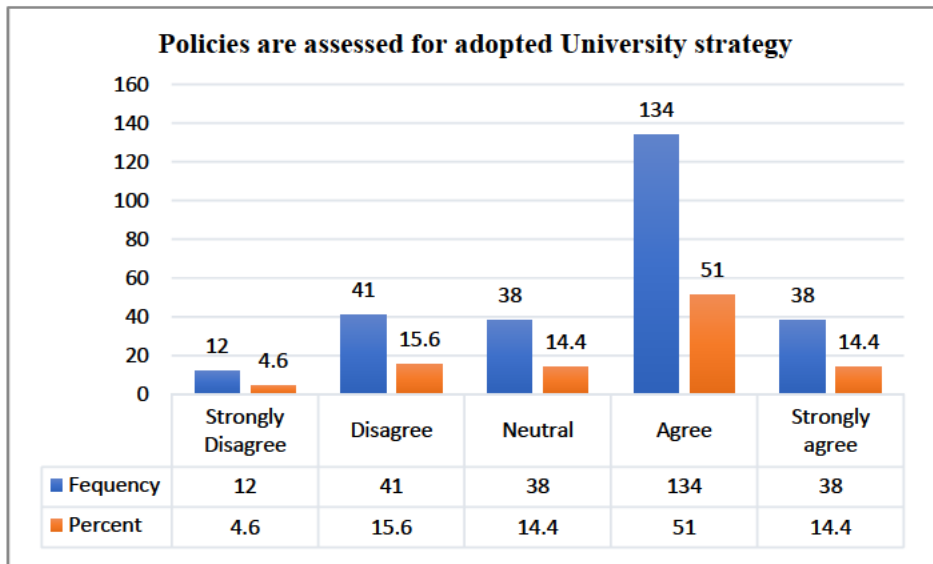
Table 7.17 above shows the correlation matrix, indicating that there is a relationship between University Strategic Objective and HC development plans ($r = 0.653$, $N = 263$, $p < 0.01$). The implication of this result is that the University Strategic Objective has a significant influence on HC development plans. An inference drawn from this result is that the set goals/vision/mission statements at Lagos State University have contributed to the HC development plans. Therefore, answers are provided to research question one, which sought to establish whether there is a link between university strategic objectives and HC development plans at Lagos State University.

7.5.2 Research Question Two

The second research question was raised to measure the extent to which HC development plans and HC development programmes influence faculty members' contributions. The responses from items (i.e., 3.4, 3.5, 5.3, 5.5, 7.1, and 7.2) from the HC development plans scale, HC development programmes scale, and faculty members' performance scale were considered to provide answers to the stated research questions raised. The following responses from selected items are presented in the following charts:

7.5.2.1 Policies to guide the adopted strategy in the university

Responses to item HCDP4 on the HC development plans scale revealed that from the total respondents sampled, 12strongly disagree, 41 disagree, 38 were neutral, 134 agree, and 38 strongly agree, respectively. From the statistical analysis, it could be seen from the total (263) sampled respondents that large numbers, totalling 172, agree and strongly agree that policies are in place to guide the adopted strategy in the university. The responses are illustrated in Figure 7.6 below.



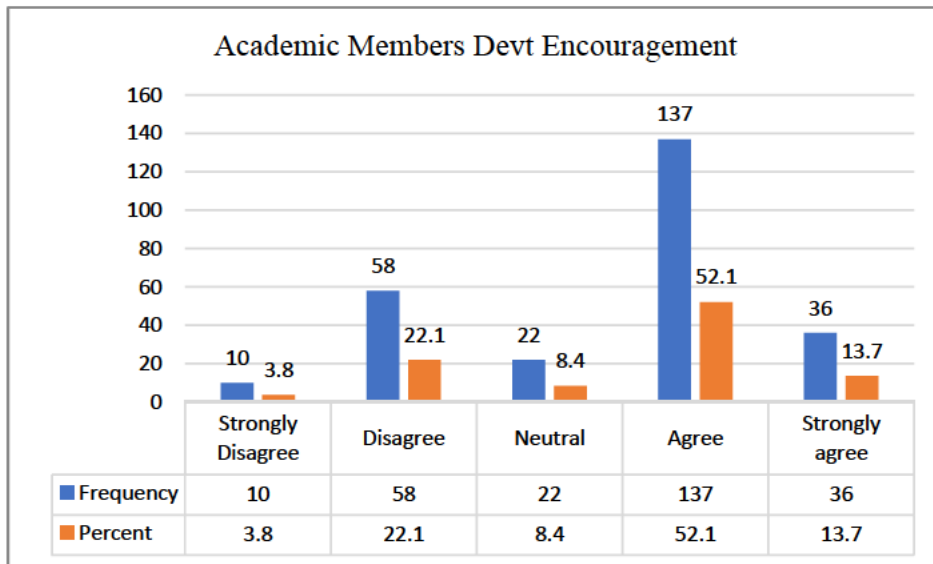
Source: SPSS Result

Figure 7. 6 Bar-chart Illustration on policies assessed for adopted university strategy

As illustrated above in figure 7.6, 4.6% of the respondents strongly disagreed, 15.6% disagreed, 14.4% remained neutral, while 51.0 % agreed, and 14.4% strongly agreed that policies are in place to guide the adopted strategy in the university. The results of the statistical analysis revealed a large percentage of the respondents, representing a total of 65.4 percent, agree that policies are in place to guide the adopted strategy in the university.

7.5.2.2 Policies to encourage the development of academic staff in the university

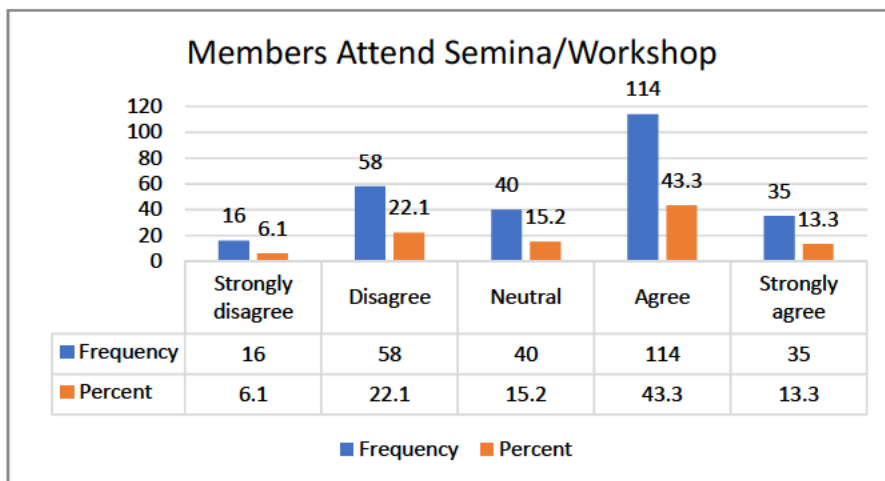
The result of item HCDP5 from the statistical analysis illustrated in Figure 7.7 shows that of 263 total sampled respondents, 10 (3.8%) strongly disagree, 58 (22.1%) disagree, 22 (8.4%) are neutral, 137 (52.1%) agree, and 36 (13.7%) strongly agree that policies are in place to encourage the development of members of academic staff in the university.



Source: SPSS Result

Figure 7. 7 Bar-chart Illustration on academic members’ development encouragement

7.5.2.3 They attend seminars/workshops outside the school for career development



Source: SPSS Result

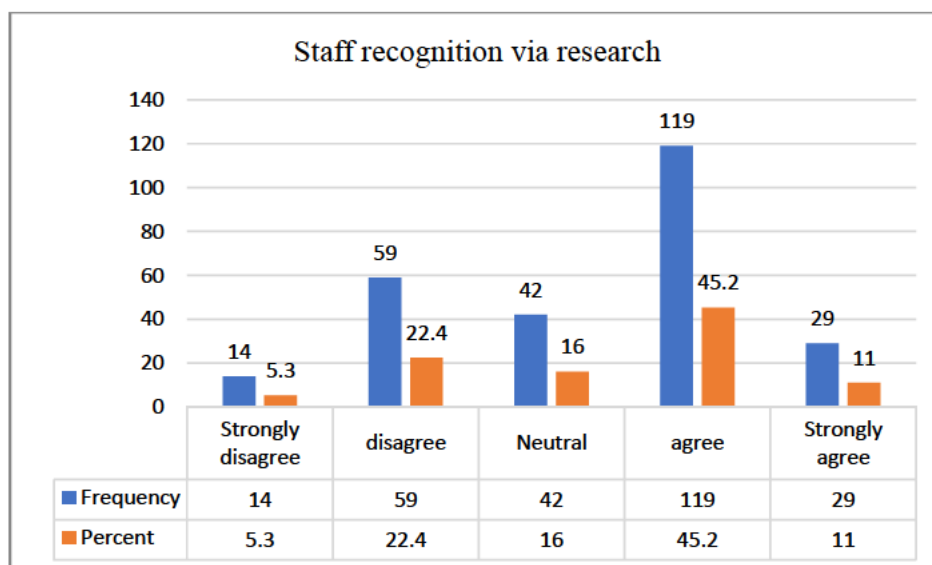
Figure 7. 8. Bar-chart on seminar/workshop attendance by academic staff

In tandem with Figure 7.8 above, respondents’ responses from statistical analysis in items HCP3 showed that 6.1% (16 respondents) strongly disagreed, 22.1% (58 respondents) disagreed, 15.2% (40 respondents) were neutral, 43.3% (114 respondents) agreed, and 13.3% (35 respondents) strongly agreed, respectively, that the university encourages academic staff members to attend seminars/workshops outside the school for career development. Therefore, a little more than half of the total sampled respondents, representing 56.6%, agreed and strongly agreed with the

opinion that the university encourages academic staff members to attend seminars/workshops outside the school for career development.

7.5.2.4 The Academic Staff Members for their Contribution to Knowledge via Research

The statistics obtained from the respondents' responses to item HCDP6 in HC development programmes scales revealed that 42 (16.0%) respondents were neutral, 14 (5.3%) and 59 (22.4%) respondents strongly disagreed and disagreed, respectively, while 119 (45.2%) and 29 (11.0%) respondents agreed and strongly agreed, respectively, that the university recognises faculty members for their contribution to knowledge via research. This statistical result indicates that the university moderately rewards faculty members that undergo training. This is clearly demonstrated with bar-chart in Figure 7.9.



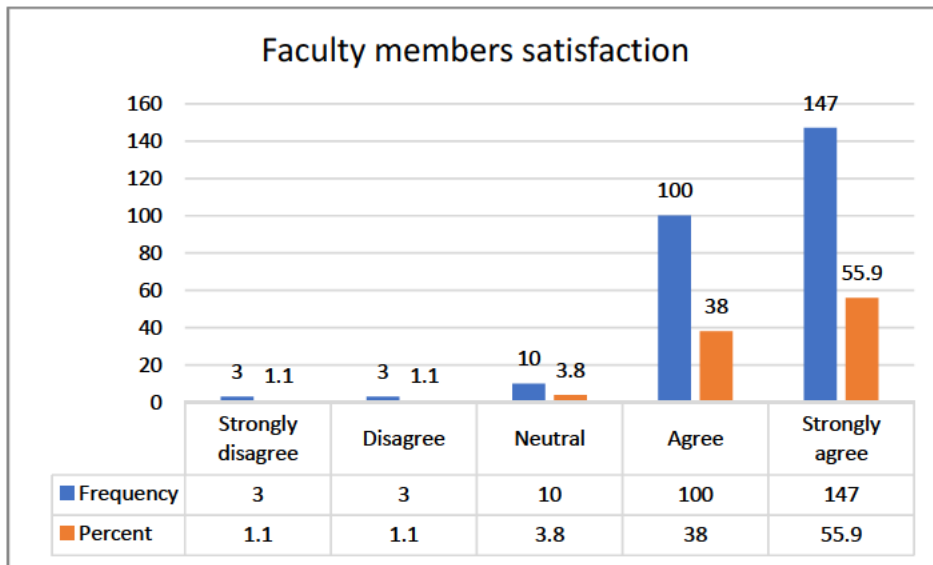
Source:SPSS Result

Figure 7. 9Bar-chart Illustration on Staff recognition via research

7.5.2.5 Faculty members' satisfaction

The result from the statistical analysis on whether the respondents are interested in their work, based on responses from item FMC1 on the faculty members' contributions (FMC) scale, was found very appropriate. Results from the 263 total sampled respondents in the survey questionnaire revealed that the majority of the respondents, with 100 and 147, agreed and strongly agreed, respectively, that they are interested in their work. A total of 247 respondents maintained that they are interested in their work, while 3 respondents each strongly disagreed

and agreed and 10 respondents were neutral. The statistics are clearly presented in Figure 7.10 below.

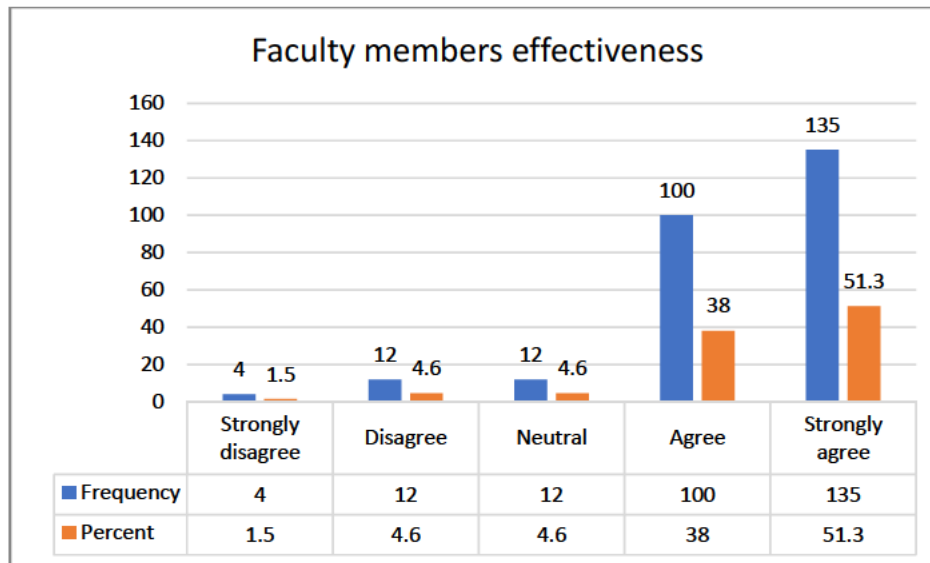


Source: SPSS Result

Figure 7. 10Bar-chart Illustration on faculty members' satisfaction

Figure 7.10 above shows that only 1% of respondents indicated they strongly disagree and disagree that they are interested in their work, 3.8% of respondents were neutral, and 38% and 55.9% of respondents indicated they agree and strongly agree that they are interested in their work. The results show that the majority of the faculty members establish their interest in their work, with a total of 93.9%, while 6.0% of total respondents strongly disagree and disagree.

7.5.2.6 I am sufficiently challenged by my work



Source: SPSS Result

Figure 7. 11. Bar-chart Illustration on faculty members’ effectiveness

As demonstrated in Figure 7.11 above, 1.5% of the respondents strongly disagreed that they are sufficiently challenged with their work; 4.6% disagreed; 4.6% were neutral; 38% agreed; and 51.3% strongly agreed. Results showed that most respondents (51.3%) strongly agreed that they are sufficiently challenged with their work. The results of the Pearson Correlation Coefficient on the extent to which HC development plans and HC development programmes affects faculty members’ contributions is presented in Table 7.18 below.

Table 7. 18 Pearson Correlation Analysis

Constructs	Mean	Std. Deviation	1	2
1. HC development plans	17.5932	4.04718	-	
2. HC development programmes	22.0038	6.45921	0.627**	-
3. Faculty members’ contributions	67.4829	10.81624	0.571**	0.627**

** . Correlation is significant at the 0.01 level (2-tailed)

Sources: SPSS Result

As presented in the Table 7.18 above, the Pearson correlation coefficient analysis was performed via SPSS version 25. The statistical analysis showed that the correlation coefficient between HC development plans and HC development programmes implies that there is a positive connection between the two variables ($r = 0.627$, $N = 263$, $p < 0.001$). An inference drawn here is that HC

development plans have a positive significant connection with HC development programmes. The statistical analysis from Table 7.18 above indicates that the correlation coefficient between HC development plans and faculty members' contributions shows a significant positive relationship ($r = 0.571$, $N = 263$, $p < 0.01$). The implication of this is that HC development plans such as training need assessment (TNA), and workforce planning policy integration and alignment have a significant influence on faculty members' contributions at Lagos State University, Nigeria. The correlation coefficient between HC development programmes and faculty members' contribution analysed in Table 7.18 above also shows that there is a significant positive relationship ($r = 0.627$, $N = 263$, $p < 0.01$). This result indicates that there is good level of relationship between HC development programmes through effective training, development programmes organised by the university, and faculty members' contribution. Therefore, research question two, which intended to investigate the influences of HC development plans and HC development programmes on faculty members' contribution, is answered.

7.5.3 Research Question Three

Research question three examined the influences of HC development programmes and faculty members' contributions on HC development outcomes. A total of six items were considered more relevant from the scales. Two items each were selected from the HC development programmes scale, faculty members' contributions scale, and HC development outcomes scale to examine the influences of HC development programmes and faculty members' contributions on HC development outcomes. The analysis is presented in the Table 7.19 below with the respondents' rating scales, mean, and standard deviation from each of the six items that were considered.

Table 7.19 Influences of HC development programmes and faculty members’ contributions on HC development outcomes

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
The university recognises academic staff members for their contribution to knowledge via research.	14 (5.3%)	59 (22.4%)	42 (16.0%)	119 (45.2%)	29 (11.0%)	3.34	1.104
The university encourages members of academic staff to introduce new ideas.	18 (6.8%)	63 (24.0%)	44 (16.7%)	98 (37.3%)	40 (15.2%)	3.30	1.187
My work gives me a sense of personal accomplishment.	5 (1.9%)	10 (3.8%)	5 (1.9%)	112 (42.6%)	131 (49.8%)	4.35	0.850
I believe I have the necessary skills to perform my job well.	4 (1.5%)	5 (1.9%)	5 (1.9%)	116 (44.1%)	133 (50.6%)	4.40	0.760
The university adopts a best practice approach to management of human resources.	18 (6.8%)	69 (26.2%)	24 (9.1%)	131 (49.8%)	21 (8.0%)	3.26	1.137
The university ensures that its human resources and capabilities match with the opportunities in the business world.	16 (6.1%)	61 (23.2%)	31 (11.8%)	130 (49.4%)	25 (9.5%)	3.33	1.116

Sources: SPSS Result

Table 7.19 presents the responses on influences of HC development programmes and faculty members’ contributions on HC development outcomes. The results from the statistical analysis showed that 14 (5.3%) from the total sampled respondents strongly disagreed, 59 (22.4%) agreed, 42 (16.0%) were neutral, 119 (45.2%), which represents the majority, agreed with statement that ‘*the university recognises academic staff members for their contribution to knowledge via research*’, and 29 (11.0%) strongly agreed with the statement. A value of 3.34 was obtained as the mean, and 1.104 was recorded for standard deviation. An inference drawn here is that a total of 148 (56.2%) of the faculty members’ responses supported the statement that faculty members are recognised for knowledge contributions via research.

The results from Table 7.19 also show respondents’ responses to the statement ‘*the university encourages members of academic staff to introduce new ideas*’, where 18 (6.8%) strongly disagreed, 63 (24.0%) disagreed, 44 (16.7%) remained neutral, while 98 (37.3%) agreed, and 40 (13.2%) strongly agreed, from the 263 total sampled respondents. The mean and standard

deviation derived from the analysis were 3.30 and 1.187 respectively. The result of this analysis shows that an average of the sampled respondents agrees with the opinion that the university encourages faculty members to introduce new ideas.

The items measuring the research question 3 in Table 7.19 depict that a low proportion, 5 (1.9%), 10 (3.8%), and 5 (1.9%), from the sampled respondents strongly disagreed, disagreed, and remained neutral, respectively, with the statement that *'my work gives me a sense of personal accomplishment'*. Most of the respondents agreed (112, representing 42.6%) and strongly agreed (131, representing 49.8%) with the statement that their work gives them a sense of personal accomplishment. The mean result was 4.35 and standard deviation was 0.850. Therefore, we can say that almost all the respondents were in support of the statement that that their work gives them a sense of personal accomplishment.

