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Enhancing Organizational Productivity through Strategic Human Capital Development in Abia State Tertiary Institutions

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Abstract

Education is considered as the bedrock for economic development of every nation. In essence, tertiary institutions play a crucial role in driving this economic and social development, especially in developing countries like Nigeria. This study tried to examine the impact of human capital development strategies on the organizational productivity of selected tertiary institutions in Abia State, Nigeria. The study examined the relationship between human capital development programs and organizational productivity in selected tertiary institutions in Abia State. It also explored the challenges and barriers faced by tertiary institutions in Abia State in implementing effective human capital development strategies. Drawing on a mixed-methods approach, the research investigates the specific human capital development initiatives implemented by these institutions and their influence on key productivity indicators. Research questions were addressed utilizing fundamental statistical tools such as frequency analysis, percentage calculation, standard deviation, and mean determination. The null hypotheses were rigorously tested through Ordinary Least Squares (OLS) regression analysis and correlation assessment. The findings provide valuable insights into the factors that facilitate or hinder the effective implementation and impact of human capital development efforts in the tertiary education sector. Recommendations are offered to guide policymakers, institutional leaders, and human resource towards investing in modern facilities, equipment, and resources as it is essential for supporting effective teaching, learning, and research in tertiary institutions. Tertiary institutions in Abia State need to demonstrate strong institutional support and commitment to human capital development by integrating human capital initiatives into the institution's strategic plan and creating dedicated units or departments responsible for employee training and development.

Keywords: Human Capital, Human Capital Development, Organizational Productivity, Development Programmes, Economic and Social Development, Tertiary Institutions

Introduction

Tertiary institutions are basically referred to as higher education establishments such as universities, polytechnics, and colleges. They are considered to be very essential for the development of human capital and are major players in driving economic and social progress in any nation. These institutions have important roles in delivering high-quality education, advancing research, and sharing knowledge with society at large. The productivity of tertiary institutions is crucial for them to effectively fulfill their diverse responsibilities (UNESCO, 2024). Tertiary institutions play a vital role in the development of human

capital, which is essential for a country's economic and social progress. They provide individuals with the knowledge, skills, and expertise required to contribute effectively to various sectors, from industry to academia, healthcare to government. Human capital development may not be in existence without the contributions of tertiary institutions.

Tertiary institutions are responsible for delivering high-quality education programs that cater to the diverse needs and aspirations of students. They design and implement curricula that are aligned with the demands of the job market and the evolving needs of society, ensuring that graduates are well-equipped to thrive in their chosen fields. These institutions are key hubs for research and innovation, providing an environment for faculty, researchers, and students to explore new frontiers of knowledge. They contribute to the advancement of various disciplines, from the natural sciences to the humanities, and play a vital role in addressing global challenges through cutting-edge research and development.

Tertiary institutions have a responsibility to share their knowledge and expertise with the broader society. They engage in outreach activities, such as public lectures, community workshops, and collaborative projects, to disseminate information, foster discussions, and contribute to the intellectual and cultural enrichment of the public. The productivity of tertiary institutions is crucial for them to effectively fulfill their diverse responsibilities. High levels of productivity, in terms of educational outcomes, research output, and societal engagement, are essential for these institutions to remain relevant, competitive, and impactful in the ever-evolving landscape of higher education and research. All these activities of tertiary institutions are geared towards the development of human beings in order to enhance their usefulness. These are also referred to as human capital.

As stated in the World Development Report (WDR) (2019), The Changing Nature of Work, the demand for skills is evolving quickly, presenting both potential advantages and potential risks. It is becoming increasingly clear that without improving their human capital, nations will be unable to attain long-term, equitable economic growth, will lack a workforce ready for the increasingly skilled jobs of the future, and will struggle to compete effectively in the global economy. The consequences of neglecting human capital development are becoming more severe (World Bank, 2019).

