

## **Human Capital Development and Performance of Public Sector: A Study of University of Calabar Teaching Hospital, Nigeria**

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### **Abstract**

*The study examined Human Capital Development and performance of public sector with focus on University of Calabar Teaching Hospital (UCTH) Nigeria. The study specifically explored the extent to which skill/qualification, work experience social skills and skill/qualification have a significant impact on the general performance of University of Calabar Teaching Hospital, Nigeria. Literature was reviewed based the variables of the study while the human capital development theory was employed as the study's theoretical framework. The study adopted a Cross sectional survey design. The population comprised of all the staff of the hospital while the sample of the study was 353 but after field work, 342 instruments were retrieved and used for analysis Instruments for data collection were questionnaire and Key informant interview. Data was analyzed using multiple linear regression and Chi-Square statistical tools. To elicit data for the study, a consent letter was sent to University of Calabar Teaching Hospital Research and Ethical Committee. The letter approval gave the researcher the leverage to elicit data for the study. From the analysis and data presentation, findings revealed that staff years of experience on the job, social skills as well as educational and professional qualification as human capital development indicators increases performance of University of Calabar Teaching Hospital, Calabar. From the findings, few recommendations were made and one of such is that concerted and sincere efforts should be made in building and developing human capacity through sending staff on seminars, workshops to increase their abilities with the to adequate educational and relevant trade test of skill funding across all levels since it remains the major way of attaining sustainable economic growth and development. it was concluded that the independent variable-staff years of work experience, social skill as well as education and professional qualification established a significant relationship with efficient productivity of UCTH*

**Keywords:** Human capital, Development, social skill, work experience, qualification, public sector

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### **Introduction**

Every organization in the world strives for better result which is often a result of effective and efficient performance. The growth and development of these organizations is usually tied to employee productivity and leadership style adopted by management of the organization. Employee productivity or performance as used here denotes ability to complete assigned duties according to

organizational set rules and procedures occasioned by the normal constraints of reasonable utilization of available resources (Ogunleye & Osekita, 2016). In the light of this, Badar (2011) classified job performance in two dimensions; task and contextual performance. Task performance was posited as the degree to which employees “carryout and complete specific tasks. Contextual performance relates to voluntary work behaviour not related to core job tasks such as; work citizenship behaviour, cooperating, and support for organizational goals and vision vital within the job. The third is the counter productive work behaviour identified by Borman (2004), this has to do with deviant behaviours which impede work process. In the light of this, Rotundo and Sackett (2002) explains that each of the three components of job performance have a composite effect on the comprehensive rating of employees’ performance, with core task performance having the most weight, followed by counterproductive performance and contextual performance. That is, employee performance is tied to certain needs and requirements to meet job demands or task. This means that, to meet the two fold dimension, this is need for self-development otherwise known as human capital development

Globally, no nation or organization has achieved sustained economic development without substantial investment in human capital because of the important role this play on improving employee’s expertise on the job task. The role and importance of human capital in propelling the pace of economic growth in an organization cannot be overemphasized. The development of human capital has been recognized by economists and Human Resource Managers to be a key prerequisite for an organizations socioeconomic and political transformation. Therefore, human capital is considered as the most valuable asset and needs to be mobilized, developed and empowered to participate fully in all socio-economic activities. To do this, it is first of all required that the stock and mix of human capital in the organization be assessed based on the outcome of this assessment, plans are put in place to develop the required manpower to fill the existing gaps while provisions are made for future needs.

In Nigeria, Human capital formation is a prerequisite for Nigerians to become competitive in the 21<sup>st</sup> century globalized economy which is knowledge based. A country’s competitiveness in the New International Economic Order (NIEO) is strongly connected to human capital. Hence human formation is undoubtly the pivot for any meaningful programme of socio-economic development of Nigeria and indeed of any country. Highly skilled and flexible human capital is essential to compete effectively in today’s world and is a key building block of a knowledge based economy. Such human capital encourages nations to adopt, adapt, use and produce knowledge ad to become central to its development. All levels of education have their role to play; primary education is the foundation for life long learning (Cutz, 2006).

