

Human Capital Development and Service Delivery in Benue State Universal Basic Education Board Makurdi, Nigeria

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Abstract

The study examined human capital development and service delivery in Benue State Universal Basic Education Board Makurdi, Nigeria. The study was guided by two specific objectives. Two research questions were raised and answered by the study while two hypotheses were formulated and tested. The study adopted a descriptive survey research design. The population of the study consists of 79 employees of the Universal Basic Education Board Makurdi. The study used questionnaire as instrument for data collection. The instrument was subjected to face and content validity. Cronbach alpha method was used to establish the internal consistency of the questionnaire items which yielded a reliability coefficient of 0.82. Data collected for the study were analyzed using a descriptive statistics, precisely the mean (real limits of number) and standard deviation to answer the research questions while the Pearson Product Moment Correlation Coefficient was used to test the hypotheses at a 0.05 level of significance. The findings of the study revealed that human capital development has a positive significant relationship with quality of service delivery, and quantity of work produce in the Benue State Universal Basic Education Board Makurdi. The study recommended among others that Benue State Universal Basic Education Board Makurdi should set up a human capital development programmes and policies that are capable of raising the skills, morale and performance of employee that would guarantee quality service delivery.

Key Words: Human capital, Development, Service delivery, Organization

DOI: [URL:https://doi.org/10.36758/ijpamr/v7n3.2021/05](https://doi.org/10.36758/ijpamr/v7n3.2021/05)

1. Introduction

Human capital development is considered to be the major factor in achieving effective service delivery in both developed and developing nations. Sharma, Sadana & Kaur (2012) see the human factor as the most important aspect of production which requires adequate attention to develop and properly utilize using laid down human capital development tools. Human capital development entails those activities geared towards improving knowledge, sharpening the skills, instilling values, and encouraging the behaviour necessary to actualize the potentials of employees of an organization (Alo, 2000). It is an action plan for enhancing employees' level of performance to excel in the current job or prepare for new responsibilities (Bohlander & Snell, 2007). Thus, it is the process of assisting employees to acquire new skills as well as develop existing ones to be used in satisfying the needs of the organization.

Human capital development initiatives that can lead to effective service delivery in an organization includes coaching to elevate employee skills and position them to advance to higher level positions within their career or elsewhere in the field as well as assistance in mapping out a career development plan, in-service training to build specialized skills; mentoring etc. According to Corporate District Quarters (2007), organization will remain effective and keep their edge only as long as they have competent and committed employees that are well trained

and motivated for work. Service delivery remains a satisfactory effort to provide the much-expected value for public or customers by an organization through the activities, relationship, or interaction between the employees and public or customers. Service delivery refers to the actual delivery of a service and product to the public or customers by an organization (Lovelock & Wright, 2012). It is therefore, concerned with the where, when, and how a service or product is delivered to the public or customers and whether this service or product is fair or unfair in nature. These services have to be rendered in an effective and efficient manner in terms of quality, quantity, timelines, reliable, and citizen-friendly manner, and through competent and qualified employees. Organization cannot deliver effective and efficient service without adequate human capital development.

However, observation has shown that effective and efficient service delivery in Benue State Universal Basic Education Board Makurdi, which is supposed to be a function of proper human capital development, has been on a dwindling mode. It is against this backdrop, that the paper seeks to examine the relationship between human capital development and service delivery with specific reference to the Benue State Universal Basic Education Board Makurdi. The specific objectives of the study are therefore, to: ascertain the relationship between human capital development and quality of service delivery; examine the relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi. The following research questions were raised and answered by the study: what is the relationship between human capital development and quality of service delivery; and how significant is the relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi.

In line with the specific objectives and the research questions of the study, two hypotheses were formulated to guide the study viz: there is a positive significant relationship between human capital development and quality of service delivery; and there is a positive significant relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi.

2. Conceptual Review

The major concepts of the study have been defined and reviewed hereunder.