In today's dynamic and rapidly evolving landscape, the strategic importance of human capital in shaping organizational success has become increasingly evident. Tertiary

institutions, as the epicenters of knowledge, innovation, and development, are particularly reliant on the collective expertise, skills, and capabilities of their workforce to drive performance and achieve their ambitious goals (Mugayar-Baldocchi, Schaninger, & Sharma, 2024).

Human capital, which encompasses the combined knowledge, skills, and expertise of individuals in an organization, is widely acknowledged as a crucial factor in driving organizational competitiveness and long-term viability. The effective nurturing and utilization of human capital can have a significant influence on various aspects of organizational performance, including student achievements, research output, financial stability, and stakeholder satisfaction.

Within the vibrant academic setting of Abia State, understanding the intricate relationship between human capital development practices and organizational performance in tertiary institutions is of paramount importance. These institutions play a pivotal role in shaping the future trajectory of the state and the nation, and their ability to attract, nurture, and retain top talent is crucial for their long-term sustainability and competitive edge.

However, despite the increasing recognition of the significance of human capital in organizational success, there is still a lack of research on the specific link between human capital development practices and organizational performance in tertiary institutions in Abia State. This study aims to bridge this gap by examining the key factors that influence human capital development initiatives in selected tertiary institutions in Abia State and evaluating their impact on organizational productivity.

Objectives of the Study

The general objective of this study is to examine the impact of human capital development strategies on the organizational productivity of selected tertiary institutions in Abia State. The specific objectives are to:

i. Examine the relationship between human capital development programs and organizational productivity in selected tertiary institutions in Abia State.

ii. Explore the challenges and barriers faced by tertiary institutions in Abia State in implementing effective human capital development strategies.

Research Hypotheses

HO_1: There is no significant relationship between the implementation of human capital development programs and organizational productivity in selected tertiary institutions in Abia State.

HO_2: Institutional support and an organizational culture that promotes continuous learning does not influence the successful implementation of human

capital development strategies in Abia State's tertiary institutions.

Literature Review

Concept of Human Capital

Recognizing and nurturing human capital is crucial for the long-term growth and success of any organization, particularly in today's competitive and constantly evolving business landscape. The unique knowledge, skills, and experience of the individuals within an organization form its most valuable asset, underscoring the importance of investing in human capital (Madgavkar *et al*, 2022). The commitment and development of employees do not only contribute to their personal growth, but also act as a driving force behind the organization's productivity, innovation, and adaptability. This emphasizes the significant role that human capital plays in achieving the company's objectives (Madgavkar *et al*, 2022).

Human capital encompasses the knowledge, abilities, and well-being that individuals dedicate themselves to and build up over time, allowing them to achieve their full potential as valuable contributors to society. By prioritizing nutrition, healthcare, education, employment, and skill development, one can foster human capital, which is crucial for eradicating extreme poverty and fostering more equitable communities (World Bank, 2019).

The most crucial resource in any economy or organization is its human capital - that is, the collective knowledge, attributes, skills, experience, and health of the workforce. This encompasses the intangible assets that employees bring to an organization, which are critical for driving productivity, innovation, and overall organizational success. In other words, the people and their capabilities are the most valuable resource that an economy or company possesses, as they are the driving force behind all activities and outcomes. Investing in developing and maintaining a skilled, knowledgeable, and healthy workforce is essential for any entity to thrive and remain competitive (Madgavkar *et al*, 2022).

Human capital refers to the skills, knowledge, experience, and traits individuals possess, which impact their economic productivity and future financial potential. It emphasizes the idea that people are valuable resources and that investment in education, training, and healthcare can enhance their abilities and contribute to overall economic development. In today's knowledge-based economy, understanding the role of individuals in driving innovation, productivity, and economic progress is vital. This highlights the importance of investing in individuals and creating opportunities for them to develop and utilize their skills to the fullest extent.