By way of definition, human capital refers to the abilities and skills of human resources of an organization, while human capital development refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of an organization economy (Okojie, 2005). It also refers to the human factor in the production process; and consists of the combined knowledge, skills or competencies and abilities of the workforce. Of all factors of production, only human beings are capable of learning, adapting or changing, innovative and creative. Human capital formation or development, following Harbison (1973) as relative concepts can as well be seen as the deliberate and continuous process of acquiring requisite knowledge, skills and experiences that are applied to produce economic value for driving sustainable national development. The significance and relevance of human capital development in the achievement of meaningful and sustainable economic growth and development have been widely acknowledged in various studies.

In the absence of substantial investment in the development of human capital in any organization like University of Calabar Teaching Hospital, sustained economic growth and development would only be a mere wish, never a reality. Therefore, the place of human capital

development in performance management and productivity cannot be overemphasized. Among the generally agreed causal factors responsible for the impressive performance in organization, of most of the developed and the newly industrializing countries is an impressive commitment to human capital formation (Adedeji & Bamidele, 2003; World Bank, 1995, Barro, 1991). This study is intended to examine Human capital development and performance of University of Calabar Teaching Hospital with specific focus on the impact of workers social skill, years of work experience as well as skill/qualification of effective performance in the Hospital

### **Statement of the problem**

In University of Calabar Teaching Hospital, timely service delivery and patient satisfaction has been the ben of contention in recent times. This may be due to poor manpower or lack of supervision to monitor the quality of services provided to patients of client utilizing health care services deliver. Unlike any of the health institution, the institution is deigned to cater for the health need of individual, but compliant over in recent time has attacked the quality of services and poor management of the entire hospital. However, recognition had been made on the impact of quality services delivery on patient satisfaction. This satisfaction in the study area has not been achieved to the barest minimum despite different administrative policies to monitor and supervised activities of frontline health care providers or clinicians (Doctor, Nurse, laboratory scientist, radiologists, Social workers and health assistants) in the hospital.

Furthermore, cost of medical services or clinic visit is another factor that people may have complained, attitude of health care works, lack of work experience, poor job qualification and requisite skills, poor staff training and other motivational incentives. Though this may be a departure from indicators of human capital development, but tis factors exert a negative impact on workers motivation and patient satisfaction on the other hand.

In UCTH, empirical evidence from patients complains revealed the absence of good communication and social skills, lack of employable skills and qualification to carry up as well as poor year of work experience may have been as a result of poor human capital development to carry out job task. The absence of these factors breeds poor performance indicators in UCTH.

As a public institution, government spending is critical because, it is the only institution or sector that cares for the social and economic wellbeing of it populace. As it is said, 'Health is Wealth;', a healthy nation is a wealthy nation, and a nation or country that invest in health is a wealth nation but in spite of government robust spending and internal monitoring and evaluation strategy, in UCTH human capital development is generally low which may be due staff poor social skills, poor years of work experience and educational qualification problems. However, a significant improvement of these factors (good social skill, good work experience as well as educational qualification) as human capital development indicators could be a buffer to effective job performance in University of Calabar Teaching Hospital.

### **Objectives of the study**

The major objective of this study is to examine human capital development and performance of University of Calabar Teaching Hospital, Nigeria. Other secondary objective of this study will be:

1. Examine if years of work experience increase performance of UCTH
2. Examine where social skill by staff of increases performance of UCTH
3. Evaluate the impact of skill/ qualification on performance of UCTH

## **Study hypothesis**

1. Years of work experience have no significant effect on performance of UCTH
2. Staff social skills does not have a significant effect on performance of UCTH
3. There is no significant effect of skill/qualification of staff on performance of UCTH

## **Justification of the study**

This was informed by the nature of services delivery in University of Calabar Teaching Hospital. This is necessity because it will reveal level of human capital development exhibited by staff of UCTH and the cumulative effect of this personal development on job performance or general performance of University of Calabar Teaching Hospital. From empirical evidence, it has been observed that investment in human capital contributes in numerous ways to the development of a general milieu favorable to economic progress of any organization. Apart from the extension of human capabilities, if there were inefficient management or utilization of existing human resources, the quest to achieve economic growth would be more and more elusive with lapse of each day as they were. In recognition of the above, this study was necessitated to carry out a detailed analysis on the current state of the UCTH human resource development and also serve as a reference material for research purposes on human capital development and organizational growth. By way of policy significance, the study will be useful to policy makers, economists, health and education experts, students and other stakeholders.