The item considered valuable to measure research question 3 in Table 7.19 above revealed that out of the 263 total sampled respondents 4 (1.5%) respondents strongly disagreed, 5 (1.9%) disagreed and 5 (1.9%) were neutral with the statement *'I believe I have the necessary skills to perform my job well'*, while 116 (41.0%) agreed, and 133 (50.6%) strongly agreed with the statement. The mean is 4.40 and the standard deviation is 0.760. The results indicate that over 95% of the respondents believed that they have necessary skills to perform their job well, while less than 5% opposed the statement.

On the issues relating to management of human resources, out of the 263 sampled respondents, 18 (6.8%) strongly disagreed, 69 (26.2%) disagreed, 24 (9.1%) were neutral, 131 (49.8%) agreed and 21 (8.0%) strongly agreed that the university adopts a best practice approach to management of human resources. The mean is 3.26 and the standard deviation is 1.137. The results show that an average of the sampled respondents agree to the statement that the best approach was adopted by the university in the areas relating to human resources management.

Lastly, the result from the statistical analysis as shown in Table 7.19 indicates that a majority of the respondents, 130 (49.4%) agreed, 61 (23.2%) disagreed, 31 (11.8%) were neutral, while 25 (9.5%) agreed and 16 (6.1%) strongly disagreed with the statement that the university ensures that its human resources and capabilities match with the opportunities in the business world. The statistical analysis revealed a mean of 3.33 and a standard deviation of 1.116. The statistical

analysis of the response indicates that the university ensures that its human resources and capabilities match with the opportunities in the business world, with a total of 155 (58.9%) of the respondents indicating support of the statement. Table 7.20 indicates the result of the correlation analysis on the relationship between HC development program, faculty member contribution and HC development outcome.

Table 7. 20 Pearson Correlation Analysis

Constructs	Mean	Std. Deviation	1	2
1. HC development programmes	22.0038	6.45921	-	
2. Faculty members contributions	67.4829	10.81624	0.672**	-
3. HC development outcomes	19.7871	5.41135	0.686**	0.685**

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Result

Table 7.20 presents the analysis of the Pearson correlation coefficient using Statistical Packages for Social Sciences (SPSS) software version 25. The statistical analysis shows the correlation coefficient by revealing the extent of linear dependency between HC development programmes and HC development which means that there is a positive link between the two variables ($r = 0.672$, $N = 263$, $p < 0.001$). The result from the analysis shows that HC development programmes have a direct link with faculty member contribution. In same vein, the statistical analysis from Table 7.20 also uncovered the correlation coefficient between HC development programmes and HC development outcomes by revealing the significant linear dependency ($r = 0.686$, $N = 263$, $p < 0.01$). This means that HC development outcomes have a strong linear dependency on HC development programmes such as training need assessment (TNA), workforce planning policy integration and alignment at the Lagos State University, Nigeria. The correlation coefficient statistical analysis between faculty member contribution and HC development outcomes revealed in Table 7.20 shows that there is a significant positive relationship ($r = 0.685$, $N = 263$, $p < 0.01$). The outcome of this result is evidence that faculty members' contribution has a significant positive relationship with HC development outcomes. This means that research question three, which explores the effectiveness of HC development programmes and faculty members' contribution, on HC development outcomes is answered.

7.5.4 Research question four

Research question four examined whether faculty members' contributions and HC development outcomes have direct influence on HC development evaluation. A total of six items were considered suitable from the Strategic Management of Human Capital Development Questionnaires (SMHCDQ). Two items each were selected from the FMC scale, HC development outcomes scale and HC development evaluation scale in the Table 7.21 below:

Table 7. 21 Influences of faculty members' contributions and HC development outcomes on HC development evaluation

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
I get involved in decisions that affect my work.	15 (5.7%)	62 (23.6%)	27 (10.3%)	120 (45.6%)	39 (14.8%)	3.40	1.164
I have a choice in deciding how I do my work.	5 (1.9%)	23 (8.7%)	42 (16.0%)	144 (54.8%)	49 (18.6%)	3.79	0.910
The university ensures that it has human resources with the necessary capabilities and skills to achieve the university's objectives.	10 (3.8%)	40 (15.2%)	30 (11.4%)	126 (47.9%)	57 (21.7%)	3.68	1.089
The university manages its human resources in an effective way to ensure a stable academic calendar.	10 (3.8%)	81 (30.8%)	32 (12.2%)	110 (41.8%)	30 (11.4%)	3.26	1.127
The university monitors and evaluates academic staff members at various levels.	10 (3.8%)	48 (18.3%)	27 (10.3%)	146 (55.5%)	32 (12.2%)	3.54	1.044
The university tracks academic staff progress.	11 (4.2%)	47 (17.9%)	56 (21.3%)	130 (49.4%)	19 (7.2%)	3.38	0.996

Source: SPSS Result

As illustrated in Table 7.21, the result of the statistical analysis revealed that of the 263 sampled respondents, 5.7% strongly disagreed that they were unable to get involved in decisions that affect their work, 23.6% disagreed, 10.3% were neutral, while 45.6% agreed and 14.8% strongly agreed. The mean and standard deviation of the responses shows 3.40 and 1.164 respectively. The results show that more respondents agreed that they were able to get involved in decisions that affect their work (60.4% in total) when compared with those that disagree (29.3%). From the outcome of the statistical analysis, it can be concluded that employees in the university were involved in decisions that affect their work.

The statement on whether respondents have a choice in deciding how they do their work, as illustrated in item two of Table 7.21, 1.9% of the respondents strongly disagreed, 8.7%

disagreed, 16.0% were neutral, 54.8% agreed and 18.6% and strongly agreed. The results indicated a majority of the respondents (73.4%) were in support of the statement that they have a choice in deciding how they do their work.

The response pattern on whether the university ensures that it has human resources with the necessary capabilities and skills to achieve the university's objectives, as indicated in item three of Table 7.21, shows 3.8% of the respondents strongly disagree, 15.2% disagree, 11.4% maintain neutrality, 47.9% agree and 21.7% and strongly agree that the university ensures that it has human resources with the necessary capabilities and skills to achieve the university's objectives. The mean and standard deviation are 3.68 and 1.089 respectively. The results show that the majority of the respondents affirmed that the university ensures that it has human resources with the necessary capabilities and skills to achieve the university's objectives (a total of 69.6%).

On the issue on whether the university manages its human resources in an effective way to ensure a stable academic calendar, as depicted by item four of Table 7.21 above, 3.8% strongly disagree, 30.8% disagree, 12.2% were neutral, 41.8% agree, and 11.4% strongly agree that the university manages its human resources in an effective way to ensure a stable academic calendar. The mean of the responses shows 3.26 with a standard deviation of 1.127. The results revealed a high number of respondents (53.2%) maintaining agreement with the research question. However, some of the respondents (34.6%) were not in agreement that the university manages its human resources in an effective way to ensure a stable academic calendar, which results in stressors experienced by some of the employees in the university.

Assessing the responses on the issue of the university monitoring and evaluating the academic staff members at various levels, as indicated in item five in Table 7.21, the statistical analysis revealed that 3.8% of the respondents strongly disagree that the university monitors and evaluates the academic staff members at various levels, 18.3% disagree, 10.3% neutral, 55.5% agree, and 12.2% of the respondents strongly agree. The mean of the responses shows 3.54 with a standard deviation of 1.044. Judging from the result of the statistical analysis, the majority of the respondents, with a total of 67.7%, affirmed that the university monitors and evaluates academic staff members at various levels.

The last item utilised to examine research question four in Table 7.21 elicited responses on the academic staff progress; 4.2% strongly disagree, 17.9% disagree, 21.3% remain neutral, 49.4% agree, and 7.2% strongly agree that the university tracks academic staff progress. The results

show that a high number of the respondents (56.6%) agreed that the university tracks academic staff progress. The mean and standard deviation are 3.38 and 0.996 respectively. Table 7.22 shows the results of the correlation analysis on the relationship between faculty member contribution, HC development outcome and HC development evaluation.

Table 7. 22 Pearson Correlation analysis on the relationship between FMC, HC development outcomes and HC development evaluation

Constructs	Mean	Std. Deviation	1	2
1. Faculty members' contributions	67.4829	10.81624	-	
2. HC development outcomes	19.7871	5.41135	0.685**	-
3. HC development evaluation	33.4829	7.79996	0.701**	0.698**

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Result

The outcome of the Pearson correlation coefficient analysis performed using SPSS version 25, as shown in Table 7.22, revealed the extent of the relationship between faculty members' contribution and HC development outcomes. It indicated a significant positive relationship between the two variables ($r = 0.685$, $N = 263$, $p < 0.001$). The result from the analysis shows that faculty member contribution positively correlated with HC development outcomes. Similarly, the outcome of the Pearson correlation coefficient analysis performed via Statistical Packages for Social Sciences (SPSS) software version 25 as shown in Table 7.22 indicated that there is high significant connection between faculty members' contribution and HC development evaluation ($r = 0.701$, $N = 263$, $p < 0.01$). The result therefore means that faculty members' contributions have a high impact on HC development evaluation.

HC development evaluation show a positive significant relationship at ($r = 0.698$, $N = 263$, $p < 0.01$) was also obtained from the correlation coefficient statistical analysis conducted between HC development outcomes and HC development evaluation as revealed in Table 7.22. The outcome of this result means that HC development outcomes have a significant positive relationship with HC development evaluation. This implies that research question four, which aimed at measuring the influence faculty members' contributions and HC development outcomes on HC development evaluation, is answered.

7.5.5 Research question five

Research question five measured the extent to which HC development programmes and faculty members' contributions mediate between university strategic objectives and HC development outcomes. The research considers a total of ten most related items from the respondents' responses. Three items each were chosen from the university strategic objectives scale and faculty members' contributions scale while two items each were selected from HC development programmes scale and HC development outcomes scale as indicated in Table 7.23.

Table 7. 23 HC development programmes and faculty members mediate between university strategic objectives and HC development outcomes

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
The university organises seminars and workshop programmes within the school for all academic staff members to attend for professional development.	23 (8.7%)	89 (33.8%)	38 (14.4%)	87 (33.1%)	26 (9.9%)	3.02	1.191
Members of academic staff are encouraged to move to other departments or organisations to develop their careers.	24 (9.1%)	80 (30.4%)	49 (18.6%)	81 (30.8%)	29 (11.0%)	3.04	1.192
I have a clear understanding of the university's objective.	6 (2.3%)	27 (10.3%)	31 (11.8%)	156 (59.3%)	43 (16.3%)	3.77	0.921
I understand how my work contributes to the university's objectives.	8 (3.0%)	16 (6.1%)	19 (7.2%)	146 (55.5%)	74 (28.1%)	4.00	0.935
The feedback I receive from the university helps me to improve on my performance	21 (8.0%)	46 (17.5%)	44 (16.7%)	105 (39.9%)	47 (17.9%)	3.42	1.198
The goals/vision/mission statements are known to all members of academic staff in the university.	7 (2.7%)	45 (17.1%)	32 (12.2%)	141 (53.6%)	38 (14.4%)	3.60	1.017
The goals/vision/mission statements are relevant to the development of the academic staff in the university.	5 (1.9%)	27 (10.3%)	41 (15.6%)	144 (54.8%)	46 (17.5%)	3.76	0.926
The goals/vision/mission statements of the university are directed towards producing resourceful graduates that will transform the economy.	2 (0.8%)	21 (8.0%)	39 (14.8%)	145 (55.1%)	56 (21.3%)	3.88	0.859
The management style complies with the trend of HR management at universities internationally	23 (8.7%)	77 (29.3%)	47 (17.9%)	90 (34.2%)	26 (9.9%)	3.07	1.175
The adopted approach to management at the university encourages academic staff development.	13 (4.9%)	82 (31.2%)	39 (14.8%)	103 (39.2%)	26 (9.9%)	3.18	1.127

Source: SPSS Result

The results of the statistical analysis presented in Table 7.23 indicated that 8.7% of the respondents strongly disagreed that the university organises seminars and workshop programmes within the school for all academic staff members to attend for professional development, 33.8% disagreed, 14.4% were neutral, 33.1% agreed and 9.6% strongly agreed. The mean and standard deviation of is 3.02 and 1.191 respectively. The results show more respondents in agreement that the university organises seminars and workshop programmes within the school for all academic staff members to attend for professional development, with 42.7% in total, when compared with those that disagree with 42.5%. From the outcome of the statistical analysis, it is appropriate to infer that the university organises seminars and workshop programmes within the school for all academic staff members to attend for professional development.

On the question of whether members of academic staff are encouraged to move to other departments or organisations to develop their careers, as illustrated in item two of Table 7.23 above, 9.1% of the respondents strongly disagreed, 30.4% disagreed while 18.6% were neutral. Surprisingly, 30.8% and 11.0% agreed and strongly agreed, respectively. The results indicated that the majority of the respondents (with total of 49.0%) disagreed that members of academic staff are encouraged to move to other departments or organisations to develop their careers.

The response pattern on whether faculty members have a clear understanding of the university's objective, as indicated in item three of Table 7.23 above, shows 2.3% of the respondents strongly disagreed, 10.3% disagreed, 11.8% were neutral, 59.3% agreed, and 16.3% strongly agreed, with a total item mean and standard deviation of 3.77 and 0.921, respectively. The results show that the majority of the respondents (75.6%) have a clear understanding of the university's objective.

On whether an individual employee understands how their work contributes to the university's objectives, as depicted by item four of Table 7.23 above, 3.0% strongly disagreed, 6.1% disagreed, 7.2% were neutral, 55.5% agreed, and 28.1% strongly agreed. The mean of the responses shows 4.00 with standard deviation of 0.935. The results revealed a high number of respondents maintaining agreement (83.6%), while some employees disagreed (9.1%) that they understand how their work contributes to the university's objectives.

Assessing the responses on the issue of how the feedback that employees receive from the university helps them to improve on their performance, item five in Table 7.23 above, the statistical analysis revealed that 8.0% of the respondents strongly disagreed that there was provision for employee feedback, 17.5% disagreed, 16.7% were neutral, 39.9% agreed, and 17.9% strongly agreed. Judging from the result of the statistical analysis, a majority of the respondents, with a total of 57.8%, supported the statement that the feedback which employees receive from the university helps them to improve on their performance.

Item six of the research question in Table 7.23 above was used to elicit responses from the respondents on the goals/vision/mission statement of the university. Of the total respondents, 2.7% strongly disagreed, 17.1% disagreed, 12.2% were neutral, 53.6% agreed, and 14.4% strongly agreed that goals/vision/mission statements are known to all academic staff members in the university. The result shows high number of respondents in agreement (68.0%) that the goals/vision/mission statements are known to all members of academic staff in the university. The mean and standard deviation of the responses are 3.60 and 1.017, respectively.

To assess if the goals/vision/mission statements are relevant to the development of the academic staff in the university, 1.9% of the respondents strongly disagreed, 10.3% disagreed, 15.6% were neutral, 54.8% agreed, and 17.5% strongly agreed that the goals/vision/mission statements are relevant to the development of the academic staff in the university. The mean and standard deviation are 3.76% and 0.926%, respectively. The results of the statistical analysis show that majority of the respondents affirmed that the goals/vision/mission statements are relevant to the development of the academic staff in the university, with 72.3% of the total respondents.

Item eight of the research question in Table 7.23 was used to elicit responses from the respondents on whether the goals/vision/mission statements of the university are being directed towards producing resourceful graduates that will transform the economy. To this, 0.8% strongly disagreed, 8.0% agreed, 14.8% were neutral, 55.1% agreed, and 21.3% strongly agreed that the goals/vision/mission statements of the university are being directed towards producing resourceful graduates that will transform the economy. The mean and standard deviation of the responses are 3.88% and 0.859%, respectively. The result of the statistical analysis shows that the majority of the respondents affirmed that the goals/vision/mission statements of the

university are being directed towards producing resourceful graduates that will transform the economy, with 76.4% of the total respondents.

Assessing the responses on whether the management style is following the trend of HR management at universities internationally, as indicated in item nine in Table 7.23, the statistical analysis revealed that 8.7% of the respondents strongly disagreed that the management style complies with the trend of HR management at universities internationally, while 29.3% disagreed, 17.9% were neutral, 34.2% agreed, and 9.9% strongly agreed. The mean shows 3.07 with a standard deviation of 1.175. Judging from the results of the statistical analysis, a majority of the respondents, with a total of 44.1%, affirmed that the management style follows the trend of HR management at universities internationally.

The last item of the research question in Table 7.23 elicited responses on whether the adopted approach to management at the university encourages academic staff development. To this, 4.9% of the total respondents strongly disagreed, 31.2% disagreed, 14.8% were neutral, 39.2% agreed and 9.9% strongly agreed that the adopted approach to management at the university encourages academic staff development. The results show a high number of the respondents (49.1%) agreed that the adopted approach to management at the university encourages academic staff development. The mean and standard deviation of the responses are 3.18 and 1.127, respectively. Table 7.24 shows the results of the correlation analysis.

Table 7. 24 Pearson Correlation Analysis

Constructs	Mean	Std. Deviation	1	2	3
1. HC development programmes	22.0038	6.45921	-		
2. Faculty members' contributions	67.4829	10.81624	0.672**	-	
3. University strategic objectives	18.4601	3.47803	0.538**	0.516**	-
4. HC development outcomes	19.7871	5.41135	0.686**	0.685**	0.659**

** Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Result

Table 7.24 shows the correlation coefficient on the effect of HC development programmes and faculty members' contributions between university strategic objectives and HC development outcomes. The results indicate the extent of the relationship among the constructs utilised in this

research. HC development programmes, considering training, development, and career development programmes available, showed a positive significant relationship with university strategic objectives and HC development outcomes ($r = 0.538$, $N = 263$, $p < 0.01$, and $r = 0.686$, $N = 263$, $p < 0.01$, respectively). This means university strategic objectives and HC development outcomes are achieved with an increase in and effective training programmes, development programmes and career development programmes at the university. The statistical analysis in Table 7.24 also established faculty members' contributions to be positively correlated with university strategic objectives and HC development objectives ($r = 0.516$, $N = 263$, $p < 0.01$, and $r = 0.685$, $N = 263$, $p < 0.01$, respectively). Meanwhile, it was found that the correlation coefficient between HC development program and faculty members' contributions indicate a significant relationship ($r = 0.672$, $p < 0.01$), and the correlation coefficient between university strategic objectives and HC development outcomes shows a positive relationship ($r = 0.659$, $p < 0.01$). Research question five, which aimed at measuring the mediating role of HC development programmes and faculty members' contributions between university strategic objectives and HC development outcomes, is therefore answered.

7.6 Fundamental Assumptions of Multiple Regression Analysis

In terms of the statistical analyses, as reinforced by Hair et al. (2010), it is very essential to refer to some basic assumptions, i.e., linearity, normality and multicollinearity regarding the variables, to be able to confirm the results and to effectively deal with the incidence of errors, such as Type I or Type II errors. For easy comprehension, these fundamental assumptions are highlighted in the following paragraphs.

7.6.1 Test of normality

Testing for normality has been seen as an important/significant and common procedure in statistics and multivariate data analysis, and many tests have been proposed (Doornik & Hansen, 1994). Such tests include the use of visual tools, such as stem and leaf plots, and normal Q-Q plot. Others are the use of skewness and kurtosis (Hair et al., 2010), and Kolmogorov-Smirnov tests (Mooi & Sarstedt, 2011). Lack of normality in variable distributions could distort the relationships between the variables of the research and the significance of the results in multivariate analysis (Chernick, 2011). Therefore, "it is important for researchers to examine the normality of data distributions before proceeding to analysis stage" (Hair et al., 2014, p. 41). The test for normality for this study was carried out using histogram and the normal probability (Q-

Q) plot, followed by skewness and kurtosis. As a first step, the normal probability plot (Normal Q-Q plot) was done for the entire aggregate of variables (constructs) of the model. Figure 7.12 show the histogram of normality distribution of the study.