Human capital, in the words of Armstrong (2006), involves all human abilities whether innate or acquired attribute, whose value can be augmented by appropriate development and investment. It was further argued that it consist of intangible resources that workers provide for their employees. He stated that people possess innate abilities, behaviour and personal energy and these elements make up the human capital. And it is employees and their employers, who own this capital and decide when, how and where it is contributed.

In addition, human capital is a multifaceted concept that extends far beyond the confines of a simple resume. It encompasses the holistic package of skills, knowledge, and experience that an individual possesses, making them a valuable asset within the workplace. This includes not only formal education and training but also the invaluable on-the-job experience, technical proficiencies, soft skills, and even the overall health and well-being of the individual (Repsol, 2024).

Human capital in the workplace refers to the collective knowledge, skills, experience, and abilities possessed by employees within an organization. The success and longevity of a company relies heavily on its teams, as they directly impact productivity, innovation, and the ability to adapt to change. When employees feel empowered and motivated, the company tends to operate with greater efficiency and effectiveness (Repsol, 2024).

Furthermore, human capital serves as a vital strategic asset. The ongoing challenge for organizations is to attract and retain talent, and investing in the development of human capital is instrumental in achieving this objective. Providing opportunities for growth and learning within the work environment fosters a sense of value and commitment among employees, leading to increased talent retention and a stronger organizational culture (Anderson, 2023).

Investing in human capital is a reciprocal endeavor, where both individuals and organizations play a crucial role. On the one hand, individuals can actively work to improve their knowledge, enhance their skills, and engage in continuous learning and development opportunities (Martinez, 2022). On the other hand, organizations can strategically invest in their workforce through the implementation of robust training programs, the provision of professional development opportunities, and the fostering of a positive and empowering work environment.

This investment in human capital has a profound ripple effect, generating benefits at multiple levels. For individuals, it can lead to increased

earning potential and greater career advancement opportunities. For organizations, it can drive higher levels of innovation, productivity, and overall competitiveness. And for the broader economy, investments in human capital can contribute to sustained economic growth and societal development (OECD, 2022).

However, the concept of human capital is not without its critics. Some argue that it oversimplifies the complex and multifaceted factors that contribute to an individual's success, while others view the assignment of economic value to people as a dehumanizing approach. These critiques underscore the need for a balanced and nuanced understanding of human capital, one that recognizes the inherent worth and dignity of each individual, while also acknowledging the strategic importance of developing and leveraging human capabilities for the benefit of both organizations and society as a whole.

Human Capital Development

Human capital development (HCD) is the process of enhancing the knowledge, skills, and abilities of individuals. This helps increase their productivity and economic well-being. Human capital development refers to the process of improving the skills, knowledge, and abilities of individuals, which in turn contributes to their overall value to organizations and the economy. It encompasses various factors such as work experience, learning programs, and organizational environments, all of which play a role in shaping the value of human capital. Investing in human capital pays off for workers, companies, and the economy, as it leads to greater equity and economic growth (Madgavkar *et al,* 2022).

Noting that human resource is the same as human capital, the components of human resource development is one and the same as human capital development. While some argue on the number of components being between three (Individual Development, Career Development, Organizational Development) Gilley and Eggland, (2002) another author argues that there are about five components of human resource are; (Organizational Culture, Planning for Change, Training and Development, Health and Safety and Recruitment and Retention) which he stated that a good understanding of these components will enable business owners and managers to effectively structure their business processes for survival (Bradley, 2018).

Organizational Performance

Contu (2020) defines Organizational Performance as that which refers to the degree to which the organization with some informational, financial and human resource positions itself effectively on the business market for survivability. Buchanan and Huczynski (2014), defined

Organizational survival as an organizational ability or state of continuing to live or exist, often despite difficulty, challenges or dangers. Organizational survival has many connotations both subjective and objective. The most objective way to measure survival in organizations is to observe their continuing existence, though this is problematic given the nature of our educational tertiary institutions. Organizations fail when coalitions of resource providers cannot induced to supply resources and cannot repay resources for past support. For the purpose of this study, performance is measured by the passing or failing of accreditation of Department/Colleges or their outright shutting down/closure by their regulating bodies.