## **LITERATURE REVIEW**

### **Conceptual framework**

Human capital as a concept can be traced to the classical school of thought in 1776, then as a scientific theory by Fitzsimons (1999). Schultz (1961) recognized human capital as one of important factors that determine economic growth. He referred to the term human capital as the stock of productive knowledge and skills possessed by workers. Human capital can be categorized by ‘something akin to property’ that is, knowledge and skills embedded in an individual (Beach, 2009). Rastogi (2002) conceptualizes the human capital as ‘knowledge, competency, attitude and behavior embedded in an individual’.

Economically, capital is referred to as ‘those factors of production used to create goods or services that are not themselves significantly consumed in the production process’ while, the human element takes charge of all economic activities such as production, consumption, and transactions necessary to move the products to the consumers (Boldizzoni, 2008). This implies that human capital is a key production element that adds value to the production process. In the 1950’s, it was discovered that investment on human capital was the primary way to raise an individuals’ wages making it more effective when compared to other production inputs such as land, financial capital, and labor force (Woodhall, 2001).

Human capital has also been categorised as important in itself but also important is the accumulation process. This perspective stresses emphatically on knowledge and skills obtained throughout educational activities (De la Fuente & Ciccone, 2002). The third perspective is closely linked to the production-oriented perspective of human capital (Dae-Borg, 2009). Romer (1990) refers to the human capital as ‘a fundamental source of economic productivity’. Rosen (1999) states human capital as ‘an investment that people make in themselves to increase their productivity’. Furthermore, the concept of human capital has also be defined as ‘an amalgam of factors such as education, experience, training, intelligence, energy, work habits, trustworthiness, and initiative that

affect the value of a worker's marginal product' (Frank and Bemanke, 2007). The shift of the focus by the global economy towards more knowledge-based sectors (such as research and development, pharmaceuticals and ICT-based sectors), has encouraged policy makers to attend more critically to skills and human capital development (OECD, 1996). The basic human capital theory which is a refinement of the marginal-productivity theory has since been become a dominant means of understanding how wages are determined. The theory was largely shaped by Gary S. Becker, an American student of Theodore Schultz. The human capital theory, views schooling and training as an investment in skills and competences (Becker, 1964). It holds that earnings in the labour market are dependent upon the individual's information and skills set. It is further argued that, based on rational expectations of returns on investment, individuals make decisions on the education and training they receive as a way of augmenting their productivity that is, that investments in human capital depend on the costs of acquiring the skills and the returns that are expected from the investment.

Job performance is used to define employees' ability to complete assigned duties according to organisational set rules and procedures occasioned by the normal constraints of reasonable utilization of available resources (Ogunleye & Osekita, 2016). Badar (2011) classify job performance in two dimensions; task and contextual performance. Task performance was posited as the degree to which employees "carryout and complete specific tasks. Contextual performance relates to voluntary work behaviour not related to core job tasks such as; work citizenship behaviour, cooperating, and support for organizational goals and vision vital within the job. The third is the counter productive work behaviour identified by Borman (2004), this has to do with deviant behaviours which impede work process. Rotundo and Sackett (2002) have demonstrated that each of the three components of job performance have a composite effect on the comprehensive rating of employees' performance, with core task performance having the most weight, followed by counterproductive performance and contextual performance. Kahya (2007) have shown that individuals' level in an organisation, job specification, designation and context have varying impact on employees' job performance. Some specific job task necessitate that employees have high level technical knowledge and discipline to carry out the task successfully. It is conceivable that those employees with more professional knowledge and certification should undertake higher level of job performance to fulfill the job responsibilities satisfactorily.