Human Capital Development

Human capital development can be defined as those activities geared towards improving knowledge, sharpening the skills, instilling the values, and encouraging the behaviour necessary to actualize the potentials of staff of the organization (Alo, 2000). It also concerned with the knowledge, habits, and personality attributes that are embedded in an employee to aid him/her to perform the assigned task or to carry out given responsibilities within and outside the work organization (Friday & Emma, 2020). 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 a country's economy (Igbokwe-Ibeto, Chukwuemeka & Okechukwu, 2014). According to Sullivan & Steven (2013), Human capital development is about recruiting, supporting and investing in people through education, training, coaching, mentoring, internships, organizational development and human resources management. According to Schultz (1993), Human capital development refers to the processes that relate to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values, and social assets of an employee which will lead to the employee's satisfaction and performance, and eventually effective service delivery in an organization.

Concept of Service Delivery

Service delivery refers to the actual delivery of a service and product to the customers or clients (Lovelock & Wright, 2012). It is therefore, concerned with the where, when, and how a service

or product is delivered to the customers and whether this service or product is fair or unfair in nature. Chukwuemeka, Ubochi & Okechukwu (2017), view service delivery as the achievement of targets performance, output and productivity of the tasks assigned to organizations or employees' within particular period of time. Similarly, Riekert (2011) cited in Olalekan, Jide & Oludare (2017), view service delivery as the provision of a product or service by a government body or organizations to the citizens.

According to Oronsaye (2010) service delivery can be seen as the process of meeting the needs of citizens through prompt and efficient procedures. This implies that, the interaction between government and citizens are such that the needs of the citizens are met in a timely manner, thereby making the citizens key in public service delivery. The implication here is that, as the private sector considers its customer as 'king', thereby ensuring quality service delivery, the public should be regarded as 'master' and the beneficiary of enhanced performance of the public service (Aladegbola & Jaiyeola, 2016). According to Ahmed (2005) service delivery has been an old concept which draws attention of organizations to their responsibility to render service to their customers, in the most satisfactory manner. The terminology varies depending on the time, place or context. The concept presupposes that, in public service, there is contractual relationship between the customer (the public) and the service provider (government agency) which obliges the latter to render service to the former in most satisfactory way, be it in terms of utility, quality, convenience, timelines, cost, courtesy, communication or otherwise (Chuks, 2020).