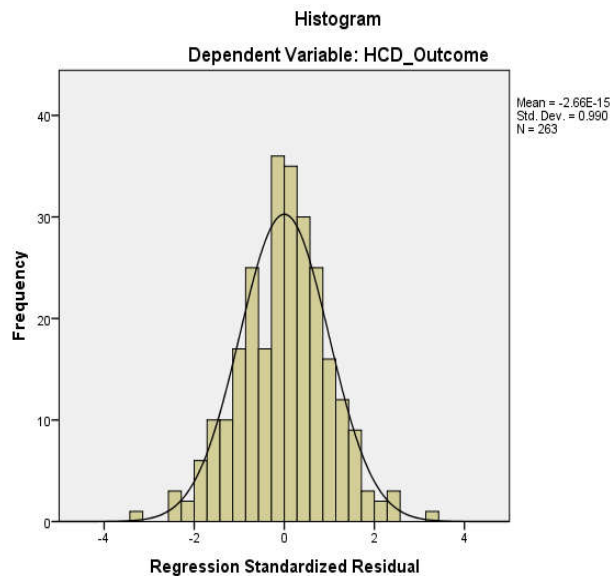


Figure 7. 12Histogram and Normal Probability Plots

A reasonably straight line suggests a normal distribution (Pallant, 2011). The normal probability plots indicated that all the research variables are normally distributed. The second step, normality test, was conducted by examining the skewness and kurtosis of the distributions (Hair et al., 2007; Pallant, 2011; Tabachnick & Fidell, 2007). When both skewness and kurtosis are close to zero (0), the distribution of the observations is normal (a situation unlikely to occur in human-centered research). As a rule, when skewness exceeds the range ± 2.58 , the distribution is considered skewed. For kurtosis greater than ± 2.58 , the distribution is considered too peaked, while kurtosis less than ± 2.58 indicates the distribution is too flat. As revealed in Table 7.25, the kurtosis and skewness values of the variables are within the ± 2.58 acceptable range. Therefore, the entire aggregate of constructs are said to be normal.

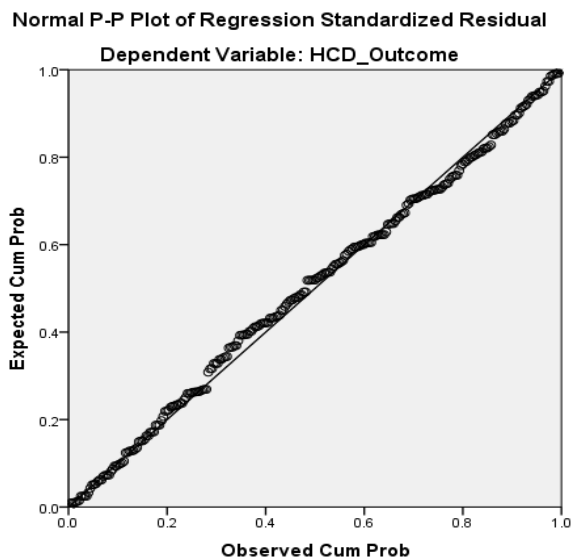
Table 7. 25 Normality Test

Constructs	Items	Skewedness	Kurtosis
University Strategic Objectives	5	-0.485	-0.234
HC Development_Plan	5	-0.579	-0.045
HC Development_Program.	11	-0.138	-0.278
Faculty Members' Contributions	18	-0.385	-0.274
HC Development Outcome	6	-0.423	-0.775
HC Development Evaluation	10	-0.308	-0.465

Source: SPSS Result

7.6.2 Linearity

Linearity is essential in regression analysis because one of the underlying assumptions of the technique is that the relationship between independent and dependent variables is linear. Therefore, correlation can only capture the linear association between variables. Hence, if substantial non-linear relationships exist, they will be ignored in the analysis, which will in turn underestimate the actual strength of the relationship (Tabachnick & Fidell, 2007). This study used a residual scatter plot; the residual ought to scatter around 0 and most of the scores should concentrate at 0 points (Flury & Riedwyl, 1998). Figure 7.13 presents the scatter plot between exogenous and endogenous constructs.



Source: SPSS Result

Figure 7. 13 Residual Plots – USO, FMC, HCD Plan, HCD Prog, HCD Evaluate, and HCD Outcome

The assumption was not violated as the plot shows that residual scores converged at the center along the zero point, hence evidencing that the linearity assumption was fulfilled.

7.6.3 Multicollinearity Test

Multicollinearity arises when more than two indicators are highly correlated. That is, multicollinearity is said to have occurred when two or more exogenous variable latent constructs become highly correlated. It arises in the context of the structural model evaluation when more than two constructs are highly correlated (Hair et al., 2014). The presence of multicollinearity among the exogenous constructs tends to increase the size of standard errors, which often leads to confusing and misleading results as it distorts the estimates of regression coefficients as well as their statistical significance test (Hair et al., 2010; Hair, Ringle & Sarstedt, 2011; Pallant, 2011). A correlation matrix of the exogenous latent constructs should also be examined, and a correlation coefficient of 0.90 and above indicates multicollinearity between the exogenous variables. As shown in Table 7.26, the correlations between the exogenous latent constructs were sufficiently below the suggested threshold values of 0.9. This shows that all constructs are independent and were not highly correlated.

Table 7. 26 Pearson Correlation of the latent Variables

Constructs	Mean	SD	1	2	3	4.	5	6
1. HC Development Outcome	3.297	..902	-					
2. University Strategic Objectives	3.692	..696	.659**	-				
3. HC Development Plan	3.519	.809	.707**	.653**	-			
4. HC Development Program	3.294	.791	.728**	.586**	.665**	-		
5. HC Development Evaluation	3.324	.780	.698**	.522**	.588**	.751**	-	
6. Faculty Members' Contributions	3.762	.618	.641**	.499**	.558**	.683**	.666**	-

Source: SPSS result

Moreover, to assess the level of multicollinearity, Hair et al. (2014) suggested that researchers should compute for tolerance value and variance inflation factor (VIF). Furthermore, this study examined the tolerance value and variance inflation factor for the exogenous latent constructs. Tolerance represents the amount of variance of a predictor variable not explained by the other predictor variables in a structural model, while VIF is the degree to which the standard error has

been inflated due to the presence of collinearity, and therefore, it is the reciprocal of tolerance. A tolerance of 0.20 or lower and a VIF of 5.0 or higher suggest a multicollinearity problem. As shown in Table 7.27, all the tolerance values exceeded 0.20 and the VIF values are less than 5 which is the recommended cut-off value multicollinearity issue in this study.

Table 7. 27 Multicollinearity Test

Constructs	N	Tolerance	VIF
University Strategic Objectives	263	0.526	1.902
HC Development Plan	263	0.440	2.272
HC Development _Program.	263	0.322	3.107
Faculty Members' Contributions	263	0.467	2.139
HC Development Evaluation	263	0.0.384	2.603

Source: SPSS Result

7.7 Test of hypotheses and research objectives

This study formulated and tested five hypotheses in relation to the research objectives. Therefore, in an attempt to achieve the research objectives, research hypotheses were tested with regression analysis and Variance-Based (SEM). Regression analysis was considered as the most appropriate to test hypotheses one to four, with SPSS statistical version 25. The last hypothesis (hypothesis five) was tested using Variance-Based SEM (SmartPLS version 3.3).

7.7.1 Research hypothesis one

Research hypothesis one earlier formulated is to investigate the relationship between university strategic objectives and HC development plans at the University. This research hypothesis was tested by using Strategic Analysis Scale (SAS) and Strategic Planning Scale (SPS) to investigate these constructs (university strategic objectives and HC development plans, respectively). This hypothesis was tested with the regression analysis to examine the association between university strategic objectives and HC development plans of Lagos State University. Table 7.28 presents the outcome of the regression analysis. The alternative research hypothesis was formulated as follows:

H₁: There is a relationship between university strategic objectives and HC development plans.

Table 7. 28 University strategic objectives as a predictor of HC development plans

Variables	R	R Square	Adjusted R square	F	Beta	T	P
Constant	0.653 ^a	0.426	0.424	194.025		3.480	0.000 ^b
University strategic objectives (USO)					0.563	13.929	0.000

a. Dependent variable: HC development plans; b. Predictors: (Constant), USO

Source: SPSS Result

Table 7.28 above illustrates the regression model result that was statistically performed to investigate the relationship between university strategic objectives and HC development plans. The Table obtained 0.426 for R square and 0.004 for adjusted R square. This means that USO explains 42.4% of the variations of HC development plans at Lagos State University. The interpretation obtained from adjusted R square value with 42.4% suggest that there were 57.6% unexplained variations that were not considered in this study. Accordingly, beta value and P value obtained from the Table 7.28 above is recorded at $\beta = 0.563$, $p < 0.000$. The outcomes of this regression model analysis support the result of the statistical analysis performed using Pearson’s product-moment correlation, which indicates a significant relationship between university strategic objectives and HC development plans. The null hypothesis, which stated that “*there is no relationship between university strategic objectives and HC development plans*” is rejected. Therefore, the outcome of this result means that the research objective which aimed to establish whether there is an association between university strategic objectives and HC development plans is achieved.

7.7.2 Research hypothesis two

Research hypothesis two states that HC development plans and HC development programmes do not have significant influence on faculty members’ contributions. The alternative of research hypothesis two is stated below:

H₁: HC development plans and HC development programmes influence faculty members' contributions.

To test whether HC development plans and HC development programmes have significant influence on faculty members' contributions, this study adopted the Strategic Planning Scale (SPS) to measure HC development plans, the Strategic Motivation Scale (STMS) to measure HC development programmes, and the Academic Staff Performance Scale (ASPS) to measure faculty members' contribution. Hence, hypothesis two was tested with the multiple regressions using SPSS version 25, to measure the influences of HC development plans and HC development programmes on faculty members' contributions at Lagos State University. Table 7.29 presents the outcome of the regression analysis.

Table 7. 29 HC development plans and HC development programmes as predictors of faculty members' contributions

Variables	R	R Square	Adjusted R square	F	Beta	T	P
	.699 ^a	.489	.485	124.331	-	-	0.000 ^b
HC Development Plans					.247	4.324	0.000
HC Development Programmes					.517	9.090	0.000
Constant					-	16.885	0.000

a. Dependent Variable: Faculty members' contributions; b. Predictors: (Constant), HC development plans; HC development programmes.

Sources: SPSS Result

Table 7.29 above illustrates the regression model output of the R square value with 0.489 and the Adjusted R square of 0.485. The implication of this is that HC development plans and HC development programmes predict 48.5% of the variations in faculty members' contributions of Lagos State University. The result is statistically significant at $p < 0.001$, which means that there are significance influences of the predictors (HC development plans and HC development programmes) on faculty members' contributions. The outcome of this regression model supports the alternative research hypothesis, which states that "*HC development plans and HC development programmes have significant influence on faculty members' contributions*". The regression model output in Table 7.29 also indicated standardised Beta and corresponding P

values for HC development plans and programmes at $\beta = 0.247$, $p < 0.001$ and $\beta = 0.517$, $p < 0.001$, respectively, that HC development programmes contributed more to the regression model compared to the contributions made by HC development plans. Based on these results, the study concludes that HC development plans and HC development programmes jointly serve as a predictor of faculty members' contributions at Lagos State University. Therefore, the outcomes of this research established that HC development plans and HC development programmes have significant influence on faculty members' contributions, which means research objectives is achieved.

7.7.3 Research hypothesis three

Research hypothesis three states that HC development programmes and faculty members' contributions do not have a positive influence on HC development outcomes. The alternative of research hypothesis three is stated below:

H₁: HC development programmes and faculty members' contributions have a positive influence on HC development outcomes.

To test hypothesis three, which states that HC development programmes and faculty members' contributions do not have positive influence on HC development outcomes, the study employed the Strategic Motivation Scale (STMS) to measure HC development programmes, while the Academic Staff Performance Scale (ASPS) was adapted to measure faculty members' contribution and Strategic Management Scales (SMS) measured HC development outcomes. Hypothesis three was also tested with the multiple regression using SPSS version 25, to examine the influence of HC development programmes and faculty members' contributions on HC development outcomes at Lagos State University. Table 7.30 presents the outcome of the regression analysis.

Table 7. 30 HC development programmes and faculty members’ contributions as predictors of HC development outcomes

Variables	R	R Square	Adjusted R square	F	Beta	T	P
	.750 ^a	.562	.559	166.853	-	-	0.000 ^b
HC Development Programmes					.410	7.405	0.000
Faculty Members’ Contributions					.409	7.387	0.000
Constant					-	-1.127	0.261

a. Dependent Variable: HCD Outcomes; b. Predictors: (Constant), HC development programmes; FMC.

Sources: SPSS Result

As shown in Table 7.30 above, the regression model suggests an R square (R^2) value of 0.562 and Adjusted R square (Adj. R^2) value of 0.559, which means that HC development programmes and faculty members’ contributions predict 55.9% of the variations in HC development outcomes of Lagos State University. The result is statistically significant at $p < 0.000$, which means that there are significance influences of the predictors variables (HC development programmes and faculty members’ contributions) on HC development outcomes. This implies that the regression model rejects the null research hypothesis, which states that “*HC development programmes and faculty members’ contributions do not have influence on faculty members’ contributions*”. The standardised Beta and corresponding P values for HC development programmes and faculty members’ contributions are $\beta = 0.410$, $p < 0.001$ and $\beta = 0.409$, $p < 0.001$, respectively. With these findings, both HC development programmes and faculty members’ contributions jointly serve as a predictor of HC development outcomes at Lagos State University. Hence, the outcome of this research established that HC development programmes and faculty members’ contributions have influence on HC development outcomes, which means the research objective is achieved.

7.7.4 Research hypothesis four

Research hypothesis four in this study aimed to investigate whether faculty members’ contributions and HC development outcomes do not have influence on HC development evaluation. The alternative research hypothesis formulated is stated below:

H₁: Faculty members' contributions and HC development outcomes have influence on HC development evaluation.

To test hypothesis, four which sought to establish if faculty members' contributions and HC development outcomes do not have influence on HC development evaluation, the study utilised Academic Staff Performance Scale (ASPS) to measure faculty members' contribution, and Strategic Management Scale (SMS) to measure HC development outcomes, while Strategic Evaluation Scales (SES) was adapted to measure HC development evaluation. Hypothesis four was tested with the multiple regressions using SPSS version 25, to demystify whether faculty members' contributions and HC development outcomes have positive influences on HC development evaluation of Lagos State University. Table 7.31 presents the outcome of the regression analysis.

Table 7. 31 Faculty members' contributions and HC development outcomes as predictors of HC development outcomes

Variables	R	R Square	Adjusted R square	F	Beta	T	P
	.7620 ^a	.581	.578	180.423	-	-	0.000 ^b
Faculty members' contributions					.420	7.627	0.000
HC development outcomes					.410	7.442	0.000
Constant					-	.544	0.587

a. Dependent Variable: HC development evaluation; b. Predictors: (Constant), FMC; HC development outcomes

Sources: SPSS Result

The results obtained from the inferential statistics conducted using regression model analysis in Table 7.31 above indicated an R square (R^2) value of 0.581 and Adjusted R square (Adj R^2) value of 0.578. This means faculty members' contributions and HC development outcomes predict 57.8% of the variations in HC development evaluation of Lagos State University. The result is statistically significant at $p < 0.001$, which means that there are significance influences of the predictors (faculty members' contributions and HC development outcomes) on HC development evaluation. Hence, the alternative research hypothesis, which states that Faculty members' contributions and HC development outcomes positively influence HC development evaluation is accepted. The standardised Beta and corresponding P values for faculty members'

contributions and HC development outcomes are at $\beta = 0.420$, $p < 0.001$ and $\beta = 0.410$, $p < 0.001$ respectively. The implication of this outcome is that faculty members' contributions and HC development outcomes jointly serve as predictors of HC development evaluation at Lagos State University. Hence, the outcomes of these research findings confirmed that HC development programmes and faculty members' contributions influence HC development evaluation, which means the research objective four is achieved in this study. This is illustrated by the Normal P-P Plot of Regression Standardised Residual in Figure 7.14.

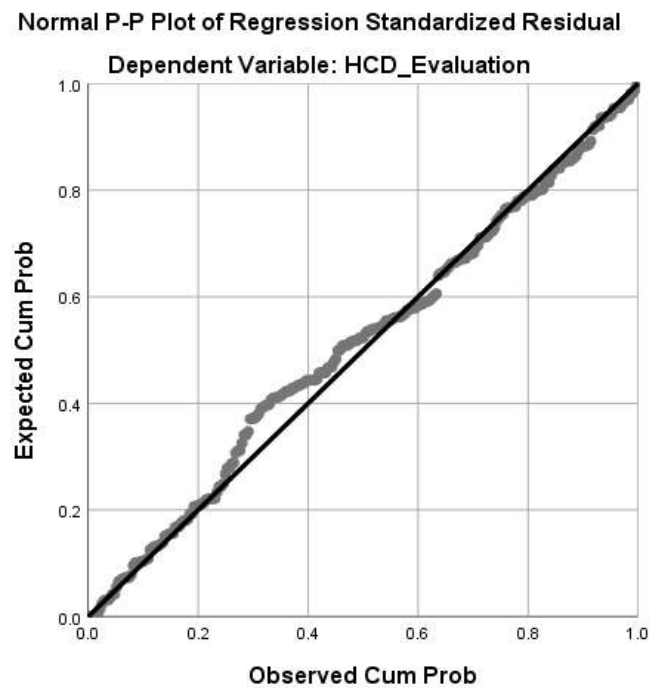


Figure 7. 14Normal P-P Plot of Regression Standardised Residual

Sources: SPSS Result

Figure 7.14 above showed that the Normal P-P regression standardised residual between the independent variables (faculty members' contributions; HC development outcomes) and dependent variable is normal. This means that the degree of normality of the influences of the independent variables on the dependent variable is good.

7.7.5 Research hypothesis five

Research hypothesis five states that HC development programmes and faculty members' contributions do not mediate the relationship between university strategic objectives and HC development outcomes. The alternative research hypothesis is stated below:

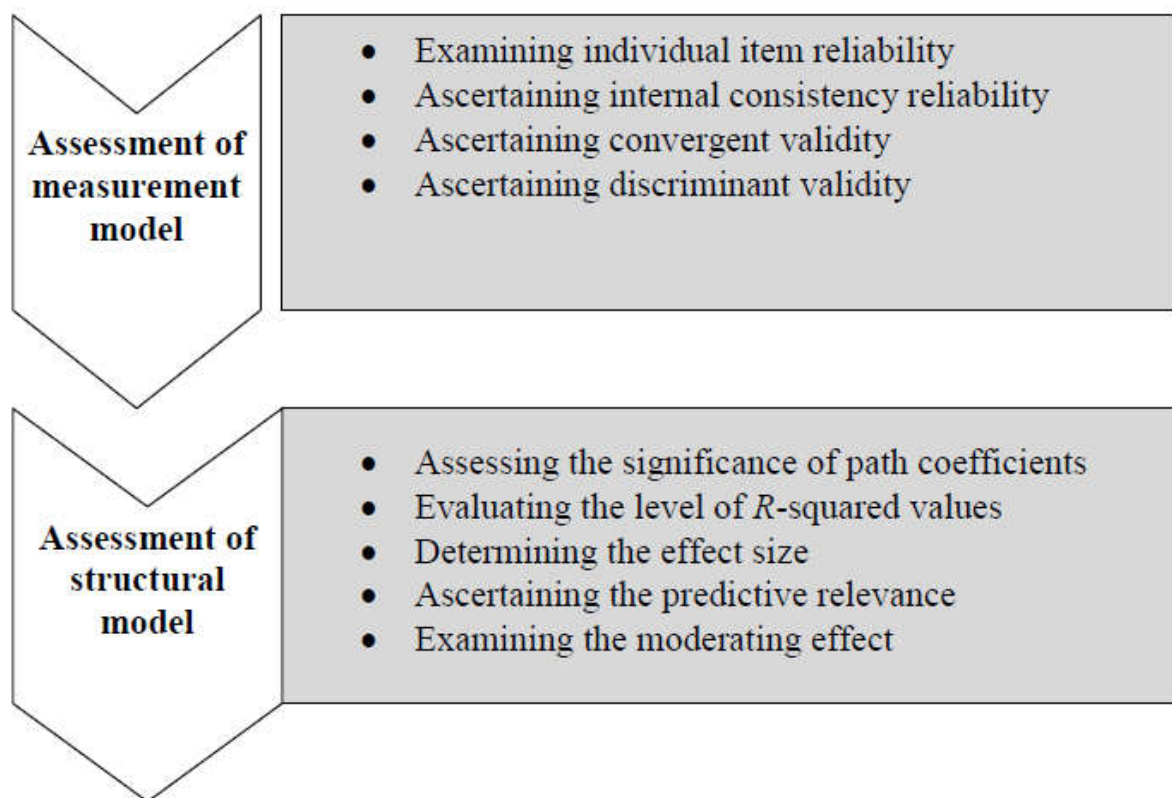
H₁: HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes.