### **Staff years of work experience and performance of public sector**

Caprara, Barbaranelli, Pastorelli, Bandura and Zimbardo (2000) observed that work experience is perhaps one of the most commonly encountered concepts in personnel research and practice. Work experience is relevant for many human resource functions such as selection (e.g., Ash & Levine, 1985), training (e.g., Ford, Quinones, Segó, & Sorra, 1992). Given the importance of work experience for human resource practice and research, it is not surprising that a fair amount of research has examined the concept and its relationship with important outcomes such as job performance. Early studies concluded that work experience was not as important for successful performance as had been previously much(e.g.; Fiedler 1970). A meta-analysis by Hunter and; Hunter (1984), however, found a correlation of between work experience and job performance. According to Caprara, et al., (2000) noted that like UCTH, years of individual experience and self-development in a related work activity like work experience before the new place of work, experience ranging from 1 to 3, professional experience and certification in health system strengthening, Experience in health administration. 4 to 7 years work experience and 8 and above years of work experience have a significant effect of the general performance of a staff in any organization. Finally, a meta-analysis

by McDaniel, Schmidt, & Hunter (1988) found a mean corrected correlation between work experience and job performance across a number of occupations.

### **Social skill and job performance**

Hochwarter, et al. (2004) observe that communication, relationship with staff and customers, employer and employee relationship as well as attitude at work setting have a positive impact on customers satisfaction and staff motivation in an organization. Social skill, or the ability to effectively interact with others, is becoming increasingly important for organizations as more team based arrangements are used and more service-oriented jobs are employed. Strong social skill can facilitate interpersonal interactions, which can in turn lead to effective job outcomes. Social skills are encouraged positive interactions with others, avoided or terminated negative social interactions with others (Flowers, 2008). There are many benefits of social interaction. For example, participating in social activities could cause you to have many feelings such as: belonging, acceptance, and confidence. Social activities can help you to make friends, feel good about yourself and do many things that you could not do on your own such as win a team sport or complete a major project (Pettry, 2006).

Social skills also allow an individual the opportunity to express both positive and negative feelings in interpersonal situations without losing social reinforcement (Kuhn & Weinberger (2005) find positive return to occupying leadership positions in high school, especially in managerial occupations. Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) found that prosocial skills (cooperating, helping, sharing, and consoling) in 3rd grade was a better predictor of 8th grade academic achievement than 3rd grade academic achievement (Flowers, 2008). Borghans, Weel, and Weinberg (2006) show that people who are sociable early in life are more likely to hold jobs in which people tasks are important, and that returns to people skills are greater in these jobs. In addition, compared to other career success predictors, such as conscientiousness and general mental ability, social skill is unique in that it is more malleable (Segrin & Givertz, 2003). More recently, however, social skill has been theorized as a moderating variable that enhances people's performance (Hogan & Shelton, 1998). In particular, Witt and Ferris (2003) found that social skill moderates the relationship between conscientiousness and job performance, such that the relationship was stronger for individuals with higher social skill (Okumura & Usui, 2010). Similarly, Ferris, Witt, and Hochwarter (2001) found that social skill moderates the relationship between general mental ability and job performance and salary, such that the performance rating and salary were highest for individuals with both high social skill and general mental ability (Okumura & Usui, 2010).

### **Skill/ qualification and performance of public sector**

According to Akinwunmi and Adeyanju (2011), education and other skills exhibited by staff in any organization is priceless asset of fundamental value to the individual and the organization. It provides a sound basis for individuals to develop their potentialities. It is a powerful instrument for effecting national development. It is a dynamic instrument of change. The wealth of nation is determined to a large extent by the quality as well as the quantity of its human resources that ultimately set the pace for the social, economic or political development of a nation. Education attainment refers to the type of academic credentials or degrees an individual has obtained. Education level is a continuous variable but frequently captured as a categorical measure in empirical studies (Akinwunmi & Adeyanju, 2011). In this study, the concept "educated employees" applies to employees who hold at least West African Education Certificate (WAEC) or Senior secondary certificate (SSCE) plus technical knowledge in accounting or financial studies because these are the minimal qualification criteria in the Nigeria accounting system. However, a degree or educational diploma certification is

necessary for employees in financial institutions and most organizations use education as an indicator of individuals' skill levels or productivity (Benson, Finegold, & Mohrman, 2004). In this case, individuals who have specialised technical skills (such as accounting) will be attracted and employed by organizations that utilised such specialized set of skills (such as major accounting firms). Furthermore, evidence also suggests that possession of specialized accounting skills is major determinant of performance for financial professionals and manager's cost-related judgments (He, 2015). This technical competence is often achieved through the acquisition of professional qualification and training like ICAN, ACCA, ANAN and ICCA (He, 2015). These qualification in any organization like UCTH can positively enhance productivity and good performance of the organization