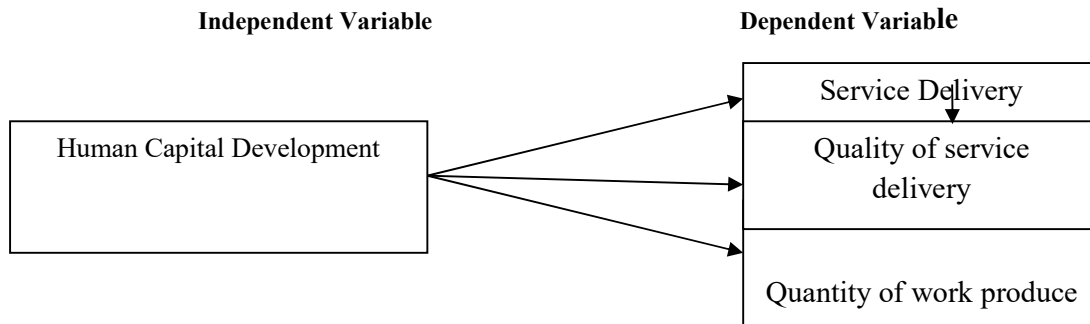
Quality of Service Delivery

Delivering services of high quality is an important pursuit for service providers that seek to create and provide value to their customers (Grönroos & Ravald, 2011). Through the provision of high levels of quality service, organizations can achieve increased customer satisfaction, loyalty and therefore long-term profitability (Zeithaml & Bitner, 2000). Quality service delivery refers to accuracy, neatness, thoroughness and compliance with specifications by the employee according to departmental expectations and the requirements of the position. Quality service is a measure of the extent to which a delivered service meets the customer's expectations. It is determined by the customer's perception and not by the perceptions of the providers of the service (Gronroos, 1984). It also entails an overall judgment of a service provided and the outcome of the comparison between customers' perception and expectations (Dadfar & Bregre, 2012). A gap is created if customers' perceptions of service delivered fails to meet their expectations (Ramseook-Munhurrum, 2010). Agrawal & Wadhwa (2007) propose a multi-dimensional scale for measuring quality service which includes accuracy and reliability of information, friendly and courteous interaction by employees, integration of services, enhanced accessibility, active service recovery and assurance of services.

Quantity of work produced

Quantity of work refers to the number of work produced by the employees and the employees unit (McNamara, 2013). The quantity is measured through the number of products produced or services provided, or as a result of the general goal achieve. It deals with the amount of work accomplished by an employee against the expectations set by the employer (Gronroos, 1984). Thus, it involves the volume of work produced by an employee in relation to the amount of work requiring completion or attention. Quantity of work may be evaluated in terms of the output of an employee in a specific period of time (Jokanović, Tomić & Duđak, 2017). It can also be assessed according to the amount of units of a product or service that an employee handles in a defined time frame (Piana, 2001). It is a number of units produced, processed, service delivered or sold by employee in an organization with the aim of achieving organizational goals (Dadfar & Bregre, 2012).

Conceptual Model of Human Capital Development and Service Delivery



Source: Researcher's Conceptual model of Human Capital Development and Service Delivery

Theoretical framework

The study adopted Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961). The theory postulates that training and education are a form of investment in human beings. The underlying belief then is that human capital development creates assets in the form of knowledge and skills, which in turn increases the performance of the worker and effective service delivery. Schultz (1961) argued that human capital has been able to acquire these skills as a result of training and development programmes or investment through appropriate training both within and outside the organization through seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion and health care. Human capital theory thus emphasizes how education increases the performance and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan & Okemakinde, 2008).

According to Flamholtz & Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human capital. When an organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive, efficient and effective service delivery.

The relevance and applicability of human capital theory to the study lies in its contributions to the idea of human capital development. The theory explains how organization can achieve effective service delivery through human capital development. The theory is therefore, appropriate for the study because it aims at achieving effective service delivery through investment on training and education of employees in Benue State Universal Basic Education Board Makurdi.

3. Methodology

The study adopted a descriptive survey research design. The population of the study was 76 employees which consist of 42 senior staff and 34 junior staff of the organization. The entire population constituted the sample for the study, hence there was no sampling because the population is small and was managed by the researchers. The instrument used for data collection was a structured questionnaire titled: Human Capital Development and Service Delivery Questionnaire (HCDSQ) developed by the researchers from the literature reviewed. The response of each item in the questionnaire were based on a 4-point rating scale of very high

extent, high extent, low extent and very low extent with a corresponding nominal value of 4,3,2 and 1 respectively. The instrument was subjected to face and content validity. Cronbach Alpha method was used to establish the internal consistency of the HCDSQ items which yielded a reliability coefficient of 0.82 indicating that the instrument is highly consistent, and hence reliable for the study. The instrument was administered to the respondents by the researchers. A total of 76 questionnaires were administered by the researchers and only 69 questionnaires were retrieved from the respondents and used for the data analysis. Data collected for the study were analyzed using both descriptive and inferential statistics. Descriptive statistics of the mean (real limits of numbers) and standard deviation was used to answer the research questionnaire, while the Pearson Product Moment Correlation Coefficient was used to test the hypotheses at a 0.05 level of significance.

In answering the research questions, the real limits of numbers was used for decision making as follows; 3.50 - 4.00 = very high extent; 2.50 – 3.49 = high extent; 1.50 – 2.49 = low extent; 1.00 – 1.49 = very low extent. The decision rule for testing the hypotheses was based on the p-value and alpha value. A hypothesis of no significant correlation was not rejected for any cluster of items whose p-value was equal to or greater than (\geq) the alpha value of 0.05 while it was rejected for any cluster of items whose p-value was less than the alpha value of 0.05.