To test hypothesis five that aimed to measure whether HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes, the study adopted Strategic Motivation Scales (STMS) to measure HC development programmes; Academic Staff Performance Scale (ASPS) to measure faculty members' contribution; Strategic Analysis Scale (SAS) to measure university strategic objectives; and Strategic Management Scales to measure HC development outcomes. Hypothesis five was analysed via SmartPLS version 3 for variance-based SEM, to measure whether HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes of Lagos State University. The use of SmartPLS was to ensure the robustness of statistical procedures for variance analysis (Ringle, Wende & Becker, 2015) and to provide better clarification on the mediating roles of HC development programmes and faculty members' contributions between university strategic objectives and HC development outcomes.

The present study adopted a two-step process to evaluate and report the results of PLS-SEM path, as suggested by Henseler, Ringle and Sinkovics (2009). This two-step process adopted in the present study comprises: (1) the assessment of a measurement model; and (2) the assessment of a structural model (Hair et al., 2014; Hair et al., 2012; Henseler et al., 2009).

7.7.5.1 Assessment of PLS-SEM Path Model Results

It is necessary to mention that a study conducted by Hair et al. (2014) suggests that goodness-of-fit index is not suitable for model validation. For instance, using PLS path models with simulated data, the authors show that the goodness-of-fit index is not suitable for model validation because it cannot separate valid models from invalid ones (Hair et al., 2013). In light of the recent development about the unsuitability of PLS path modeling in model validation, the present study adopted a two-step process to evaluate and report the results of PLS-SEM path. This two-step process adopted in the present study comprises: (1) the assessment of a measurement model; and (2) the assessment of a structural model, as depicted in Figure 7.15 (Hair et al., 2014; Hair et al., 2012).



Source: (Henseler *et al.*, 2009)

Figure 7.15: *A Two-Step Process of PLS Path Model Assessment*

7.7.5.1.1 Assessment of Measurement Model

An assessment of a measurement model involves determining individual item reliability, internal consistency reliability, content validity, convergent validity, and discriminant validity (Hair *et al.*, 2014).

7.7.5.1.1 Factor loadings of construct items

Table 7.32 below presents the summary of the measurement model of the study. The outcomes of the factor analysis report the factor loadings of each construct. The constructs utilised are university strategic objectives; HC development plans; HC development programmes; faculty members' contributions (FMC); HC development outcomes; and HC development evaluation. Screening and detection of missing data was performed through Exploratory Factor Analysis (EFA). Exploratory Factor Analysis (EFA) was performed to ensure that selected construct items

meet linearity, normality. Construct items that did not meet the threshold level of 0.5 minimum were deleted.

Table 7.32 The Measurement Model Summary

Latent Variable	Indicator	Loading	Cronbach's Alpha	Composite Reliability	AVE	Decision
Faculty Member's Contribution	IWP13	0.774	0.892	0.915	0.575	Yes
	IWP14	0.632				
	IWP16	0.802				
	IWP17	0.803				
	IWP4	0.826				
	IWP5	0.731				
	IWP6	0.822				
	IWP9	0.648				
HCD Outcome	SA1	0.797	0.886	0.914	0.639	Yes
	SA2	0.725				
	SA3	0.786				
	SA4	0.678				
	SA5	0.651				
HCD Programme	SM1	0.813	0.892	0.913	0.504	Yes
	SM2	0.807				
	SM3	0.682				
	SM4	0.809				
	SM5	0.856				
	SM6	0.819				
University Strategic Obj.	STM1	0.809	0.781	0.850	0.533	Yes
	STM10	0.706				
	STM11	0.821				
	STM2	0.829				
	STM3	0.744				
	STM4	0.700				
	STM5	0.742				
	STM6	0.742				
		0.800				

Source: SPSS Result

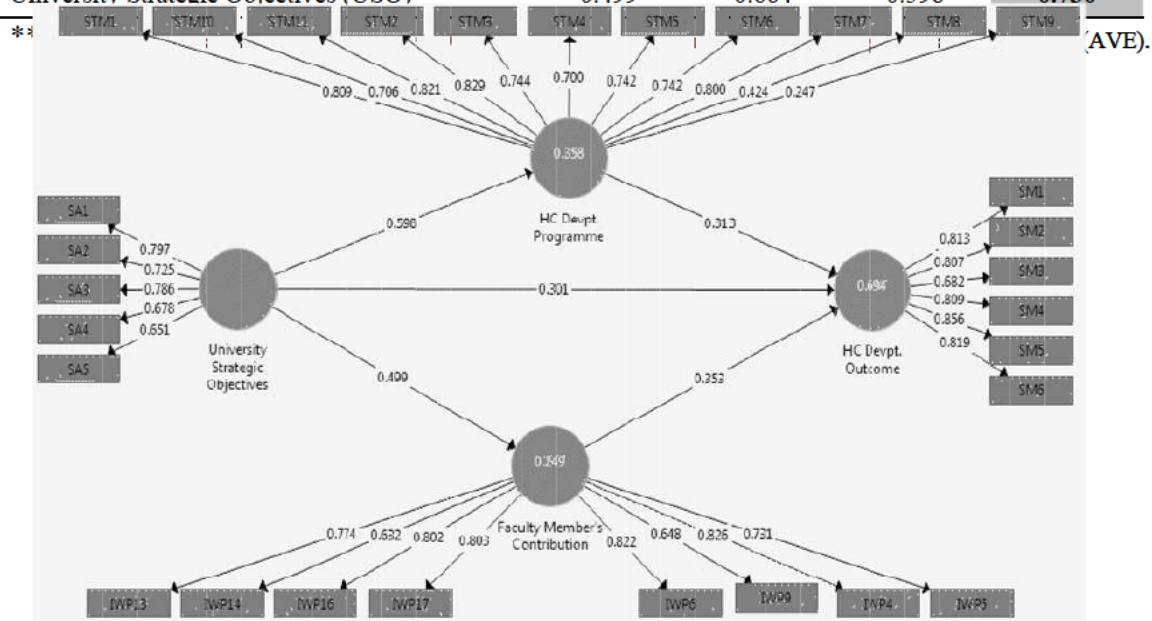
7.7.5.1.2 Construct reliability and validity

The illustration in Table 7.33 below indicates the internal consistency of items utilised to measure the constructs in this study. The analyses of the constructs were performed by crosschecking with the composite reliability coefficients and Cronbach's alpha. The composite reliability coefficient was considered in the analysis to calculate the extent to which the latent construct indicator shares in the construct measurement (Hair, Sarstedt, Hopkins & Kuppelwieser, 2014). The latter was adopted to measure the internal consistency of the latency of the constructs. In this research, Cronbach's alpha measurement of all constructs are all above the threshold level 0.7 (e.g., FMC =

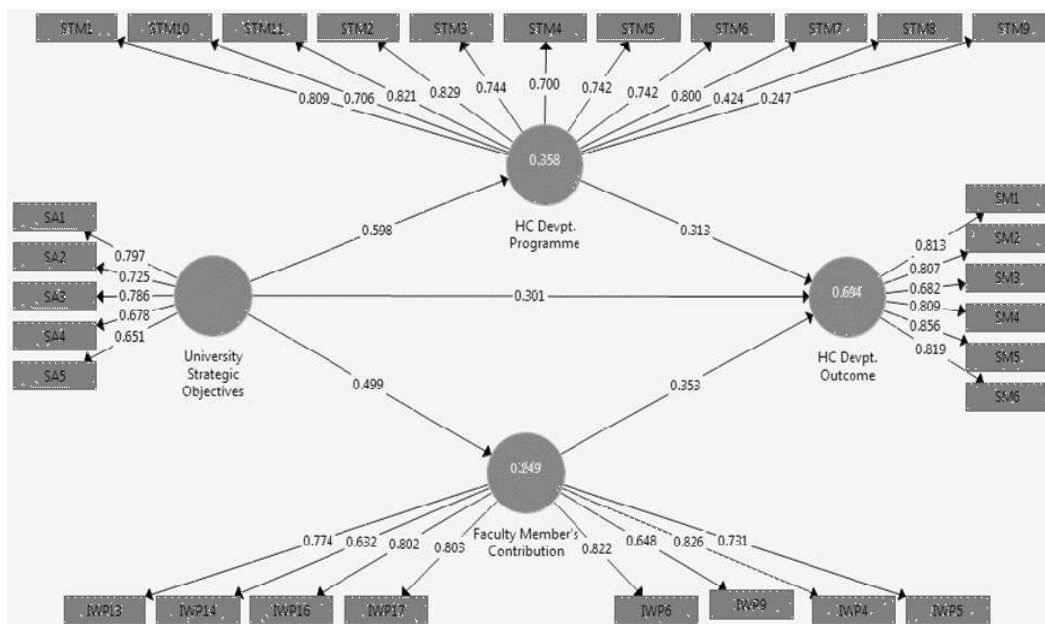
0.892; HCD_Programmes = 0.892; HCD_Outcomes = 0.886; USO = 0.781) (Ringle, Wende & Becker, 2015). The construct reliability scale adopted is reliable. Therefore, the result of the internal consistency of items in the scale since all construct composite reliability measures are between 0.850 and 0.915.

Table 7. 33. Discriminant Validity (Fornell-Larcker Criterion)

Constructs	FMC	HCD Outcome	HCD Prog.	USO
Faculty Member's Contribution (FCM)	0.758			
HC Development. Outcome (HCD outcome)	0.732	0.800		
HC Development. Programme (HCD Prog.)	0.732	0.752	0.710	
University Strategic Objectives (USO)	0.499	0.664	0.598	0.730



The Average Variance Extracted (AVE) was considered to validate the research instrument. The AVE offers evidence that the value of each of the internal consistency of all the constructs is higher than the critical value. The AVE in this research shows that the loading for all constructs is greater than the level of 0.50. By implication, each construct examined over 50% of its item's variable. The discriminant validity of all the constructs was confirmed through Fornell-Larcker Criterion of 1981 (Ringle et al., 2015). The Fornell-Larcker Criterion was utilised to compare the AVE of the entire construct as demonstrated by the values of the diagonal line as shown in Table 7.33. This result shows that the entire constructs measured did not have a problem with discriminant validity. The SmartPLS modeling showing the beta loadings and adjusted R² from one path to another is presented in Figure 7.16 below.



Source: PLS-SEM Result

Figure 7. 16 Measurement Model (Variance Based Structural Equation Modeling)

As illustrated above, Figure 7.16 presents the outcomes of the variance-based SEM via iteration 3. The results show the path analysis through beta loading, showcasing the relationship that exists among all the constructs (Aborbie, 2015). As depicted in the Figure 7.16, the internal loading of University Strategic Objective to Human Capital Development Outcome recorded a value at $R^2 = 0.694$, $P < 0.001$; University Strategic Objective faculty contribution was obtained at $r = 0.249$, $p < 0.001$; and University Strategic Objective to HC Devpt. Programme recorded value at $r = 0.358$, $P < 0.001$. These are all indicators that there is significant relationship among constructs of the university strategic objective and human capital development outcome.

5.2A Assessment of Significance of the Structural Model

Having ascertained the measurement model, next, the present study assessed the structural model using the non-parametric bootstrapping procedure with several 5000 bootstrap samples and 6000 resamples to assess the significance of the path coefficients (Hair et al., 2014; Hair et al., 2012). Figure 7.17 and Table 7.33 therefore show the estimates for the full structural model, which includes mediating variables (i.e., FMC and HCD programme).

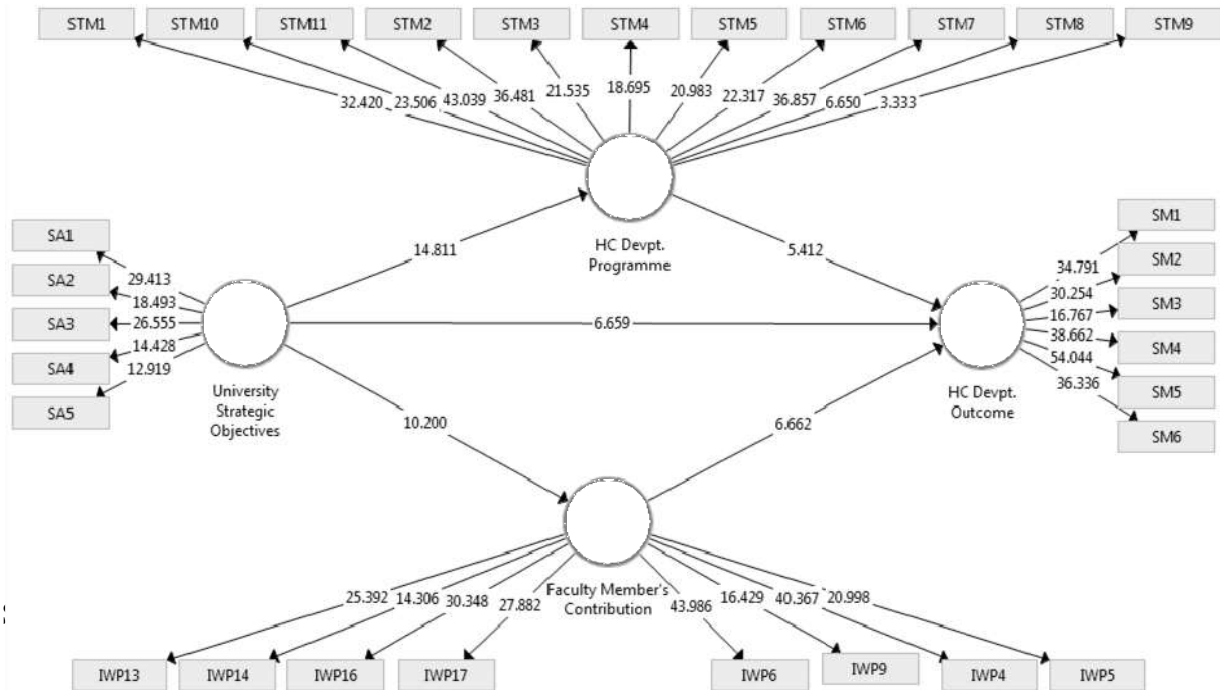


Figure 7. 17Structural Model (Indirect effects)

Table 7. 34 Structural Model

Constructs	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Faculty Member's Contribution -> HC Development Outcome	0.353	0.353	0.053	6.662	0.000
HC Development Programme -> HC Devpt. Outcome	0.313	0.316	0.058	5.412	0.000
University Strategic Objectives -> Faculty Member's Contributions	0.499	0.504	0.049	10.200	0.000
University Strategic Objectives -> HC Devpt. Outcome	0.301	0.297	0.045	6.659	0.000
University Strategic Objectives -> HC Devpt. Programme	0.598	0.603	0.040	14.811	0.000

Sources: PLS-SEM Result

From Table 7.34 above, all five direct variables are significant at 1%. The path Faculty Member's Contribution -> HC Devpt. Outcome is significant ($\beta = 0.353$, $t = 6.662$, $p < 0.001$); HC Development Programme -> HC Development Outcome ($\beta = 0.313$, $t = 5.412$, $p < .001$); University Strategic Objectives -> Faculty Member's Contributions ($\beta = 0.499$, $t = 10.200$, $p < 0.001$); University Strategic Objectives -> HC Development. Outcome ($\beta = 0.301$, $t = 6.659$, $p < 0.001$); and University Strategic Objectives -> HC Development Programme ($\beta = 0.598$, $t = 14.811$, $p < 0.001$). The indirect path coefficients or beta loading were used to test the mediating effect, as displayed in Table 7.35 below:

Table 7. 35 Path Analysis for the Mediating (Indirect effects)

Hyp.	Relationship	Beta	S.Error	T – value	P -value
H _{5a}	USO -> HCD Prog. -> HCD Outcome	0.368	0.044	8.345	0.000
H _{5b}	USO -> FMC -> HCD Outcome	0.453	0.041	11.134	0.000

Sources: PLS-SEM Result

Table 7.35 above is an illustration of the indirect effects of the path coefficient analysis which are significant, and two paths are significant in the Variance Based (SEM). Specifically, the (indirect effects) path coefficient analysis from USO -> FMC -> HCD_ Outcomes ($\beta = 0.368$, $t = 8.345$, $p < 0.001$) and USO ->HCD Programme -> HCD_ Outcomes ($\beta = 0.453$, $t = 11.134$, $p < 0.001$) reflected statistically significant relationships among the constructs. This indicated that faculty member contribution mediates the relationship between university strategic objective and HC development outcome for the hypothesis 5a. In addition, the result of the hypothesis 5b indicates that university strategic objective mediates the relationship between HC development programme and HC development outcome. The study used the Sobel Test as an alternative to the test of the mediating effect. The result of the Sobel Test indicates the mediating effect for the hypothesis H5a ($t=5.076$; $p= .000$) and H5b ($t=5.574$; $p= .000$) with partial mediation because their direct relationship is significant. The results of the Sobel Test are show in Appendix B.

7.7.5.3 Assessment of Variance Explained in the Endogenous Latent Variables

Another important criterion for assessing the structural model in PLS-SEM is the R^2 , which is also known as the coefficient of determination (Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). The R^2 value represents the proportion of variation in the dependent variable(s) that can be explained by one or more predictors or variables (Hair et al., 2010). Although, the acceptable level of R^2 value depends on the research context (Hair et al., 2010), Falk and Miller (1992) propose an R^2 value of 0.10 as a minimum acceptable level. Meanwhile, Chin (1998) suggests that the R^2 values of 0.67, 0.33, and 0.19 in PLS-SEM can be considered as substantial, moderate, and weak, respectively. Table 7.36 presents the R^2 values of the two endogenous latent variables.

Table 7. 36 Variance Explained in the Endogenous Variables (Coefficient Determination of R^2)

Variables	R^2	Adj. R^2
HC Development Outcome	0.694	0.690

Sources: PLS-SEM Result

As indicated in Table 7.35, the research model explains 69% of the total variance in HC development outcome. This suggests that the five sets of exogenous latent variables collectively explain 69% of the variance of the HC development outcome. Hence, following Falk and Miller's (1992) and Chin's (1998) the criteria, the two endogenous latent variables showed acceptable levels of *R*-squared values, which were considered as substantial.

7.7.5.4 Assessment of Effect Size (f^2)

Effect size indicates the relative effect of a particular exogenous latent variable on endogenous latent variable(s) by means of changes in the *R*-squared (Chin, 1998). It is calculated as the increase in *R*-squared of the latent variable to which the path is connected, relative to the latent variable's proportion of unexplained variance (Chin, 1998).

Table 7. 37 Assessment of Effect Size (f^2)

Constructs	Effect size (f^2)	Decision
Faculty Members' Contribution	0.19	Medium
HC Development Programme	0.13	Small
University Strategic Objectives (USO)	0.19	Medium

Sources: PLS-SEM Result

Cohen (1988) describes f^2 values of 0.02, 0.15 and 0.35 as having weak, moderate, and strong effects respectively. Table 7.37 shows the respective effect sizes of the latent variables in the structural model. As indicated in Table 7.37, the effect sizes for the faculty member contribution, HC development programme, and university strategic objective were 0.19, 0.13 and 0.19, respectively. Hence, following Cohen's (1988) guideline, the effects sizes of these three exogenous latent variables on endogenous variables can be considered as medium, small, and medium respectively.

7.7.5 Assessment of Predictive Relevance

The present study also applied the Stone-Geisser test of predictive relevance of the research model using blindfolding procedures (Geisser, 1974; Stone, 1974). The Stone-Geisser test of predictive relevance is usually used as a supplementary assessment of goodness-of-fit in partial least squares regression (Duarte & Raposo, 2010). Even though this study used blindfolding to ascertain the predictive relevance of the research model, it is worth noting that according to Sattler, Völckner, Riediger and Ringle (2010 p. 141) “blindfolding procedure is only applied to endogenous latent variables that have a reflective measurement model operationalisation”. The reflective measurement model “specifies that an unobservable concept causes variation in a set of observable indicators (McMillan & Conner, 2003 p. 35). Hence, because all endogenous latent variables in the present study were reflective in nature, a blindfolding procedure was applied mainly to these endogenous latent variables.