### **Human Capital Theory**

Human capital theory suggests that the abilities and knowledge acquired by individuals are likely to be rewarded with higher earnings in the labor market (Becker, 1964). Education and work experience are the two forms of human capital individuals are most likely to acquire during their careers (Myers, Griffeth, Daugherty, & Lusch, 2004; Singer & Bruhns, 1991; Strober, 1990). It should be noted, though, that in numerous cases educational level and amount of work experience are likely to be negatively correlated. Those who spend more years in school will have less time available in which to accumulate work experience, whereas those who enter the labor market early typically accumulate less formal education. There has been mounting research evidence indicating the career benefits of human capital investments. For instance, in one of the earliest studies of the effect of education on salary, Mincer (1974) found that an additional year of schooling yielded a net increase of 11.5% in annual earnings. A meta-analysis conducted by Quinones, Ford and Teachout (1995) showed that work experience was positively related to job performance at 27. Furthermore, the positive effects of human capital investments (e.g., in schooling) in early career on subsequent earnings are large (Sweetland, 1996). Thus, human capital theory is particularly useful for explaining income dispersion across social and occupational groups like UCTH, for identifying the rate of return on educational expenditures, and for explaining national differences in economic growth. That is, if staff have the relevant skill and are sound in what they do, the will be positive result and patient satisfaction of services provided by the organization like UCTH.

### **Research methodology**

The cross sectional survey design was adopted for this study. The main goal of this type of research is to describe the data and characteristics about what is being studied. The researcher seeks to describe the factors that motivate and possibly de-motivate employees. It is best to use for its fact finding study and its involvement in the collection of data through answering questionnaires, observations and interviews in order to accomplish the aims of the study (Shuttleworth, 2008). The study was conducted in university teaching hospital Calabar. The university is located between Calabar Municipal local government area and Calabar south to the south and Akpabuyo to the south east. According to available statistics from research and statistics department, the hospitals have a total population of 6329 staff. Two hundred and eighty four (353) employees were drawn from the various departments of the Hospital using stratified sampling technique. The instrument employed in collecting data is the questionnaire. The sample distribution for the study is as shown in table 3.1

**Table 3.1 sample distribution on the basis staff profession**

s/n	Department or units	Representative sample
	Doctors	35
	Nurses and midwife's	97
	Admin staff	155
	Security	19
	Cleaners	19
	Others	28
	Total	353

To measure the extent of accountant professional behavior, questions were asked about the level of their involvement in professional based activities in conjunction with items adapted from Butter and Hermanns (2011) professionalism scale. To capture actual performance employees were asked about the different roles they play in the hospital and how this role has improved performance of the entire hospital. The scale reliability test as reported by the author for in role performance was 0.91 Alpha. The items were rated and coded according to their number for proper measurement. The questionnaires were administered personally to the employees sampled in this study. The researchers explained to the respondents that the questionnaires were strictly for research purpose only. They were however assured that the information would be treated confidentially. A total of 353 copies of questionnaires were administered. The copies of the questionnaire that were properly completed were used for the data analysis