4. Result and Discussion

The data obtained during the field survey in the Benue State Universal Basic Education Board Makurdi was presented and analyzed in this part of the paper using a descriptive statistics of the mean (real limits of numbers) and standard deviation.

Table 1: Descriptive statistics of the analyzed data (Human capital development)

S/N	Variables	N	Minimum	Maximum	Mean	Std. Deviation	Remark
1.	High priority is given to training programs relevant to the service delivery	69	2.00	4.00	3.52	.573	Very high extent
2.	Employees are given the opportunity to further their education	69	1.00	4.00	3.74	.654	Very high extent
3.	Employees are normally given on the job training	69	2.00	4.00	3.55	.533	Very high extent
4.	Management are highly committed to human capital development	69	2.00	4.00	3.79	.651	Very high extent
5.	The organization involves in job rotation training for employees	69	2.00	4.00	2.54	.769	High extent

Source: Field survey data, 2019.

A bench-mark of 2.50 was used for the study. Since the mean values of all the questionnaire items for the variables of human capital development in the Benue State Universal Basic Education Board Makurdi were above 2.50, it shows that all the questions were highly acceptable for the study. Hence, they were all used for the study.

Table 2: Descriptive statistics of the analyzed data (Quality of service delivery)

S/N	Variables	N	Minimum	Maximum	Mean	Std. Deviation	Remark
6.	Delivering of accuracy service that meet public specification in terms of quality	69	2.00	4.00	3.64	.584	Very high extent
7.	The organization deliver effective service to the public	69	2.00	4.00	3.78	.732	Very high extent
8.	My organization produced quality service that meets public expectations	69	2.00	4.00	3.75	.531	Very high extent
9.	The organization provides quality service of high standards	69	1.00	4.00	3.53	.645	Very high extent
10.	My organization provide reliable and tangible service that enhance it service delivery	69	1.00	4.00	3.82	.717	Very high extent

Source: Field survey data, 2019.

A bench-mark of 2.50 was used for the study. Since the mean values of all the questionnaire items for the variables of quality of service delivery in the Benue State Universal Basic Education Board Makurdi were above 2.50, it shows that all the questions were highly acceptable for the study. Hence, they were all used for the study.

Table 3: Descriptive statistics of the analyzed data (Quantity of work produce)

S/N	Variables	N	Minimum	Maximum	Mean	Std. Deviation	Remark
11.	The organization produced higher volume of work	69	2.00	4.00	3.84	.564	Very high extent
12.	My organization put in extra efforts in order to produced a lots of work	69	1.00	4.00	3.72	.714	Very high extent
13.	My organization consistently meeting expected quantity of work	69	1.00	4.00	3.61	.538	Very high extent
14.	The organization produced a lot of works within specific period of time	69	1.00	4.00	3.56	.616	Very high extent
15.	My organization produced high volume of work that enhance it service delivery	69	1.00	4.00	3.87	.724	Very high extent

Source: Field survey data, 2019.

A bench-mark of 2.50 was used for the study. Since the mean values of all the questionnaire items for the variables of quantity of work produce in the Benue State Universal Basic Education Board Makurdi were above 2.50, it shows that all the questions were highly acceptable for the study. Hence, they were all used for the study.

Testing of Hypotheses

In testing the stated hypotheses of the study, the Pearson Product Moment Correlation Coefficient was used at a 0.05 level of significance.

Hypothesis one

H₁: There is a positive significant relationship between human capital development and quality of service delivery in the Benue State Universal Basic Education Board Makurdi.

To test hypothesis 1 above, the mean ratings of respondents were analyzed using the Pearson Product Moment Correlation Coefficient with the aid of Micro-Soft Excel and presented in Table 4.