Specifically, a cross-validated redundancy measure (Q^2) was applied to assess the predictive relevance of the research model (Geisser, 1974; Hair et al., 2013; Stone, 1974). The Q^2 is a criterion to measure how well a model predicts the data of omitted cases (Chin, 1998; Hair et al., 2014). According to Henseler et al. (2009), a research model with Q^2 statistic(s) greater than zero is considered to have predictive relevance. Additionally, a research model with higher positive Q^2 values suggests more predictive relevance. Table 7.38 presents the results of the cross-validated redundancy Q^2 test.

Table 7. 38 Predictive Relevant (Q^2)

Variables	SSO	SSE	$Q^2 = (1-SSE/SSO)$
HC Development Outcome	2893	2416.206	0.165

Sources: PLS-SEM Result.

7.8 Summary of the Chapter

This chapter gave a detailed description of the results of the questionnaires that were retrieved from the respondents. The results were subjected to a series of statistical analysis. For instance, the factor loadings confirmed this study has achieved convergent validity. The true representation of the items measured hence confirmed the achievement of sound discriminant validity. Tests of normality and linearity were also undertaken, and the results also revealed no

threat of non-normal distribution of the data. The models (both measurement and structural) were evaluated in SmartPLS version 3 (Hair et al.,2014), and hypotheses were tested where five (5) direct hypotheses were supported, and similarly, all the two mediating hypotheses indicated a mediation effect. The next chapter (chapter eight) presents the discussion of findings.

CHAPTER EIGHT

DISCUSSION OF FINDINGS

8.1 Introduction

This chapter discusses the findings derived from the analysis of data presented in the previous chapter. It aligns these findings with the research objectives, research questions, and hypotheses formulated based on the problem statement. The discussion also incorporates existing literature and relevant theories regarding the correlation between human capital development and the performance of faculty members. Furthermore, this chapter validates the findings in light of the theoretical framework that elucidates the potential connections between university strategic goals and the assessment of human capital development.

The primary purpose of this discussion chapter is to assess whether the research objectives have been met and to confirm if the formulated research questions have been adequately addressed. The discussion of findings is rooted in the examination of the research hypotheses, providing insights that either support, affirm, or challenge the adopted theories concerning the relationship between human capital development and the performance of faculty members. The variables proposed in this study shed light on the potential pathways and expound on the connection between human capital development practices and the performance of faculty members at Lagos State University. The statistical analysis reveals significant relationships, as evidenced by the path analysis presented in the data analysis chapter, demonstrating the existence of substantial connections. In summary, this chapter offers an in-depth explanation of the relationship between human capital development and the performance of faculty members at Lagos State University in Nigeria.

8.2 Discussions in Relation to Research Questions, Hypotheses, and objectives of this Study

This section presents the research questions, research objectives and research hypotheses adopted in this study that were formulated in such a way that they connect to one another. This means that when the research questions were answered, the study objectives were automatically achieved. In the same vein, when the research hypotheses were tested and decisions were arrived at on whether to accept or reject the hypotheses, the research objectives were also accomplished.

Discussions on the findings in line with research objectives, research questions and formulated research hypotheses of this study are discussed in the subheadings below:

8.2.1 The association between HC development and faculty members' performance

The outcome of the correlation coefficient between the two constructs revealed a statistically positive and significant association between university strategic objectives and HC development plans of Lagos State University. This result offers solutions to research question one, which aimed to examine whether there is an association between university strategic objectives and HC development plans of Lagos State University. This was indicated in the correlation matrix Table 7.17 that showed that the relationship between the two constructs stands at $r= 0.653$, $P < 0.001$, which means that the set goals/vision/mission statements at Lagos State University is statistically positive and significantly associated with HC development plans showing a moderate relationship between the variables. At same time, the research objectives and alternative hypothesis (H_1) was achieved since the outcome of the results established a statistically positive and significant association between university strategic objectives and HC development plans of Lagos State University. This is evident in the work of Balog and Demidova (2021), which found that the idea of integrating university strategic objectives and HC development practices formed a new paradigm for SHRM practices. The finding was also corroborated the study of Imran, and Atiya, (2020), which revealed that integration of human capital development policy that is well-aligned with global human capital development will consequently lead to the strategic management of organisational practice. The extent of the association of the two constructs was further tested with a regression model via SPSS, version 25. The university strategic objectives were measured with Strategic Analysis Scale (SAS), while HC development plans constructs was measured with Strategic Planning Scales items. As indicated in the Table 7.28, the results found that university strategic objectives explain 42.6% of variations of HC development plans, the Beta and P value obtained were $\beta= 0.563$, $p < 0.000$. The outcome of the regression model confirmed the correlation coefficient analysis results that there is a significant association between university strategic objectives and HC development plans, which means the research objectives and hypothesis have been answered.

8.2.2 The influences of human capital development plans and human capital development programmes on faculty members' contributions

The statistical analysis from this study revealed that there are positive significant influences of the independent variables (e.g., HC development plans and HC development programmes) on faculty members' contributions at Lagos State University. The results from this finding revealed standard beta and corresponding P values are statistically significant at $\beta = 0.247$, $P < 0.000$ obtained for HC development plans, and $\beta = 0.517$, $P < 0.000$ obtained for HC development programmes, respectively. For every 1-unit increase in the HC development plans, members' contributions will increase by the 48.9%. While for every 1-unit increase in the HC development programmes, members' contributions will increase by the 48.9% at Lagos State University. The study found the two explanatory variables (HC development plans and HC development programmes) to jointly have significant contributions to faculty members' contributions. This indicates that the research objectives and research hypothesis, which sought to establish whether HC development plans and HC development programmes influence faculty members' contributions, is fulfilled. Meanwhile, it was observed from the result that HC development programmes were found to have more significant contributions than HC development plans to faculty members' contributions. This is evident in the study conducted by Abdrasilov *et al.* (2021), where it was noted that when HC development programmes are not in place, organisations may not perform effectively and efficiently compared to HC development plans. This work was also corroborated by the study conducted by Abugre, and Nasere (2020) which found that the posture of the management of an organisation to human capital management is positively correlated with career development and effectiveness of employees.

8.2.3 The influences of human capital development programmes and faculty members' contributions on HC development outcomes

The correlation coefficient analysis of research question three, as illustrated in Table 7.30, revealed that a total of six items were considered valuable to measure the extent to which HC development programmes and faculty members' contributions influence HC development outcomes. The correlation coefficients revealed the extent of relationship between HC development programmes and faculty members' contributions, which means that there is an established connection between the variables ($r = 0.562$, $N = 263$, $p < 0.000$). The correlation coefficient results also revealed the correlation coefficient between HC development programmes and HC development outcomes ($r = 0.750$, $N = 263$, $p < 0.00$). The means that there

is a strong linear relationship between HC development programmes such as training, development, as well as career development programmes, and HC development outcomes at the Lagos State University. The correlation coefficient results between faculty members' contributions and HC development outcomes revealed in Table 7.30 showed that there is a significant positive relationship ($r = 0.562$, $N = 263$, $p < 0.01$). This means that faculty members' contributions have a significant positive relationship with HC development outcomes, which implies that the research question three which hinges on the extent to which HC development programmes and faculty members' contribution influence HC development outcomes, is answered.

Further statistical analysis was performed with research hypothesis and objective three, which aimed to establish the influences of HC development programmes and faculty members' contributions on HC development outcomes of Lagos State University. Hypothesis three was regressed using SPSS version 25. The regression model reported the R square (R^2) and Adjusted R square values at 0.562 and 0.559 respectively. The results of the regression revealed that the two explanatory variables (HC development programmes and faculty members' contributions) positively and significantly influence HC development outcomes. This was shown from the outcomes of the Standard Beta and corresponding P values of HC development programmes and faculty members' contributions ($\beta = 0.410$, $p < 0.000$ and $\beta = 0.409$, $p < 0.000$ respectively). It means that for every 1-unit increase in the HC development programmes, the HC development outcomes will increase by .410 units, and every 1-unit increase in the faculty member contributions will lead to .409 units increase in HC development outcomes of Lagos State University. Judging from the outcome of this finding, this study can conclude that both explanatory variables make equal contributions to HC development outcomes. This result confirms that research hypothesis and objective three, which aimed at establishing whether HC development programmes and faculty members' contributions have influence on HC development outcomes, is achieved. This finding is consistent with studies of Abdrasilov *et al.* (2021), Abugre, and Nasere (2020); Huang, Zhang and Liu (2021), Yumashev *et al.* (2021), Ślusarczyk, Kondrashev and Mikhaylov (2020) indicating that employees' career development programmes, which include training, development programmes that support faculty members' contributions through improved employees knowledge, skills, and behavior, will have positive influence on HC development outcomes.

8.2.4 The implications of faculty members' contributions and HC development outcomes on HC development evaluation

The findings in relation to research question four and research objective four of this study revealed the extent of the relationship between faculty members' contributions and HC development outcomes, which indicated a significant positive relationship between the two variables ($r^2 = 0.581$, $N = 263$, $p < 0.000$). The result from the analysis showed a positive correlation between faculty members' contributions and HC development outcomes. The outcome of the correlation coefficient analysis performed via SPSS version 25 as shown in Table 7.31 also revealed that there is a highly significant connection between faculty members' contributions and HC development evaluation ($r = 0.762$, $N = 263$, $p < 0.01$). The result therefore means that faculty members' contributions have a high impact on HC development evaluation. A positive significant relationship ($r^2 = 0.581$, $N = 263$, $p < 0.01$) was also obtained from the correlation coefficient between HC development outcomes and HC development evaluation, as reported in Table 7.31. The outcome of this result means that HC development outcomes have a significant positive relationship with HC development evaluation. This implies that the research question four, which aims at measuring the influence of faculty members' contributions and HC development outcomes on HC development evaluation, is answered.

A further investigation was performed by testing research hypothesis four via regression model analysis in Table 7.31, which revealed R square (R^2) value of 0.581 and Adjusted R square (Adj R^2) value of 0.578. This statistical analysis showed that faculty members' contributions and HC development outcomes predict 57.8% of the variations in HC development evaluation of Lagos State University. The result is statistically significant at $p < 0.000$, which means that there are significance influences of the predictors variables (faculty members' contributions and HC development outcomes) on HC development evaluation. The standardised Beta and corresponding P values for faculty members' contributions and HC development outcomes obtained are $\beta = 0.420$, $p < 0.001$ and $\beta = 0.410$, $p < 0.001$, respectively. The implication of this outcome is that faculty members' contributions and HC development outcomes jointly serve as predictors of HC development evaluation at Lagos State University. Hence, the outcomes of this research confirmed that faculty members' contributions and HC development outcomes have positive influence on HC development evaluation, which means research hypothesis and research objective four is achieved. This is an indication that employee involvements through effective and efficient contributions are measured against the organisation's desired objectives. This

affirms the positions of Adesina (2021), Bataineh (2022); Saluy *et al.* (2021), Chen (2021), and Heidt (2023). This finding is consistent with the study of Onuoha(2022)which found that employees' value facilitates the human capital development outcomes.

8.2.5 HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes

Research objective five, question five and hypothesis five were formulated to measure the mediating roles of HC development programmes and faculty members' contributions on the link between university strategic objectives and HC development outcomes at Lagos State University. The findings revealed that research question five was answered by measuring a total of ten most related items from the respondents' responses considered valuable. Three items each were selected from the Strategic Analysis Scale (SAS) to investigate the university strategic objectives construct and the Academic Staff Performance Scale (ASPS) was used to measure the FMC construct, while two items each were selected from Strategic Motivation Scales (STMS) to examine HC development programmes constructs and Strategic Management Scales (SMS) to establish HC development outcomes construct. The outcome of the measurement revealed the result of variance-based SEM (SmartPLS, 3) in Table 7.34, which indicated the extent of relationship among the constructs utilised in this analysis.

Human capital development programmes such as training, development, and career development programmes available were found to have positive significant moderating effects between university strategic objectives and HC development outcomes ($\beta = 0.368$, $t = 8.345$, $p < 0.000$). This means HC development programmes mediate the relationship between university strategic objectives and HC development outcomes with increased and effective training programmes, development programmes, and career development programmes at the university. The statistical analysis in Table 7.35 also established faculty members' contributions to be positively correlated with university strategic objectives and HC development outcome ($\beta = 0.453$, $t = 11.134$, $p < 0.000$). With this finding, it is evident for every 1-unit increase in the university strategic objectives, the HC development outcome will increase by 0.453. Therefore, research question five, which aimed at measuring the mediating role of HC development programmes and faculty members' contributions between university strategic objectives and HC development outcomes, is answered.

Research objective five and hypothesis H5 were further tested through variance-based SEM (SmartPLS 3), to measure the mediating role of HC development programmes and faculty members' contributions on the relationship between university strategic objectives and HC development outcomes of Lagos State University. The use of variance-based SEM was considered appropriate to ascertain the richness of statistical procedures for constructs variance analysis, as well as provision of better clarification on the mediating role of HC development programmes and faculty members' contributions between university strategic objectives and HC development outcomes (Ringle, *et al.* 2015).

The outcome of this study agrees with Garengo (2022) that HC development of every organisation is essential in the accomplishment of the organisational mission, vision, and goals. According to Partnership for Public Service of the United States (2013), an organisation's strategic goals are supported by strategic HC development planning, which involves the processes employed by an organisation to keep record of its people and people-management activities. Therefore, the performance of a university faculty member hinges on the clear understanding of the combination of the activities of research, teaching, original creative work, and developing techniques that allow the judicious use of the time and resources available to them. Also, the research and originality of faculty members' performance can be measured by the quality, productivity, sustainability and pragmatic nature of the research and work (Ogundari, & Awokuse, 2018). Interestingly, this finding generally supports the study conducted by management thinkers of HC Development (e.g., Tabouli, Habtoor & Nashief, 2016; Eyong & Njirinze, 2021; Gruzina, Firsova & Strielkowski, 2021; Gruzina, Firsova & Strielkowski, 2021), which confirmed that the contribution of SHRM can enhance organisational performance, through increased competitive advantage and added value because of the explored best-fit strategy, best-practice and configuration approaches.

8.3 Discussion of Findings in Relation to the Theoretical Framework

This section presents the findings of this study in relation to the theoretical framework employed. In terms of the relationship that exists between HC development and faculty members' performance, the findings are discussed in relation to the human resources development perspectives. The discussion of findings on the link between HC development and faculty members' performance was based on the prepositions of Human Capital Theory.

8.3.1 The influence of HC development on faculty members' performance

The findings of this research support the assumptions of human capital theory proposed by Backer (1967) and Schultz (1988). The proponents considered that investment in people through education, training, health, and nutrition could yield increased productivity by developing the levels of their cognitive skills (Adesina, 2021). Adesina (2021) suggested that improved literacy of faculty members can boost their productivity in their vocation. The theory is relevant to this study as it explains the relationship that exists between HC development and faculty members' performance. The theory proposed that investment made in education and training is specifically to increase the human abilities and intellectual capabilities through the acquisition of knowledge and appropriate skills (Halidu, 2016).

The theory stated that human capital is a store of economically productive human abilities, which is an outcome of inherent abilities together with investments in human beings. Some examples of such investment in human beings include on-the-job training, and expenditure on education, health, and nutrition. These expenditures translate into improved productive capacities against what is obtainable initially. Garengo, *et al.*,(2022); Garengo, & Sardi, (2020)reported that the proponents of the human capital theory consider human capital to be of equal importance to physical capital. They also viewed that provision of education to human capital is seen as a fruitful investment in human capital. The empirical evidence from Lappalainen (2019), in a study conducted in Sudan over the period 1982 to 2009, showed the impact of human capital on economic growth. The study adopted the use of secondary data gathered from relevant agencies in Sudan. The study adopted variables such as total factor productivity, and school attainment, and found that illiteracy was very high in Sudan and most of their employees were not skilled. The study also found that the illiterate employees made use of antiquated capital equipment and old procedures of production. This implies that the marginal productivity in Sudan was very minimal, and this could consequently lead to low income and savings, low investment, and poor capital formation. The study concludes that the quality of the education of a country has a significant role in economic growth and development. The study also concludes that the highly educated people in Sudan have more influence on economic output than the secondary educated ones.

Jimoh (2022) also noted that human capital theory revealed that education and training propel the effectiveness and efficiency of teachers by growing related skills. They explained that the theory

focused on how education and training convert an individual's knowledge, values, skills, and, above all, behaviour. This underpins the fact that certain skills and knowledge are required to be possessed by faculty members of a university to carry out their teaching and research activities. The learning skill is required to improve on their class activities with the students, and research skill is to improve their research knowledge and subsequently improve their h-index and so on. There is no denying the fact that human capital development is a fundamental factor in the performance of faculty members in universities. The human capital theory found that human capital is as important as finance, physical plant and machinery, and natural wealth as a factor of production in the process of development (Adesina, 2021). In essence, a vocation that requires deep-thinking, logical, and analytical reasoning, or provides specialised and scientific knowledge, requires continuous development in the field or profession. In respect to that, the HC development of faculty members in Lagos State University cannot be over-emphasised. Therefore, the outcomes of this present research are in line with previous research on the link between HC development and faculty members' performance.

8.3.2 The relationship between HC development plans and HC development programmes

The outcome of this study supports the assumptions of the strategic planning approach, from four perspectives to achieve organisational goals proposed by Steiner (1983). The basis for strategic planning is viewed from four perspectives such as process, plan development, forecasting, and implementation. Strategic planning as a process is concerned with setting organisational goals, and describing the strategies and policies to achieve and develop them, which supports training, development, and career development programmes at Lagos State University. Second is the plan development perspective that is in relation to planning the training needed for faculty members. This involves developing a rational model to examine the current and future competing organisations will help to define and formulate a step-by-step plan to formulate and integrate university intended policy with the training needs of faculty members.

As illustrated in Table 7.30, the results showed that the relationship between the HC development plan and HC development programmes stands at $r^2 = 0.562$, $P < 0.001$, which means that HC development plans at Lagos State University is statistically positive and significantly associated with HC development programmes. It was also shown from further statistical analysis (Table 7.30), that HC development plans explain 42.6% of variation of HC development programmes; the Beta and P value obtained were $\beta = 0.760$, $P < 0.000$). The outcome of the

regression model confirmed the correlation coefficient analysis results: that there is significant relationship between HC development plans and HC development programmes. This affirmed that Strategic Planning in Higher Education (SPHE) serves as a guide to a step-by-step approach that will offer a comprehensive strategy for creating, organizing, and implementing a strategic plan that will align organisational success (Imran, & Atiya, 2020).

8.3.3 Mediating influence of HC development programmes and faculty members' contributions on the association between university strategic objectives and HC development outcomes

The empirical evidence produced by this research also supports the assumption of Resource Based Theory (RBT), as propounded by Barney (1991). The theory suggests that out of the organisational resources, human resources are the most valuable (Ayaz *et al.*, 2021). Therefore, the study examined the mediating role of HC development programmes and faculty members' contributions on the interplay between university strategic goals and HC development outcomes at Lagos State University for sustainable competitive advantage. The RBV found out that Value, Rareness, Inimitability, and Non-substitutability (VRIN) are parameters that can achieve and sustain competitive advantage (Barney, 1991). This is like the variables that were considered to explain the HC development outcomes construct in this study. The Resource-Based View is consistent with the empirical findings in this study because its offer a continuous platform for the university to effectively organise and implement its strategy, by exploring the state of its internal resources and capacities in order to achieve competitive advantage (Prehalad & Hamel, 1990; Lockett & Thompson, 2011; Ray, Barney & Muhanna, 2004). The recognition of the Resource-Based View of the organisation has become an important issue organisation should put into consideration. Therefore, the basic question of why organisation differ in their competitiveness and how they achieve and sustain their competitive advantage is by the way resources are efficiently deployed (Kostopolous, Spanos & Prastacos, 2004).

According to Barney, Ketchenand Wright (2011), the RBV of the organisation and the ensuing RBT offer a vital structure for elucidating and determining the basis of an organisation's competitive advantage and overall organisational performance. Wang (2014) observed that the terms used by researchers in RBT include core competencies, distinctive competencies, and strategic assets to signify the strategically important resources and competencies that provide a firm with a possible competitive advantage. Therefore, the empirical findings in the current study

are in line with those of the past studies on the link between HC development and faculty members' performance. Finally, training, development and career development programmes organised to contribute to excellent work behaviour of faculty members through their effectiveness and efficiency in terms of research output, is positively related to the link between university strategic objectives indicators such as goals, vision, mission and directions and HC development outcomes, which are values, rareness, inimitability, and non-substitutability.