### **Method of data analysis**

#### **Hypothesis one**

Staff years of work experience have no significant effect on performance of UCTH. In this hypothesis, the Independent variable is Staff years of work experience while the dependent variable is performance of UCTH. To test the hypothesis, the linear regression model statistics was employed to test the relationship between Staff years of work experience and performance of UCTH shown in Table 4.1a from the first model summary result, it is statistical that there is a strong influence ( $R = 260a$ ) between staff years of work experience and performance of UCTH. The adjusted R square ( $R$ . Square =068) also showed that staff years of work experience and performance of UCTH (Adjusted  $R^2 = .044$ ) of the total variation of the disaggregated independent variable (work experience before UCTH, 1 to 3 years work experience in UCTH, professional experience in certification in health system strengthening, Experience in health administration. 4 to 7 years work experience and 8 and above years of work experience) as predictor indices of performance of UCTH. A similar significant result difference was obtained in the ANOVA model which also showed a significant F-ratio of 12.915 which was calculated against the critical F-ratio of 3.053 at 0.05 levels of significances and 6 degree of freedom. The last tables of result from the coefficient regression analysis further revealed that there is significant relationship between years of staff work experience and performance of UCTH in Table 4.1c showed that a strong relationship exists between years of staff work experience and performance of UCTH ( $\beta = .255$ ,  $t = 17.67$ ,  $P < .05$ ). Thus, we reject  $H_0$  and accept the  $H_1$ . This implies that years of work experience have significant effect on performance of UCTH.

#### **Regression residual convergence**

From the analysis presented in table 4.12 on the residual dependent variable, The difference between the observed value of the dependent variable ( $y$ ) varies significantly, from the graph or chart in table 4.1, it shows the residuals on the vertical axis and the independent variable on the horizontal axis.

Since the plot was randomly dispersed around the horizontal axis, the linear regression model was very appropriate for the data. The residual plot shows a fairly random pattern - the first residual is positive, the next two are negative, the fourth is positive, and the last residual is negative. This random pattern indicates that a linear model provides a decent fit to the data. This means that the study variable –years of staff work experience can affect the general performance of University of Calabar Teaching Hospital.

**Table 4.1a Regression module summary analysis for staff years of work experience and performance of UCTH**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.260 <sup>a</sup>	.068	.044	.32941

a. Predictors: (Constant), work experience before UCTH, 1 to 3 years work experience in UCTH, professional experience in certification in health system strengthening, Experience in health administration. 4 to 7 years work experience and 8 and above years of work experience

b. Dependent Variable: marital stability.

**Table 4.1b Regression ANOVA summary analysis for staff years of work experience and performance of UCTH**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.898	6	.316	2.915	.009 <sup>b</sup>
	Residual	26.151	335	.109		
	Total	28.048	342			

a. Dependent Variable: performance of UCTH

b. Predictors: (Constant), work experience before UCTH, 1 to 3 years work experience in UCTH, professional experience in certification in health system strengthening, Experience in health administration. 4 to 7 years work experience and 8 and above years of work experience

**Table 4.1c Regression Coefficient summary analysis for staff years of work experience and performance of UCTH**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.811	.106		7.678	.000
work experience before UCTH	.030	.018	.101	1.624	.106
1 to 3 years work experience in UCTH	.030	.029	.066	1.049	.295
professional experience in certification in health system strengthening	.085	.023	.233	3.654	.000
Experience in health administration	.024	.042	.038	.572	.568
4 to 7 years work experience and	.014	.027	.031	.497	.620
8 and above years of work experience	-.019	.032	-.041	-.613	.540

a. Dependent Variable: performance of UCTH

**Table 4.2 Residuals regression statistics for staff years of work experience and performance of UCTH**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9131	1.3338	1.0887	.08765	248
Residual	-1.07319	1.01514	.00000	.32538	248
Std. Predicted Value	-2.004	2.797	.000	1.000	248
Std. Residual	-3.258	3.082	.000	.988	248

a. Dependent Variable: performance of UCTH

Source: Field survey, 2020/2021

### Hypothesis two

Ho Staff social skills do not have a significant effect on performance of UCTH.