Table 4: Relationship between human capital development and quality of service delivery in the Benue State Universal Basic Education Board Makurdi

Variables		Human capital development	Quality of service delivery
Human capital development	Pearson Correlation	1	.874**
	Sig. (2-tailed)		.000
	N	69	69
Quality of service delivery	Pearson Correlation	.874**	1
	Sig. (2-tailed)	.000	
	N	69	69

Source: Field survey data, 2019.

Data presented in Table four above shows the relationship between human capital development and quality of service delivery in the Benue State Universal Basic Education Board Makurdi. The correlation coefficient (r) value of .874 obtained indicates that there is a strong positive relationship between human capital development and quality of service delivery in the Benue State Universal Basic Education Board Makurdi. The table further revealed a p-value of .000 which was less than the alpha value of .05 indicating that there was a statistical significant relationship between human capital development and quality of service delivery in the Benue State Universal Basic Education Board Makurdi, hence the alternative hypothesis stated above was not rejected.

Hypothesis two

H₁: There is a positive significant relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi.

To test hypothesis 2 above, the mean ratings of respondents were analyzed using Pearson Product Moment Correlation Coefficient with the aid of Micro-Soft Excel and presented in Table 5.

Table 5: Relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi

Variables		Human capital development	Quantity of work produce
Human capital development	Pearson Correlation	1	.543**
	Sig. (2-tailed)		.000
	N	69	69
Quantity of work produce	Pearson Correlation	.543**	1
	Sig. (2-tailed)	.000	
	N	69	69

Source: Field survey data, 2019.

Data presented in Table five above shows the relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi. The correlation coefficient (r) value of .543 obtained indicates that there is a positive relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi. This clearly shows that one can associate human capital development and quantity of work produce in the organization. The table further revealed

a p-value of .000 which was less than the alpha value of .05 indicating that, there was a statistical significant relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi, hence the alternative hypothesis stated above was not rejected.

Discussion of the Findings

The study was conducted in order to assess the relationship between human capital development and service delivery in the Benue State Universal Basic Education Board Makurdi. In view of the research questions and the subsequent testing of the two stated hypotheses the study in Table 1 has revealed that, the respondents rated the variables of human capital development in the Benue State Universal Basic Education Board Makurdi to a very high extent. In Table 2, the study also revealed that, the respondents rated the variables of quality of service delivery in the Benue State Universal Basic Education Board Makurdi to a very high extent. The findings from Table 1 and 2 was further supported by findings from hypothesis 1 in Table 4 which revealed that, there is a strong positive significant relationship between human capital development and quality of service delivery in the Benue State Universal Basic Education Board Makurdi.

The finding of the study in Table 1 has revealed that, the respondents rated the variables of human capital development in the Benue State Universal Basic Education Board Makurdi to a very high extent. In Table 3, the study also revealed that, the respondents rated the variables of quantity of work produce in the Benue State Universal Basic Education Board Makurdi to a very high extent. The finding from Table 1 and 3 was further supported by finding from hypothesis 2 in Table 5 which revealed that, there is a positive significant relationship between human capital development and quantity of work produce in the Benue State Universal Basic Education Board Makurdi. The findings of the study were in conformity with Michael & Zaid (2014) they found that there is a significant relationship between human capital development and organizational performance.

5. Conclusion and Recommendation

In view of the results obtained from the study, the researchers draws a conclusion that human capital development is an essential factor in achieving effective service delivery in an organization and there is a positive significant relationship between the variables of human capital development and the service delivery variables in the Benue State Universal Basic Education Board Makurdi.

Relative to the findings of the study, the following are recommended to serve as a means of improving on the human capital development in the organizations for effective service delivery:

1. Management of Benue State Universal Basic Education Board Makurdi should allocate more resources for human capital development programmes that are capable of raising the skills, morale and performance of employee that would guarantee quality service delivery.
2. The organization should encourage on-the-job training, and further education that employees require to improve their performance and capabilities, which consequently will increase effective service delivery in terms of quantity of work produce.

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