8.4 Summary of the Chapter

The major findings of this research work are comprehensively reported in this chapter, in relation to the formulated research questions, objectives and hypotheses of this study. The outcomes of the results revealed that there is a statistically positive and significant relationship between HC development and faculty members' performance of Lagos State University. The study established that HC development plans and HC development programmes such as training, development and career development programmes contribute statistically and significantly to faculty members' contributions. The study also empirically confirmed the suggested influence of HC development programmes and faculty members' contributions on HC development outcomes with Lagos State University as a case of study.

The discussion on the results of empirical findings was extended to the theoretical framework considered in this study; the human capital theory on HC development was supported while the identified shortcomings of human capital theory were further strengthened. The proposition of the resource-based view in relation to the mediating role HC development programmes and faculty members' contributions on the link between university strategic objectives and HC development outcomes (e.g., values, rareness, inimitability, and non-substitutability) were further enhanced. Barney's (1991) model on the link between HC development and performance was supported, based on the structural models employed in this study.

Finally, the outcomes of this research study contribute to knowledge expansion in human resources management, and the management field. This was achieved by explaining how the effectiveness of HC development practices can be utilised to increase faculty members' performances at Lagos State University. The structural model diagram in Figure 7.15 clearly revealed the stages involved. These stages are highlighted and discussed in section 9.7 in the next chapter. Therefore, the proposed link from HC development to performance meets all the

objectives of this study and expands the frontiers of knowledge in the field of human resource management and the management field.

The subsequent chapter presents the summary of the outcomes of the findings in relation to the quantitative data. The chapter also presents contributions to knowledge as well as limitations of the study. Suggestions for further studies, recommendations, and finally, conclusions will be discussed.

CHAPTER NINE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

9.1 Introduction

This chapter presents a summary of the findings, recommendations, and conclusion in relation to the outcomes of the empirical evidence produced by this study on the relationship between HC development and performance of Lagos State University. The general objective of this study aimed at investigating the relationship between HC development and performance of Lagos State University. This was measured by examining the extent to which HC development programmes and faculty members' contributions mediate the relationship between university strategic objectives and HC development outcomes. The suggested a framework to explain the relationship between the tested variables (e.g., university strategic objectives, HC development plans, HC development programmes and faculty members' contributions) was through exploratory factor analysis based on the variance and structural equation modeling.

The summary of the major findings from the literature review chapters and quantitative data analysis are also discussed in this chapter. The implications for practice are also reported in line with the major findings of the study, and the limitations of the current study are presented. Suggestions for further studies are presented and discussed. The contribution to knowledge in relation to human resource management and management are also presented. The study's conclusions are based on the following five research objectives listed below:

- i. To examine the relationship between university strategic objectives and HC development plans.
- ii. To determine the influence of HC development plans and HC development programmes on faculty members' contributions.
- iii. To examine the influence of HC development programmes and faculty members' contributions on HC development outcomes.
- iv. To demystify whether faculty members' contributions and HC development outcomes have direct impact on HC development evaluation.
- v. To measure the mediating role of HC development programmes and faculty members' contributions on the relationship between university strategic objectives and HC development outcomes of Lagos State University.

In relation to the empirical evidence generated in this study, the general conclusion presented in this chapter revealed that all the research objectives were adequately achieved.

9.2 Summary of Major Findings from the Extant Literature Review and Theoretical Framework

The review from the existing literature and theoretical framework sections in this study on the relationship between HC development and faculty members' performance revealed that many previous studies have been conducted on the direct link between HC development and performance across the world. In contrast, there was a dearth of study utilizing the mediating role of HC development programmes and faculty members' contributions on the interplay between university strategic objectives and HC development outcomes. Hence, the outcomes of the findings in this research contributes to the existing of knowledge, especially on the mediating role of HC development on the variations of faculty members' performance of Lagos State University, in Nigeria.

Previous studies carried out in the last two decades on the connection between HC development practices and organisation performance have not been adequately explained in terms of how and why human resources development (e.g., training, development, education, and experience) and faculty members' performance are vital to achieving organisations' strategic objectives and maintaining a competitive advantage (Adesina, 2021; Aluko & Aluko, 2012). This study provides explanations on the association between university strategic objectives and HC development outcomes of Lagos State University. The HC development programmes and faculty members' performance had a comprehensive mediating role between university strategic objectives and HC development outcomes of Lagos State University.

9.3 Summary of Research Findings from the Quantitative Data

The major outcomes of the research findings were from the investigated research hypotheses; they offer reliable solutions to the research questions, through which all the research objectives were fully achieved.

The first research outcome from the statistical analysis of quantitative data revealed that there is a positive significant association between university strategic objectives and HC development plans of Lagos State University. This means that university's goals, vision, mission and direction

statements, have direct influence on how management effectively carries out HC development plans at Lagos State University. The university goals, vision, mission and direction statements were strategically analysed by management in order to enhance effective HC development plans. This positive significant association marks the starting point of the proposed alternative pathway that can increase Lagos State University faculty members' performance.

Human capital development plans (e.g., training needs assessment, policy formulations and integrations, as well as workforce planning) and HC development programmes such as training, development and career development programmes are positively and significantly correlated with faculty members' contributions at Lagos State University. The implication is that the utilised factors that measured HC development plans, like training needs assessment, policy formulations and integration, and workforce planning, have significant influence on how HC development programmes (for instance, training, development, and career development programmes) are organised by the management of Lagos State University.

Similarly, HC development plans (e.g., training needs assessment, policy formulations and integrations, and workforce planning) is significantly associated with effectiveness and efficiency of faculty members' contributions. An indication that factors utilised to explained HC development programmes in this study has a positive and significant influence on Lagos State University faculty members' performance in relations to their teaching and research outputs. Meanwhile, HC development programmes, with training, development and career development programmes, have a highly significant influence on faculty members' contributions of Lagos State University.

Faculty members' effectiveness and efficiency are significantly influenced by training, development and career development programmes utilised as factors of HC development programmes. The direct link between HC development programmes and HC development outcomes, such as employees' values, rareness, inimitability and non-substitutability, is significant. This means that direct pathways between HC development programmes through the faculty members' contributions to HC development as well as the indirect pathway between HC development programmes and HC development outcomes are significant and positively correlated.

Faculty members' contributions (e.g., effectiveness and efficiency) have positive correlations with HC development outcomes of Lagos State University. This means that employees' values, rareness, inimitability and non-substitutability in this study is utilised to explain HC development outcomes with positive significant relationships that exist between the variables. Accordingly, effectiveness and efficiency of faculty members' contribution has high association with HC development evaluation indices such as competitive advantage, innovativeness, adaptability, performance management, and retentions, in this study. This implies that the link between faculty members' contributions and HC development evaluation factors of Lagos State University in Nigeria is highly significant. Furthermore, HC development outcomes also have significant influence on the HC development evaluation of Lagos State University.

Human capital development programmes and faculty members' contributions fully mediate the links that exists between university strategic objectives and HC development outcomes. From the findings, HC development programmes significantly moderate the interplay between training, development, and career development programmes available at Lagos State University, and have a positive significant relationship with university strategic objectives and HC development outcomes. Similarly, there is a positive significant relationship between faculty member's contributions at Lagos State University and university strategic objectives, with HC development outcomes as a moderating element. The findings, therefore, revealed that the university strategic objectives, including the goals, vision, mission and direction, and HC development outcomes at the Lagos State University, are positively correlated.

9.4 Summary of each Chapter

The beginning chapter of this study presented the general introduction in relation to the overall objectives of the study, to investigate the relationship between HC development and faculty performance of Lagos State University, in Nigeria. The background of the study, statements of the problem, research questions, research objectives, research hypotheses, significance of the study, and scope and limitations of the study were discussed, as well as the structure of the thesis.

Chapter two started with the review of existing related literature in relation to human capital development. The chapter presented the conceptual meaning of human capital, HC development, the purpose of HC development, and challenges of HC development. The chapter also reviewed

HC development strategies and the concept of training the university faculty members. The chapter further looked at Strategic Human Resources Management (SHRM) by examining the human resources management dimensions and their association with organisations' performance, and a conclusion was reached.

Chapter three presented a review of existing related literature on the relationship between HC development and faculty members' performance. It discussed different constructs utilised in this study in line with the research objectives. The chapter also presented the relationship between university strategic objectives and HC development plans; the influence of HC development plans on HC development programmes; the interplay between HC development programmes and faculty members' contributions; the relationship between faculty members' contributions and HC development outcomes; and the influence of HC development outcomes on HC development evaluation. The chapter examined the effectiveness of HC development on faculty members' performance of the Lagos State University. The chapter further discussed related literature reviews on empirical evidence and findings in HC development and faculty members' performance of Lagos State University, in Nigeria.

Chapter four reported the theoretical framework on the interaction between HC development and faculty members' performance. The chapter reviewed three theoretical approaches on this link, including human capital theory, resource-based theory, and scientific management theory, to explain HC development. Theoretical reviews on the two mediating variables were presented. These, resource-based theory and scientific management theory were then investigated in relation to their contributions to the university strategic objectives and HC development outcomes of Lagos State University, in Nigeria.

Chapter five presented a discussion on the methodology and research design adopted for this study, and justified reasons for the adopted design. The chapter explained non-experimental research design and advanced explanatory research design. This was necessary to adequately explain the interaction between HC development and faculty members' performance of Lagos State University. A case study approach was adopted to collect data using quantitative methods to analyse the collected data. The research methodology chapter also discussed the population of the study, sampling techniques, the research instrument, administration of the instrument,

procedures for collection and processing of data, as well as limitations of the study's methodology.

Chapter six presented the data analyses and interpretation of results. The data analyses and interpretations of results are presented from the quantitative data on the relationship between HC development and faculty members' performance of Lagos State University. The quantitative data collected were analysed via two statistical software packages (SPSS version 25, and SmartPLS version 3). SPSS was utilised to conduct statistical analysis of descriptive and inferential statistics (i.e., correlation and multiple regression analysis) to test the formulated hypotheses. Composite reliability, Cronbach's alpha and exploratory factor analysis were performed. The results from the data analysis were presented in tables, pie charts and bar graphs. SmartPLS version 3 was useful in the analysis of variance-based SEM to showcase all the path analysis in the framework.

Chapter seven presented detailed discussions of the findings in relation to the empirical evidence reported in chapter six. The discussions were presented in relation to the research questions, objectives, and tested hypotheses. The empirical findings were discussed to provide an adequate understanding of the focus of the study, thus extending the frontiers of knowledge on the effectiveness of HC development on faculty members' performance of Lagos State University.

Chapter eight presented the summary of all the previous chapters. The chapter presented a summary, recommendations and conclusion based of the empirical findings of the study in line with its stated objectives. A conclusion of the whole study is presented, and its scholarly contribution to knowledge in the fields of human resource management and management are listed, as well as limitations and suggestions for future research.

9.5 Recommendations

The recommendations in this study are in relations to the findings from the hypotheses tested. The following are the recommendations put forward in this research to the management of Lagos State University.

Recommendation one

The most suitable way to achieve the university strategic goals, vision, mission, and direction is to design an effective HC development framework for the faculty members in the university. Therefore, management action should be directed towards developing faculty members in relation to the university strategic objectives to reach competitive performance in the global environment. This is achievable through the effective participation of relevant stakeholders at the planning stages of HC development of Lagos State University. Adequate information on the goals, vision, mission, and direction should be communicated to all levels of faculty members of Lagos State University. This could be reached through HC development programmes such as orientation and re-orientation programmes, coaching and mentoring. These programmes could further improve faculty members' knowledge, skills and abilities by reshaping or redirecting the faculty members' work behaviours that are necessary to gain the desired competitive advantage of Lagos State University. This is fundamental at the planning stage of HC development.

Recommendation two

The present study supported the extant related literature on the influence of HC development plans and HC development programmes on faculty members' contributions. This study explains the influences of HC development plans and HC development programmes on faculty members' effectiveness and efficiency. University management should be conscious of the fact that faculty members' effectiveness and productive efforts in research is jointly determined by HC development plans and education, training, and development programmes. The empirical evidence revealed that adequate HC development plans and HC development programmes contribute positively to faculty members' contributions and play key role in this link. Therefore, to boost faculty members' effectiveness and efficiency at Lagos State University, effort should be directed towards policy and programmes that support the development of faculty members, such as education, training, and development programmes. Faculty members' contributions are significant determinants to reach and maintain the competitive advantage of Lagos State University.

Recommendation three

Despite the relevance of other functions of human resources management in relation to performance of Lagos State University, this study revealed the importance of HC development as major criteria for faculty members' performance, in terms of their effectiveness and increase in

research output, to attain a competitive advantage. This observation is supported by the empirical evidence, which revealed that HC development is very instrumental to the effectiveness and efficiency of faculty members of Lagos State University. Therefore, university management should employ an effective and efficient development approach that is open to opportunities and positive criticism as well as suggestions from all academic stakeholders of Lagos State University. Suggestion boxes could also render a vital role in gathering anonymous criticism and ideas or suggestions. This is significant to the achievement of organisational goals and objectives.

Recommendation four

Management should have a keen interest and keep adequate records of the positive influences of faculty members' contributions and as well as their values, rareness, inimitability and non-substitutability (VRIN) on HC development evaluation. This is achieved by measuring faculty members' contributions at all levels against set standards of Lagos State University. It is statistically evident in this study that faculty members' contributions and HC development outcomes have a positive influence on HC development evaluation. Hence, it is critical that management of Lagos State University should ensure the effectiveness and efficiency of faculty members at all levels by enhancing their knowledge, skills, attitudes, and opportunity to gain and reach the best in terms of VRIN, and eventually sustain competitive advantages. This is achievable by giving top priority to continuous updating of knowledge, skills, attitudes, and experience to enhance faculty members' performance.

Recommendation five

The management of Lagos State University should encourage and support faculty members who are always willing and ready for development by investing heavily in training, development, and career development programmes for members. This can be achieved by rewarding and recognising faculty members after the completion of the training programmes. This could lead to enhanced faculty members' performance in relation to their effectiveness and productivity and eventually influence their values, rareness, inimitability, and non-substitutability.

9.6 General Observations and Recommendations

Management should investigate the most suitable approach of HC development nationally and internationally. This is achievable by comparing the acceptable standards for HC development

nationally and internationally. This will serve as benchmark for both the faculty members' performance and the overall university performance. Hence, the human resources department should take the necessary steps to ensure that Lagos State University adopts best HC development strategy.

Again, management of Lagos State University should invest heavily in training, development, and career development programmes members, as well as support for faculty members' effectiveness and efficiency, in as much as the two variables have positive direct influences on university strategic objectives and HC development evaluation. This could be addressed by seeking support from all the stakeholders, governments and international organisations who may be willing to grant funding to train faculty members on quality research that will be utilised to transform the community, society and foster national economic development.

Finally, management should ensure that all faculty members, regardless of their levels, be given equal opportunity to benefit from the HC development and career advancement opportunities within the university. This can be achieved by developing measurable parameters to select faculty members.

9.7 Contribution to Knowledge in the Field of Human Resources Management

This study broadens the wealth of knowledge in the field of human resources management and management. This is in relation to the innovative framework developed in this study, which proffers explanation on the variations in faculty members' performance. The present study proposed a conceptual framework on the relationship between HC development and performance, by suggesting six constructs, including university strategic objectives, HC development plans, HC development programmes, faculty members' contributions, HC development outcomes, and HC development evaluation, to explain the proposed links on the relationship between HC development and performance. This study revealed that faculty members' performance is better enhanced with effective HC development programmes frameworks. These proposed links improve the values, rareness, inimitability and non-substitutability of faculty members, by implementing advanced HC development programmes to increase their knowledge, skills, attitude, and experiences. The proposed link offers the steps involved in the interplay between HC development and faculty members' performance of Lagos State University. The following are the proposed steps as presented in Figure 4.3:

- a. Step 1: Formulating the HC development needs in line with university goals, vision, mission, and direction statements.
- b. Step 2: Analysing/planning and formulating policies through HC development plans.
- c. Step 3: Developing advanced HC development programmes to improve faculty members' knowledge, skills, attitude, and other professional initiatives.
- d. Step 4: Faculty members' effectiveness and efficiency is realised through the improved knowledge, skills, attitude, and other professional initiatives.
- e. Step 5: HC development outcomes such as values, rareness, inimitability and non-substitutability of faculty members is attained.
- f. Step 6: Competitiveness is sustained and maintained through innovativeness, adaptability, and performance management of faculty members.

These steps are in agreement with the overall formulated objectives of this study as the predictors of faculty members' performance of Lagos State University, as explained through the proposed link in this study.

The influences of HC development plans and HC development programmes on faculty members' contributions are further advanced in this study. The study indicated that HC development plans and HC development programmes have significant and positive relationships with faculty members' contributions. Therefore, adequate training needs assessment, and the integration and formulation of HC development policies with advanced training, development and career development programmes, are positively associated with the faculty members' contributions in terms of effectiveness on assigned job tasks, increased research output and work satisfaction. This study thus extends the body of knowledge in the field of human resources management and management.

This study also advances knowledge on the mediating roles of HC development programmes and faculty members' contributions between university strategic objectives and HC development outcomes (value, rareness, inimitability, and non-substitutability). The study revealed, as shown in Table 7.28, that the interplay between university strategic objectives and HC development outcomes is a function of the two mediating variable influences. Therefore, HC development programmes and faculty members' contributions serves as a mediating influence; between these is university strategic objectives as the independent variable, while HC development outcomes

such as value, rareness, imitability, and non-substitutability is the dependent variable in the structural equation modeling. This empirical finding of Lagos State University in Nigeria contributes to the body of knowledge in the field of human resources management and the management discipline.

9.8 Limitations and Suggestions for Further Studies

The results of this study are limited to the relationship between HC development and faculty members' performance of Lagos State University. The outcomes of findings were in relation to the collected data from the four campuses of Lagos State University. Due to the multi-campus operations at Lagos State University and the complexities involved in the data collection processes, the study adopted a single case study approach that allows for in-depth understanding of the phenomenon, involving cross-sectional strategy of data collection. Multiple case study strategy could be adopted for future research to investigate the interplay between HC development and performance. This study examined the relationship between HC development and faculty members' performance in the higher educational industry. Future research may also offer explanations on the link between HC development and performance in the financial industry. This would allow the comparison of results between one economic industry and another industry.

This research offered explanations on the relationship between HC development and faculty members' performance. Future research may consider other variables not covered in this study. This would provide plausible explanations on the relationship between human capital development and performance in other various industries that are relevant to Nigeria's economic growth and development.

This study examined the relationship between HC development and faculty members' performance from human capital theory and resources-based theory. Future research may consider other relevant theories that could provide explanations on the link between HC development and performance. A comparative assessment on the relationship between HC development and faculty members' performance in more than one industry of the economy could be carried out in future research. Overall, this study offered a proposed link between HC development and faculty members' performance, with detailed explanations, by showing the steps involved in the relationship between HC development and faculty members' performance.

9.9 Conclusion

The objectives of this research were generally achieved through the hypotheses that were tested via multiple regressions and variance-based SEM. The values of the results of this research were illustrated in the recommendations provided in this study.

Conclusion one

This study statistically established that the university strategic objective is positively associated with HC development plans of Lagos State University. This reason for the association is that the university goals, vision, mission, and direction can be better explained through HC development plans, which include training needs assessment, integration, and formulations of policy. This is the first step in the proposed alternative route from human capital development to faculty members' performance in this industry. Importantly, this study indicated that organisational success can be reached when their organisational goals and objectives align with human resources management activities to form a strategic fit, for Lagos State University. Therefore, the idea to combine university strategic objectives and HC development practices formed a new paradigm for SHRM practices. This answered the first research objective in this study, to examine the types of association between university strategic objectives and HC development plans. Moreover, in relation to the empirical findings, there is a positive and significant association between university strategic objectives and HC development plans of Lagos State University.