Hi Staff social skills have a significant effect on performance of UCTH

Decision Rule: Accept Ho if critical  $X^2$  value of 6.22 is greater than calculated value of 129.566<sup>a</sup> is at 0.05 level of significant and 3 degree of freedom otherwise reject the Ho and accept the H<sub>i</sub>. This analysis was presented in table 4.7

To test hypothesis one, chi-squared Analysis was used in testing the hypothesis or analysis of the two variables- Staff social skills and performance of UCTH. From the analysis, the calculated  $X^2$  value of 129.566<sup>a</sup> was tested in comparison with the  $X^2$  table value of 6.22 at 0.05 level of significance. The calculated  $X^2$  value was greater than the critical  $X^2$  values. Therefore means that there is a significant effect of social skills on performance of UCTH

Decision: Hypothesis two above was tested using chi-square statistical to determine the significant effect of Staff social skills on performance of UCTH From the test, as shown from respondents opinion in the observed and expected counts, revealed that good communication skill, staff or health work patient relationship, nurses doctors relationship, administrative staff and clinician relationship as well as periodic response to emergency cases are core indicators of performances of UCTH. This from the analysis is evidences in the fact that when timely incentives or salaries are paid, worker will be more motivated to do more.

**TABLE 4.2 Chi-square analysis social skills and performance of UCTH**

		Performance of UCTH		Total	
		yes	no		
Social skills	good communication skill	Count	160	2	162
		Expected	145.4	16.6	162.0
	staff or health work patient relationship	Count	111	4	115
		Expected	103.2	11.8	115.0
	nurses doctors relationship	Count	19	4	23
		Expected	20.6	2.4	23.0
	administrative staff and clinician relationship	Count	5	25	30
		Expected	26.9	3.1	30.0
	periodic response to emergency cases	Count	12	0	12
		Expected	10.8	1.2	12.0
	Total	Count	307	35	342
		Expected	307.0	35.0	342.0

Keys- O- Observed Frequency  
 E- Expected Frequency

*Chi square* = 129.566<sup>a</sup>  
*Degrees of freedom* =1  
*Table Value* =3.84

**Hypothesis three**

Ho There is no significant effect of skill/qualification of staff on performance of UCTH  
 Hi There is significant effect of skill/qualification of staff on performance of UCTH

Decision Rule: Accept Ho if critical X<sup>2</sup> value of 8.20 is greater than calculated value of 41.521<sup>a</sup> is at 0.05 level of significant and 1 degree of freedom otherwise reject the Ho and accept the H<sub>I</sub>. This analysis was presented in table 4.3

To test hypothesis one, chi-squared Analysis was used in testing the hypothesis or analysis of the two variables- skill/qualification of staff and performance of UCTH. From the analysis, the calculated X<sup>2</sup> value of 41.521<sup>a</sup> was tested in comparison with the X<sup>2</sup> table value of 8.20 at 0.05 level

of significance. The calculated  $X^2$  value was greater than the critical  $X^2$  values. Therefore means that there is a significant effect of skill/qualification of staff on performance of UCTH

Decision: Hypothesis one above was tested using chi-square statistical to determine the significant effect of skill/qualification of staff on performance of UCTH. From the test, it showed that there is significant effect of skill/qualification of staff on performance of UCTH

**TABLE 4.3 Chi-square analyses for skill/qualification of staff on performance of UCTH**  
**skill/qualification of staff and performance of UCTH Crosstabulation**

			Performance of UCTH		Total
			yes	no	
Skill/qualification	Trade test skills	Count	103	27	130
		Expected Count	116.7	13.3	130.0
	Educational qualification	Count	62	4	66
		Expected Count	59.2	6.8	66.0
	Professional qualification	Count	77	1	78
		Expected Count	70.0	8.0	78.0
	Others	Count	65	3	68
		Expected Count	61.0	7.0	68.0
	Total	Count	307	35	342
		Expected Count	307.0	35.0	342.0

Keys- O- Observed Frequency  
 E- Expected Frequency

*Chi square* = 41.521<sup>a</sup>  
*Degrees of freedom* =1  
*Table Value* =3.84

## Discussion of findings

### Years of work experience and performance of UCTH

The first hypothesis was tested with the Multiple linear regression determine the effect staff years of work experience on performance of UCTH. From the test, it showed that years of work experience within and outside of UCTH have a significant impact and effect on the general performance of staff and its cumulative impact of the Hospital. This validates the research work conducted by Caprara, et al., (2000) who noted that like UCTH, years of individual experience and self-development in a related work activity like work experience before the new place of work, experience ranging from 1 to 3, professional experience and certification in health system strengthening, Experience in health administration. 4 to 7 years work experience and 8 and above years of work experience have a significant effect of the general performance of a staff in any organization. Finally, a meta-analysis by McDaniel, Schmidt, & Hunter (1988) found a mean corrected correlation between work experience and job performance across a number of occupations.