Conclusion two

In relation to the second objective of this study, this formed part of second, third and fourth steps of the procedures that explains the relationship between HC development plans and faculty members' performance. There are positive significant influences of HC development plans and HC development programmes on faculty members' contributions at Lagos State University. This study found from the outcome of the empirical findings that HC development programmes were found to have more significant contributions than HC development plans to faculty members' contributions. This means that when HC development programmes are not in place nor properly developed to advance performance, faculty members may not perform effectively and efficiently, compared to when HC development plans are not in place. However, if the posture of the management leadership of the organisation toward HC management is positively correlated with

training, development, and career development programmes, this translates to effectiveness of employees. Further analysis on the influences of HC development plans and HC development programmes on faculty members' contributions revealed that both independent variables jointly contributed significantly and positively to faculty members' contributions. Adequate and well-designed HC development plans developed through training needs assessment, integration and formulations of policies and workforce planning, combined with advanced HC development programmes like training, development and career development programmes, jointly influenced faculty members' effectiveness and efficiency in the structural model in Figure 7.24. This shows the extent of the association between HC development plans and HC development programmes on faculty members' contributions. This also offers explanations in terms of the model on the relationship among HC development plans, HC development programmes and faculty members' performance at Lagos State University. Hence, the second research objective of this study is answered based on these submissions.

Conclusion three

Research objective three, in relation to the third step in the alternative pathway from HC development to faculty members' performance, indicated that there is an established connection between the HC development programmes, faculty members' contributions and HC development. Research objective three in the alternative pathways from HC development to faculty members' performance indicates that there is a strong significant relationship between HC development programmes (e.g., training, development, and career development programmes) and HC development outcomes of the Lagos State University. Similarly, in step three, the alternative route presented a better explanation for there being a significant relationship between faculty members' contributions and HC development outcomes of Lagos State University. The alternative route supported that both factors considered in HC development programmes, like training, development and career development, and factors considered in faculty members' contributions (e.g., effectiveness, efficiency in terms of research outputs) adequately and equally contributed to HC development outcomes. Thus, research objective three also offers explanations of the sub model on the connections that exists between HC development programmes along and the effectiveness and efficiency of faculty members' and HC development outcomes of Lagos State University. Therefore, research objective three of this study is met.

Conclusion four

This conclusion based on the fourth research objective relates to steps four, five and six of the proposed models that aimed to demystify the influences of faculty members' contributions and HC development outcomes on HC development evaluation. The outcome from the empirical findings indicated that faculty members' contributions and HC development outcomes jointly explained the variations of HC development evaluation of Lagos State University. This finding further provides explanation, that there is an indirect significant and positive relationship between faculty members' contributions and HC development evaluation. Hence, the result of these empirical findings supported the proposed alternative route that faculty members' contributions and HC development outcomes significantly and positively influence HC development evaluation. This is an indication that faculty members' involvements through effective and efficient contributions measured against the university desired objectives as well as faculty members' values, rareness, inimitability and non- substitutability, facilitate the HC development outcomes. The reason for this is that both faculty members' contributions and HC development outcomes play prominent roles in HC development evaluations. Research objectives four provides explanations of the model on the influences of faculty members' contributions and HC development outcomes on HC development evaluation of Lagos State University, further extending the frontier of knowledge in the structural model. This fulfils the fourth research objective of this study.

Conclusion five

This study extends the body of knowledge by proposing a conceptual framework on the relationship between HC development and faculty members' performance with reference to Lagos State University. This link starts by identifying, understanding, and communicating university goals, visions, mission, and directions, followed by HC development plans, which then informs HC development programmes through faculty members' contributions, and then moves to HC development outcomes to HC development evaluation. This framework explains the variations in faculty members' performance better than the traditional direct association. This provides answers to research objectives five.

9.10 General Conclusion

This study provides an improved explanation and extends the knowledge on the link between HC development and faculty members' performance, utilising results of the empirical findings from

Lagos State University. All the formulated research objectives in this study were achieved through multiple regression analysis and variance-based SEM, as shown in the structured models in chapter six. As proponents of human capital theory have asserted, employee development can be achieved through investment in health, education, training, and career development. These investments improved the knowledge, skills, attitudes, effectiveness, efficiency, and other professional initiatives of faculty members. This study revealed that the objectives of HC development at Lagos State University were reached through investment in health, education, training, and career development of faculty members across all levels. The factors that explained faculty members' contributions indicated improved knowledge, skills, attitudes, effectiveness and efficiency, and other professional initiatives of faculty members. Moreover, this study established that HC development plays a prominent role in faculty members' performance of Lagos State University, through six effective variables (e.g., university strategic objectives; HC development plans; HC development programmes; faculty members' performance; HC development outcomes and HC development).

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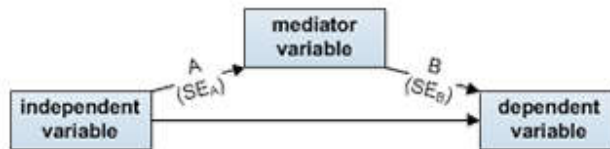
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SOBEL TEST RESULT FOR MEDIATING VARIABLE

SOBEL TEST for Hypothesis 5A

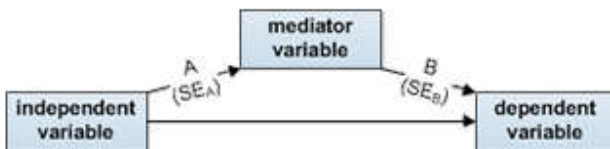


A: ?
B: ?
SE_A: ?
SE_B: ?

Calculate!

Sobel test statistic: 5.07597110
One-tailed probability: 0.00000019
Two-tailed probability: 0.00000039

SOBEL TEST for Hypothesis 5B



A: ?
B: ?
SE_A: ?
SE_B: ?

Calculate!

Sobel test statistic: 5.57407673
One-tailed probability: 0.00000001
Two-tailed probability: 0.00000002

APPENDICES

APPENDIX - A - Introduction Letter

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY AND
GOVERNANCE**

Dear Respondent,

PhD (Management) Research Project

Researcher: Lawal Ibrahim Olanrewaju (+2780844805671 or +2348028743526)

Supervisor: Dr. Vangeli Gamede +27 (0) 33 260 6101)

Research Office: Ms. M Snyman +27 (0) 31 260 8350)

I, **Lawal Ibrahim Olanrewaju**, am **Doctoral (PhD)** student in the discipline of **Management**, at the **School of Management, Information Technology and Governance**, of the University of KwaZulu Natal. You are invited to participate in a research project entitled: **The relationship between human capital development and performance: A case of Lagos State University in Nigeria**. The aim of this study is to: **investigate the extent of effectiveness of strategic management of human capital development on academic staff of Lagos State University in Nigeria**.

Through your participation I hope to understand **whether there is a positive influence of strategic management of human capital development on academic staff and the university**. The results of the survey are intended to contribute to the **academic knowledge in the area of strategic human capital management about the contribution of strategic management of human capital development on academic staff of Lagos State University in Nigeria**.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **School of Management, Information Technology and Governance, University of KwaZulu Natal(UKZN)**.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **15** minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature : Lawal Ibrahim Olanrewaju

Date _____

APPENDIX - B - Consent to Participate

I.....(full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research
project, and I consent to participating in the research project.

**I understand that I am at liberty to withdraw from the project at any time, should I so
desire.**

SIGNATURE OF PARTICIPANT..... DATE.....

APPENDIX - C - Questionnaire

The relationship between human capital development and performance: A case of Lagos State University in Nigeria

This questionnaire is in two segments/sections:

Section A: Bio-Data of University Academics Staff

Section B: Closed Ended Research Questions

INSTRUCTIONS:

- You are requested to answer **ALL** questions. **ALL** questions asked are very important to this study.
- You are requested to tick as appropriate **(X)** or by filling the appropriate numbers or figures where applicable to you in the box provided.
- You are also requested to tick as **(X)** to questions in **Section B** based on the given Likert rating scale.

SECTION A: BIO DATA OF ACADEMIC STAFF

Please fill in only ONE option as appropriate and applicable to you by ticking as **(X)**

	RESPONSES	
1.	Years of Experience:	
	Up to 3years	
	4 -6years	
	7 – 9years	
	More than 9years	
2.	Age:	
	20-30years	
	31-40years	
	41-50years	
	Over 50years	
3.	Gender:	
	Male	
	Female	
4.	Annual Income: (million in Naira)	
	Less than 1million naira	
	1 to less than 2million naira	
	2to less than 4million naira	
	4million naira and above	
5.	Marital Status:	

	Single	
	Married	
	Divorced	
	Widowed	
6.	Organisation Status:	
	Graduate Assistant Lecturer	
	Assistant Lecturer	
	Lecturer I	
	Lecturer II	
	Senior Lecturer	
	Associate Professor	
	Professor	
7.	Educational Qualification:	
	Bachelor's Degree	
	Master Degree	
	Doctoral (PhD) Degree	

SECTION B
DIMENSIONS OF STRATEGIC MANAGEMENT OF HUMAN CAPITAL DEVELOPMENT
QUESTIONNAIRE (DSMHCDQ)

Indicate your agreement with the following items:

STRATEGIC MANAGEMENT (HC development outcomes)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The university adopts a best practice approach to management of human resources.					
2. The university ensures that its human resources and capabilities match with the opportunities in the business world.					
3. The university ensures that it has human resources with the necessary capabilities and skills to achieve the university's objectives					
4 The university manages its human resources in an effective way to ensure a stable academic calendar.					
5 The management style complies with the trend of HR management at universities internationally					
6. The adopted approach to management at the university encourages academic staff development.					

STRATEGIC ANALYSIS (University strategic objectives)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. The university has clear goals and objectives to guide the development of academic staff.					
8. The goals/vision/mission statements are known to all members of academic staff in the university.					
9. The goals/vision/mission statements are communicated to all members of academic staff in the university.					

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10.The goals/vision/mission statements are relevant to the development of the academic staff in the university.					
11.The goals/vision/mission statements of the university are directed towards producing resourceful graduates that will transform the economy.					

STRATEGIC PLANNING (HC development Plan)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.Goals/visions/mission statements are assessed to ensure they integrate the human resource policies and the organizational objectives.					
13.The university analyses the academic staff workforce needed to meet with projected workload in each department.					
14. The university assesses the needs of the workforce and appoints staff with the needed skills.					
15.Policies are in place to guide the adopted strategy in the university.					
16.Policies are in place to encourage the development of members of academic staff in the university.					

STRATEGIC STAFFING (HC development Selection)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17.The university recruitment process is given enough publicity to attract well and qualified staff.					
18.The university selection process is fair and transparent.					
19.The university recruits suitable candidates from other universities/organisations as academic staff members.					

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. Efforts are made to retain well qualified staff.					
21. Care is taken to match an employee with a job on the basis of his/her skills.					
22. When filling a position, the job is always given to the most suitable candidate in terms of skills and ability.					

STRATEGIC MOTIVATION (HC development Programs)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. The university offer members of academic staff regular training.					
24. The university organises seminars and workshop programs within the school for all academic staff members to attend for professional development.					
25. The university encourages academic staff members to attend seminars/workshops outside the school for career development.					
26. Members of academic staff are encouraged to move to other departments or organizations in order to develop their careers.					
27. The university rewards academic staff members that undergo training.					
28. The university recognises academic staff members for their contribution to knowledge via research.					
29. The university encourages members of academic staff to introduce new ideas.					
30. The university ensures that salaries paid to all academic staff members are appropriate.					
31. The university ensures that salaries paid to all academic staff members are in line with what is paid by other universities.					
32. The university ensures that promotion for all academic staff members is based on merit.					
33. The university makes sure that working conditions for all the academic staff members are good.					

STRATEGIC EVALUATION (HC development Evaluation)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
34.The university monitors and evaluates academic staff members at various levels.					
35.The university conducts regular checks on the academic staff members' strengths.					
36.The university tracks academic staff progress.					
37.The university evaluates staff against staff at other universities to ascertain whether there is competitive advantage.					
38.The university monitors whether the recruited staff are able to adapt to new trends in teaching and researching.					
39.The university conducts regular appraisal of academic staff members' performance.					
40.The university conducts regular assessment of academic staff members' creative innovation.					
41.The university conducts regular checks of academic staff members' compliance					
42.There is an annual report of academic staff appraisal.					
43.The university has a monitoring and measuring process that allows the academic staff members to get feedback on their appraisals.					

ACADEMIC STAFF PERFORMANCE SCALE (ASPS)

INDIVIDUAL WORK PERFORMANCE (Faculty members' Performance)

RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
44.I am interested in my work.					
45.I am sufficiently challenged by my work.					
46.My work gives me a sense of personal accomplishment.					
47.My university appreciates and supports my creative innovation.					
48.I get involved in decisions that affect my work.					
RESPONSES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
49.I have confidence in the decisions made by the university.					
50.I have a choice in deciding how I do my work.					
51.I believe I have the necessary skills to perform my job well.					
52.I receive other benefits (e.g funding for conferences/housing subsidy/medical aid) apart from the salary that I am paid					
53. I am motivated to do the best I can in my work.					
54. I have a good rapport with my colleagues and superior.					
55. I am satisfied with the supervision I get from my immediate superior					
56. I have a clear understanding of the university's strategy.					
57. I have a clear understanding of the university's objective.					
58. I understand how my work contributes to the university's objectives.					
59. I receive regular feedback on my performance.					
60. The feedback I receive from the university helps me to improve on my performance					
61. There is opportunity for advancement on the job.					

Thank you for your participation

APPENDIX - D - Gatekeeper Letter (LASU)



LAGOS STATE UNIVERSITY

OFFICE OF THE REGISTRAR & SECRETARY

BADAGRY EXPRESSWAY, OJO P.M.B. 0001, FESTAC; LASU POST OFFICE, LASU OJO CAMPUS, OJO LAGOS, NIGERIA.
TEL: 07088125288, 08023150055
E-MAIL: registrar@lasu.edu.ng WEBSITE: www.lasu.edu.ng

REGISTRAR & SECRETARY: MR. LEWIS, Akinwunmi Oladapo, B.A (Ibadan), MPA (LASU)

2nd August, 2015

Our Ref: _____ Your Ref: _____ Date: _____

Lawal Ibrahim Olanrewaju
Plot 11, Atoke Olusanya Avenue,
Igando, Lagos

Dear Lawal,

RE: REQUEST FOR GATEKEEPERS LETTER


I refer to your letter dated 9th July, 2015 by which you requested for a prior permission to use Lagos State University as a case study organization/Institution to conduct a study in partial fulfillment of the requirements for the award of a Doctoral Degree in your School, the University of KwaZulu-Natal Durban South Africa.

I hereby convey the approval of the Vice-Chancellor for you to use Lagos State University as a case study/Institution.

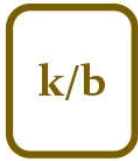
The University wishes you a successful period of research.

Yours sincerely,

REGISTRAR
LAGOS STATE UNIVERSITY


LEWIS, Akinwunmi Oladapo
Registrar & Secretary to Council

APPENDIX - E - Language Editing Certificate



16 March 2023

Editing Certificate

This certificate confirms that the following doctoral thesis by Ibrahim Olanrewaju Lawal was language edited: **The relationship between Human Capital Development and performance: A case of Lagos State University in Nigeria.**

Dr Karen Buckenham, PhD (KwaZulu-Natal), MA (KwaZulu-Natal), BSc (Toronto), TESL (Toronto).

kbuckenham@mweb.co.za

DISCLAIMER: The English language editor used track changes for corrections and inserted comments for queries. The responsibility for effecting the changes in the final, submitted document is the responsibility of the student.

Human Capital Development and Faculty Members' Contributions

Ibrahim Olanrewaju Lawal¹, Vangeli Gamede², Sulaiman Olusegun Atiku³

Abstract: High performance and organisational development can be guaranteed by attracting, developing, and retaining talented employees within an organisation. This study investigated the relationship between Human Capital (HC) development plans and faculty members' contributions at a Tertiary institution in Lagos. This study explores the mediating influence of HC development programmes on the relationship between HC development plans and faculty members' contributions. This study adopted a survey research design. A quantitative approach to data collection and analysis procedures was adopted for this study. Data was collected from selected faculty members of a higher education institution in Lagos metropolis using a simple random sampling technique. 306 self-administered questionnaires were distributed to the respondents at the institution. Three hypotheses were formulated and tested using inferential statistics via SmartPLS 3.3 software application, which is instrumental in running a Variance-Based Structural Equation Modelling (SEM). The results showed that HC development programmes fully mediate the relationship between HC development plans and faculty members' contributions. This study submits that adequate funding and proper resource allocation to support smooth implementation of faculty members' developmental strategies is critical to university performance, in terms of quality of graduates and credible research outputs for national development.

Keywords: Faculty members' contribution; HC development plans; HC development programmes; Lagos Metropolis; Mediation; Tertiary Institutions

JEL Classification: M12; I31

1. Introduction

In the global environment, high performance can only be recorded by institutions that regard Human Capital (HC) as the most valuable asset (Marimuthu, Arokiasamy & Ismail, 2009; Choudhury & Naya, 2011). Hence, organisational development in a knowledge-based economy can be guaranteed if recruited employees are developed and adequately utilised (Shahin & Alquadri, 2008). An empirical study revealed that continuous progression on HC development was gingered by different economic depression witnessed in many nations worldwide (Okeke, 2013). Many countries around the world have placed a high priority on a regular update of human capital towards accelerating economic growth by investing adequate time and effort (Marimuthu, et al. 2009). In Nigeria, many government and corporate organisations are beginning to recognise employees as human assets and have decided to contribute to their professional development (Shahin, et al., 2008). HC is an embodiment of rare and imitable values, which serves as organisations' driving force for increased performance and economic development of many nations (Schults, 1961; Saleim, Ashur & Bontis, 2007; Hsu, 2008; Marimuthu et. al, 2009, Gates & Lngevin, 2010; Segal, Borgia & Schoenfeld, 2010). HC can influence any

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country's socio-economic and political situation because of the need to fast track the growth and development of the nation (Grossman & Helpman, 1991; Lucas, 1993; Osadebe, 2014). Despite the positive influence of human capital development on firms performance (Atiku & Lawal, 2021; Mankiw, Romer, & Weil, 1992; Babatunde & Adefabi, 2005; Marimuthu et. al, 2009; Dauda, 2010; Choudhury et al., 2011), the most important asset (people) is the least that is well managed (Beaes, 2011). Therefore, this study investigates the relationship between HC development plans and faculty members' contributions to the goals and objectives of the institution.

HC was found to be more significant to countries with a large labour supply. The labour market demands are met through training, investment in education, health, and moral principles that are embedded in HC (Osadabe, 2013). The formation of HC will then be achieved by developing human resources into highly effective human resources (Crook, Todd, Combs, Woehr, & Ketchen Jr, 2011). Through HC, an effective relationship is guaranteed when knowledge and idea are developed, shared, and transferred (Atiku, 2020; Han, Han & Brass, 2014). HC has to do with an investment in people stored with knowledge, skills, attitude, and other competencies to improve service delivery through training and education and other professional initiatives (Papadimitriou, 2011; Sharabati & Nour, 2013). HC comprises an integration of knowledge, skills, attitudes, experience, and other characteristics that can be utilised for organisational success. Dauda (2010) put it that HC impacts economic development, productivity growth, as well as the advancement in education. Accordingly, the reason why the government provides subsidies on education and job skills instruction is attributable to its impact on economic growth and development. HC is a tool for national development because it is linked with human development. Crook et al. (2011) confirm that HC remains vital in people and the economic development of every nation.

Osadebe (2013) introduced HC development to include measures and procedures of investments that generate knowledge, skills, and health in people. HC development involves creating an enabling environment and building an appropriate number of required human resources to the realisation of goals of an organisation or a nation. HC development is a way of building competence and calculating the mobilisation of HC, which opens the door of innovation, increases output and superior global trade, and combining them with the world economies (Osadebe, 2013). Similarly, HC development is regarded as a fundamental pathway to connect to the global market. Specifically, Higher Education Institutions (HEIs) should invest the necessary resources in developing faculty members to exert a great impact on performance (Marimuthu, 2009).

HC development in Higher Education Institutions (HEIs) tends to generate a significant contribution to organisational competencies (Noe, Hollenbeck, Gerhart, & Wright, 2003; Youndt, Subrahmaniam, 2004). In other words, a well-articulated and strategically managed HC can boost innovativeness and increase the competitive advantage of an institution. Hence, this study conducts an assessment of the influence of HC development plans and programmes on faculty members' contributions to a tertiary institution in Lagos, Nigeria. This study is structured into five (5) segments. The first segment introduced the background of this research with a focus on the research objectives. The second segment presents the literature on the HC development plans, HC development programmes, and faculty members' contributions as well as the theoretical framework guiding this study. The researchers also introduced the link between HC development plans and HC development programmes with extensive narratives. The third segment proffers explanations of procedures utilised for data collection and analysis procedure. In the fourth segment, data were analysed and interpreted pointing

out the implications of results in practical perspectives. The last segment in this paper focused on the conclusion, recommendations, and future research direction.

The main aim of this study is to investigate the relationship between HC development plans and faculty members' contributions at a Tertiary institution in Lagos metropolis. This study examines the mediating influence of HC development programmes on the interplay between HC plans and faculty members' contributions with the aid of Variance Based Structural Equation Modeling.

2. Literature Review

This section examines the literature to establish the relationship between HC development plans and faculty members' contributions through effective HC development plans, which includes the budget for training and education at a tertiary institution. The effectiveness of training and education was considered as strategic measures to create value, rare and imitable people to increase the productive capacity and competencies of faculty members.

2.1. Human Capital Development Plans

HC development plan is a strategic procedure arranged for the achievement of an organisational goal (Sofu, 2014). These plans explain how resources and funding of activities are distributed, formulated, and implemented to ensure employees' development goal is achieved. Similarly, Paudel (2009) regards the strategic HC development plan as a strategic process to steer human capital formation. On the other hand, the Partnership for Public Service of the United States (2013) argued that a strategic HC development plan is the link between asset (people) record keeping and asset (people) management functions in agreement with the organisation's strategic objectives. Therefore, effective HC development plans play a prominent role in achieving organisational goals. Ghosh (2005) argued that HC development planning for the educational organisation includes a strategic process of understanding organisation strength, weaknesses, opportunities, and threats followed by developing the vision, mission, and direction of organisational goals in a way that the specific plans can effect possible changes.

The report of Council Research for Development (CRD, 2016) shows that HC development plans are significant conditions required for effective development programmes and innovation. Mugabe (2013) reported that adequate implementation of HC development programmes can be achieved through a sound strategic HC development planning. The implication is that without well-articulated HC development plans, there will be no success in the implementation of the HC development programme and ultimately affect employees' contributions.

2.2. Human Capital Development Programmes

HC development programmes are deliberately organised programmes (e.g. education, training, development, and career development) offered to employees over a certain period, to increase knowledge, skills, attitude, and other professional characteristics needed to execute strategic objectives (Atiku & Fields, 2018). HC development programmes are interventions for continuous updates of dynamic capabilities and other job-related skills.

Many studies confirmed the relevance of HC development programmes to employees' development (Nadler & Nadler, 1970; Vemic, 2007; Hung, 2010; Saleem, Shahid, & Naseem, 2011; Qayyum,

Sharif, Ahmad, Khan, & Rehman, 2012). For instance, Halsay (2015) argued that training programmes involve building the right and specific knowledge, skill in manners to approach current and future challenges. The human capital development programme is a deliberate and comprehensive training for positive outcomes in an organisation (e.g. Huselid, 1995; MacDuffie, 1995; Delaney & Huselid, 1996; Valle, Martin, Romero & Dolan 2000; Aragon, Barba & Sans 2003; Birdi, Clegg, Patterson, Robinson, Stride & Wall, 2008; Aguinis & Kraiger, 2009). Enyekit, Amaehule, and Teerah (2011) put it that training and development can be used synonymously with human capital development. The foregoing shows the importance of the training programme as a fundamental tool in the human capital development programme. Ukenna, Ijeoma, Anionwu, and Olise (2010) record training as a strong predictor of HC effectiveness. This is supported by Al-Ghasawi (2012) who claims that training has a significant impact on the efficacy and effectiveness of employees. This shows that employees' competencies and contributions to the successful organisation seriously depend on the amount of training received (Bontis & Serenko, 2008).

2.3. Faculty Members' Contributions

The importance of faculty members' contributions to a tertiary institution's performance cannot be underrated. Kelidbari, Disgah, and Yusefi (2011) suggest that management higher educational institutions are concerned about faculty members' contributions to university goal achievement. Therefore, faculty members in the university are most often recognised based on their contributions measured mainly by effectiveness and efficiency made to the university (Bartuševičienė & Šakalytė 2013). The achievement of goals and objectives of higher education institutions is determined by the performance of the faculty members (Ahmad & Shamsad, 2011). For example, Alagarajal and Shunk (2015) put it that faculty members' contributions can be improved by adequate training and development. Similarly, the study conducted by Ismajli, Krasniqi, and Qosja (2015) revealed that the importance of career/organisation development cannot be over-emphasised in ensuring operational efficiency. The study concluded that career development is a vital element in stimulating the effectiveness and efficiency of employees. By and large, the career development of employees has a significant effect on the effectiveness and efficiency of employees within an organisation.

Inadequate training and regular update of skills and dynamic capabilities through developmental programmes will have a positive impact on performance (Sharabati, 2013; Sharabati & Nour, 2013). Ajisafe, Orifa, and Balogun (2015) opined that training is one of the aspects of human capital development that are pertinent to the employees' efficiency and performance of an organisation. Montana and Charnov (2008) believe that there is a need for any organisation that wants improvement in employees' abilities and capabilities to invest in employees' training and development. Enyekit, Amaehule, and Teerah (2011) observed that training takes effect as a result of the inadequacy of knowledge and skills. The study concluded that the lacuna between the required and actual effectiveness of employees is achievable through training and development interventions. Training is fundamental for employees to fit into the competitive economy (Atoyebi, Olaleye, Ishola, Adekunjo, & Kadiri, 2013; Ogunjiuba, 2013). Halidou (2016) recommends that the university system is the peak and bastion of learning both in scholarship and training. Hence academic staff must be trained in all realms of teaching and learning. Therefore, the capabilities of the employees must be utilised to meet the competitive economy.

2.4. Theoretical Explanation Guiding the Research

Human capital theory (HCT) was developed from the foundation led by the proponents of economic development theory (Becker, 1967; Schults, 1988). The HCT holds that education, training (e.g. specific and general), experience, and other professional characteristics could affect the productivity and efficiency of people by enhancing the level of their cognitive skills. (Becker, 1967; Schults, 1988; Adelakun, 2011; Mudor & Toksoon, 2011; Adedeji & Campbell, 2013; Igba, Igba, & Nwoye, 2015; Halidu, 2016; Odo, Ese, & Onyeisi, 2016). Taking insights from the assumptions of HCT on the link between investments in training/development or education and returns on such investments in form of improved employees' performance and economic growth/development, therefore, HCT is an appropriate theoretical framework underpinning this study. The reason is that this study explains the extent to which HC development programmes mediate the relationship between HC development plans and faculty members' contributions. The results will be utilised to formulate principles that can guide effective implementation of HC development plans so that increased contribution can be recorded and sustained among faculty members. The theoretical model guiding this study is illustrated in Figure 1.

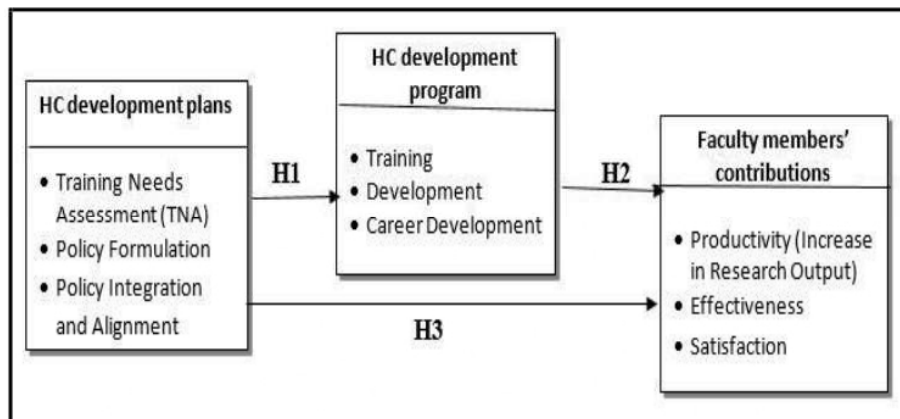


Figure 1. Human Capital Development Plans and Faculty Members' Contributions

The following hypotheses were formulated for critical statistical analysis based on the conceptual framework:

H1: There is a relationship between HC development plans and HC development programmes. **H2:** There is a positive relationship between HC development programmes and faculty members' contributions.

H3: HC development programmes mediate the relationship between HC development plans and faculty members' contributions.

3. Methodology

This research utilised a quantitative approach to explore the relationship between HC development plans and faculty members' contributions. The advanced explanatory research design was adopted to explain the mediating influence of HC development programmes on the relationship between HC development plans and faculty members' contributions. Statistically, variance-based SEM is instrumental in providing the required explanations using path analysis with the aid of SmartPLS 3.3.

3.1. Population and Sampling Technique

This research investigated the four campuses of Lagos State University sited in the most populous city in Nigeria. The selected population was estimated at 1449 faculty members across all levels. First, a convenience sampling procedure was adopted to equally distribute a total of 306 questionnaires among four participating campuses. Second, a simple random sampling procedure was utilised to select four campuses. A total of 265 questionnaires were returned while two out of the returned questionnaires were not properly filled and were discarded. The remaining 263 questionnaires were coded and it represents 85.95% response rate utilised for the data analysis.

3.2. Measuring Instrument

HC development plan and programme: The items used to measure HC development plans and HC development programmes were drawn from the Dimensions of Strategic Management of Human Capital Development Questionnaire (DSMHCDQ). DSMHCDQ was developed to measure the effectiveness of HC development and it consists of 48 items and six-dimensional scales designed on a 5-point Likert scale rating that ranges from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha coefficient for the total measuring scale consisting of 48 items is 0.93. The present study considers this measuring instrument useful to investigate the relationship between HC development plans and faculty members' contributions at a Tertiary institution in Lagos metropolis. The two Dimensional scales of DSMHCDQ with 12 items was adopted in this research on a 5-point Likert scale rating that ranges from 1 (strongly disagree) to 5 (strongly agree). The Strategic Planning (SP) dimension has 5 items measuring HC development plans with a Cronbach alpha of 0.838. 7 items in the Strategic Motivation (STM) scale was utilised to measure HC development programmes, the scale produced Cronbach's alpha of 0.900.

Faculty members' contributions: Academic Staff Performance Scale (ASPS) was developed by the researchers with Cronbach's alpha coefficient of 0.891 to measure faculty members' contributions. The scale used in measuring the construct has 18 items, which was designed on a 5-point Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree). The ASPS was adopted to measure work outcomes of academics to gain an understanding of the level of faculty members' contributions, in terms of their effectiveness and job satisfaction.

3.3. Data Analysis Procedures

The three research hypotheses formulated from the conceptual framework were analysed using appropriate inferential statistics. The variance-based SEM is the appropriate inferential statistics used in this study for hypotheses testing via SmartPLS 3.3. First, data collected were coded and transferred into the IBM Statistical Packages for Social Sciences (SPSS) Version 25 for initial analysis such as the internal consistency of the research instrument using Cronbach's alpha and bivariate correlations between variables. Second, to achieve Variance Based SEM, and the SPSS data file was transferred as a Comma Delimited (*.CSV) file to SmartPLS version 3.3 for further analysis of the quantitative data (Ringle, Wende & Becker, 2015). The variance-based SEM was utilised to provide a better explanation of the mediating influence of HC development programmes on the interplay between HC development plans and faculty members' contributions using path analysis.

4. Results and Discussion

This section reports the outcomes of the research hypotheses that were tested. The outcomes of this study provide scientific contributions to knowledge on the relationship between HC development plans and faculty members' contributions (FMC) to higher education institutions in Nigeria. The results are presented in Table 1.

Table 1. Construct Reliability and Validity

Construct	CA	CR	AVE	HCD plans	HCD programme	FMC	HCD plans	0.838	0.886	0.608	0.78
HCD programme		0.900		0.921	0.626	0.637**		0.791			
FMC		0.891		0.915	0.607	0.571**		0.710**		0.779	

**The Correlations are all significant at $p < 0.001$. CA is the Cronbach Alpha, CR is Composite Reliability and Diagonals are the Square Roots of Average Variance Extracted (AVE).

As shown in Table 1, the internal consistency of the items measuring the constructs was analysed and crosschecked with composite reliability coefficients and Cronbach's alpha. The composite reliability coefficient was adopted to calculate the degree to which the latent construct indicator shares in the construct measurement (Hair, Sarstedt, Hopkins & Kuppelwieser, 2014). The Cronbach's alpha is utilised for measuring the internal consistency of the latency of the constructs. The Cronbach's alpha in this research shows that constructs measured in this research are well above the threshold level 0.7, which is mostly preferred (Ringle, Wende & Becker, 2015). An inference drawn from these results is that the scales utilised to measure the constructs are reliable. Therefore, the result reflects acceptable internal consistency of items in the scale since all the constructs Cronbach's alpha are between 0.8 and 0.9. The Cronbach's alpha in Table 1- for FMC, HC development plans, and HC development programmes are 0.891, 0.838, and 0.90 respectively.

The research instrument was validated using the threshold of AVE. AVE is used to estimate the amount of variance. The AVE is an indication of the convergent validity of all constructs investigated in this study, which is higher than the acceptable level of 0.50. The AVE reported in this study revealed that the loading for all constructs is higher than the threshold of 0.50. By implication, each construct examined over 50% of its items' variable. The discriminant validity of all the constructs was confirmed through the Fornell-Larcker Criterion of 1981 (Ringle et al, 2015). The Fornell-Larcker Criterion was utilised to compare the square roots of AVE of the entire construct as demonstrated by the values in the diagonal line in Table 1. The results of the square roots of AVE validated the scales used to measure the constructs in this study because none of the assumptions of discriminant validity was violated in this study. The structural model showing beta loadings and adjusted R^2 from one path to another is reported in Figure 2.

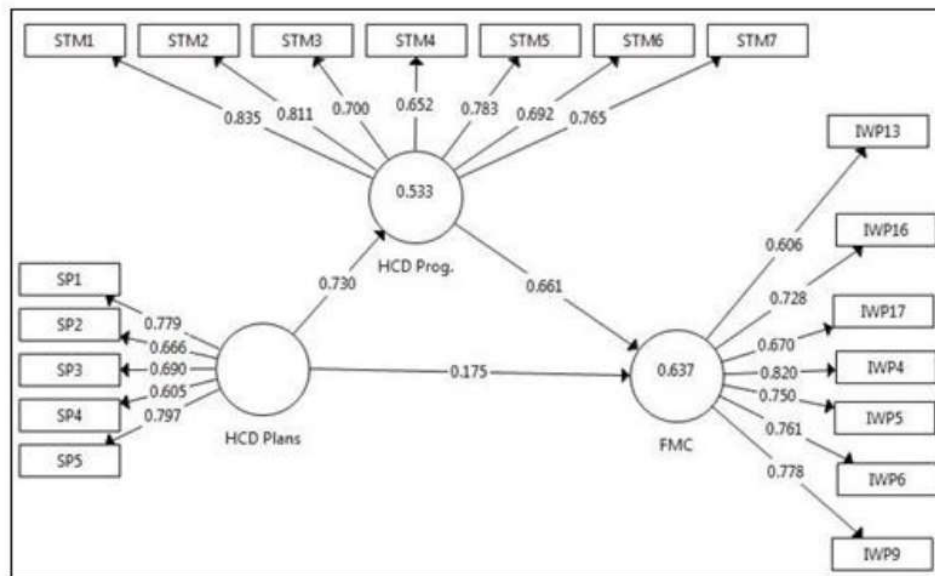


Figure 2. Variance Based Structural Equation Model

Figure 2, shows the outcomes of the variance-based SEM. The result indicates that the path loading from HCD plans to HCD programme ($r = 0.730$, $P < 0.001$) is positive. By implication, the outcome shows that there is a strong relationship between HC development plans and HC development programmes employed by the. Then, the R^2 value (0.553) indicates that HCD plans explain 55.3% variance in HCD programmes. The outcome in this analysis means that there is a positive relationship between HC development plans and HC development programmes employed by the University. Hence, an inference can be drawn from the path analysis that HCD plans are instrumental in determining the effectiveness of HCD programmes. Hence, the first hypothesis (H1) is supported since a positive influence was established between HCD plans and HCD programmes. This result was also in line with the study conducted by Mugabe (2013), which revealed that goal-directed and strategic HCD planning will lead to the successful implementation of HC development programmes. Therefore, without well-articulated HC development plans, there will be no success in the implementation of the HC development programme and ultimately affect faculty members' contributions. The conclusion reached from H1 corroborate Sofo (2014) on the ground that human capital development plans are results-oriented and strategic action towards the achievement of organisational goals. Therefore, HC development plans should include allocation and funding of resourceful activities to meet employees' development objectives. The position of H1 mirror the report of Council Research for Development (CRD, 2016) reported that HC development plans are critical factors for development programmes and innovation.

The path coefficient presented in Figure 2 revealed that there is a significant positive relationship between HCD programmes and faculty members' contributions ($r = 0.661$, $p < 0.001$). This result implies that HC development programmes have a strong positive effect on faculty members' contributions. The outcome in this analysis supported the second hypothesis (H2), which stated that there is a positive relationship between HC development programmes and faculty members' contributions. This result is in line with the study conducted by Alagarajal and Shunk (2015), which found that faculty members' contributions could be increased by adequate training and development. This result also supported a similar study conducted by Ismajli, Krasniqi, and Qosja (2015), since career development and advancement of human capital is directly proportional to the productivity of

faculty members. The value of R^2 (0.637) in Figure 2 indicates that HCD programmes explained 63.7% variance in the faculty members' contributions.

The structural model presented in figure 2 was also used to analyse the mediating influence of the HCD programme on the interplay between HCD plans and faculty members' contributions. The path analysis showed that there is no significant direct link between HCD plans and faculty members' contributions ($r = 0.167$, $p > 0.05$). Hence, HCD plans exert no significant influence on faculty members' contributions. This means is that HCD programmes fully mediate between HCD plans and faculty members' contributions. Therefore, the study results hypothesis three (H3) is supported on the ground that HC development programmes fully mediate between HC development plans and faculty members' contributions. By implication, HCD practices adopted by the university are effective in enhancing faculty members' contributions.

5. Conclusion and Recommendations

The study contributes to the extant literature on HC development practices by investigating the relationship between HC development plans and faculty members' contributions to a tertiary institution in Lagos metropolis. The strategies for HC development planning are fundamental in enhancing faculty members' contributions. The results prove that the path coefficients of all the constructs were significant. The hypotheses stated in this study were all confirmed judging from the p values. Evidence from the literature reviewed also showed that HC development plans have a significant effect on HC development programmes like training, career development, and development. Management should shift focus to ensure adequate funding and proper resource allocation to support the smooth implementation of HC development plans tailored towards better contributions from faculty members.

This study was based on the relationship between HC development plans and faculty members' contributions at a Tertiary institution in Lagos metropolis. The study also examined the place of HC development programmes as a mediator between HC development plans and faculty members' contributions. The reports submitted in this study are limited to empirical evidence found at a Tertiary institution in Lagos metropolis. Hence, a similar study may be replicated by investigating other industries in the Nigerian economy. The methodological limitation of this study was the use of a single case study. Further research may consider a multiple case study design, which is more suitable in inferring generalisation of the findings concerning the relationship that exists between/among variables under investigation.

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APPENDIX - G - Ethical Clearance



12 April 2023

Ibrahim Olanrewaju Lawal (214571776)
School of Management, IT & Governance
Westville Campus

Dear IO Lawal,

Protocol reference number: HSS/1464/015D

Project title: Investigating Strategic Management of Human Capital Development on Academic Staff of Lagos State University of Nigeria

Amended title: The relationship between human capital development and performance: A case of Lagos State University in Nigeria

Degree: PhD

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 14 March 2022 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Best wishes for the successful completion of your research protocol.

Yours faithfully








.....
Professor Dipane Hlalele (Chair)

/ms

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4567 / 3587

Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS



19 October 2015

Mr Ibrahim Olanrewaju Lawal (214571776)
School of Management, IT & Governance
Westville Campus

Dear Mr Lawal,

Protocol reference number: HSS/1464/015D

Project title: Investigating Strategic Management of Human Capital Development on Academic Staff of Lagos State University of Nigeria

Full Approval – Expedited Application

In response to your application received on 09 October 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)

/ms

Supervisor: Dr Vannie Naidoo
Academic Leader Research: Professor Brian McArthur
School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

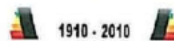
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