### Staff social skills and performance of UCTH

To test hypothesis two, chi-squared Analysis was used in testing the hypothesis or analysis of the two variables- staff social skills and performance of UCTH. From the analysis, the calculated  $X^2$

value of 129.566<sup>4</sup> was tested in comparison with the  $\chi^2$  table value of 6.22 at 0.05 level of significance. The calculated  $\chi^2$  value was greater than the critical  $\chi^2$  values. Therefore means that there is a significant effect of staff social skills on the performance of UCTH

The result is in line with Hochwarter, et al. (2004) observe that communication, relationship with staff and customers, employer and employee relationship as well as attitude at work setting have a positive impact on customers satisfaction and staff motivation in an organization. Social skill, or the ability to effectively interact with others, is becoming increasingly important for organizations as more team based arrangements are used and more service-oriented jobs are employed. Strong social skill can facilitate interpersonal interactions, which can in turn lead to effective job outcomes. Social skills are encouraged positive interactions with others, avoided or terminated negative social interactions with others (Flowers, 2008). There are many benefits of social interaction. For example, participating in social activities could cause you to have many feelings such as: belonging, acceptance, and confidence.

### **Skill/qualification of staff and performance of UCTH**

The third hypothesis was tested using chi-square to determine skill and qualifications of staff and performance of UCTH. This finding was statistically significant as calculated  $\chi^2$  was 134.60 with a  $df=1$  while the critical table value at 0.05 is 3.84 (See table 6), an indication that employee skill and qualification have a significant association with performance of UCTH. This finding validates Akinwunmi and Adeyanju (2011) observation that, education and other skills exhibited by staff in any organization is priceless asset of fundamental value to the individual and the organization. It provides a sound basis for individuals to develop their potentialities. It is a powerful instrument for effecting national development. It is a dynamic instrument of change. The wealth of nation is determined to a large extent by the quality as well as the quantity of its human resources that ultimately set the pace for the social, economic or political development of a nation. Education attainment refers to the type of academic credentials or degrees an individual has obtained. Education level is a continuous variable but frequently captured as a categorical measure in empirical studies (Akinwunmi & Adeyanju, 2011). In this study, the concept “educated employees” applies to employees who hold at least West African Education Certificate (WAEC) or Senior secondary certificate (SSCE) plus technical knowledge in accounting or financial studies because these are the minimal qualification criteria in the Nigeria accounting system. However, a degree or educational diploma certification is necessary for employees in financial institutions and most organizations use education as an indicator of individuals’ skill levels or productivity (Benson, Finegold, & Mohrman, 2004).

### **Conclusion**

Using the augmented human-capital development theory as used in this study or article, this study empirically investigated the impact or effect of human capital development on public sector with focus on University of Calabar Teaching Hospital. The regression estimates shows that all the independent variables - gross total capital formation and total government and individual investment and expenditure on education are statistically significant in the determination of the level of performance and output in a job target. This implies that they cannot be ignored if UCTH must achieve a significant positive growth and performance management. Furthermore, the result indicates that all the independent variable-staff years of work experience, social skill as well as education and professional qualification established a significant relationship with efficient productivity of UCTH. This means that a greater amount of each would engender increase in output level or rise in the growth or performance management of UCTH. Also, the regression result reveals that all the independent variables are relatively inelastic with respect to their relationship with the dependent

variable. That is, in university of Calabar Teaching Hospital, Human Capital Development had a significant impact of performance, productivity, growth and development of the institution

### Recommendations

From the findings, the following recommendations are made

1. From the findings, it is a necessity for the hospital management to ensure that there is annual staff training beside personal staff expertise so as to increase productivity and efficiency of performance
2. Resulting upon these findings, government and policy makers should as a matter of urgency give high priority to human capital development at the institutional level and not only individual self-development
3. Concerted and sincere efforts should be made in building and developing human capacity through adequate educational and relevant trade test of skill funding across all levels since it remains the major way of attaining sustainable economic growth and development.

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