Theoretical Framework

Human capital theory was adopted for this study. The human capital theory is an economic theory that states that the skills and knowledge of workers are a form of capital that can be invested in and increased through education and training. This investment in human capital can lead to increased productivity and economic growth. The theory was first proposed by economist Theodore Schultz in the 1960s, and has since been expanded and refined by other economists. It is based on the idea that education and training can increase a worker's productivity by providing them with the skills and knowledge they need to perform their jobs more effectively. This can lead to higher wages and increased economic growth.

The human capital theory has been used to explain a number of economic phenomena, such as the wage gap between skilled and unskilled workers, the returns to education, and the role of education in economic growth. It has also been used to develop policies to promote economic growth, such as investments in education and training programs.

Key principles of human capital theory

- **Investment in Education and Training**: Human capital theory emphasizes the importance of investing in education and training to develop individuals' skills and knowledge, which can lead to higher productivity and economic growth.
- **Productivity and Earnings**: Individuals with higher levels of human capital are expected to be more productive and earn higher wages than those with lower levels of human capital.
- **Lifetime Income:** Human capital is viewed as an asset that individuals accumulate over their lifetimes through education, work experience, and training. Higher levels of human capital are associated with higher lifetime earnings.
- **Labor Market Dynamics**: Human capital theory helps explain labor market dynamics, such as wage differentials between skilled and unskilled workers,

as well as changes in demand for certain types of skills due to technological advancements or shifts in the economy.

- **Policy Implications:** Policies aimed at improving education, training, healthcare, and other factors that contribute to human capital development are seen as crucial for promoting economic growth and reducing inequality.

Human capital theory's applicability to human capacity development lies in the fact that it provides a framework for understanding the economic benefits of investing in human capacity development. It shows that investments in education, training, and health can lead to increased productivity and economic growth. Human capacity development is essential for the long-term economic success of a country. Secondly, it highlights the importance of experience and on-the job learning in skill development. Third, it recognizes the value of health and nutrition in developing human capital.

Research Methodology

The researcher made use of the survey design in conducting this research. The research design was adopted because the focus of the study was on Human Capital Development Strategies and Organizational Productivity in Michael Okpara University of Agriculture, Umudike and Abia State Polytechnic, Aba. The survey research design solicited for primary data from employees categorized into strata of Teaching and Non-Teaching staff (Senior Professional Administrators and Technologists) of selected tertiary institutions through the use of structured questionnaires.

The target population of the study is the entire senior workforce of the two selected organizations for the purpose of administering the questionnaire. Thus, the total target of employees in Michael Okpara University of Agriculture (MOUAU) is 2786 as at the 2019/2020 (Source: Personnel Unit, MOUAU) academic session while the total target of employees in Abia Polytechnic (ABIAPOLY) is 1782 (Source: Personnel Unit, Abia Poly) within the same period.

Table 1: Study Population Distribution

S/N	MOUAU		ABIAPOLY	
1	Teaching	1,048	Teaching	817
2	Senior Non-teaching	1,738	Senior Non-teaching	965

Source: Personnel Units of each Institutions

This research adopted the stratified sampling technique. The employees were stratified into academic and senior staff and equal opportunity of selection was given to the employees as this served as a sample of the study. The sample size of the study was obtained from the 2 institutions using a quasi-experimental method.

Data Analysis

A combination of descriptive and inferential statistics was used to analyze the data of this study. The descriptive statistics was used for analyzing and understanding the socio-demographic data. The inferential statistics was used to make generalization, prediction and estimation about given data. In this study, we also used percentage ratios, frequency distribution, tables and other statistical tools like OLS regression and correlation.

Results and Discussion

Questionnaire Distributed and Return

A total of three hundred and sixty eight (368) questionnaires were administered to 368 respondents (224 for MOUAU and 144 for Abiapoly) and 344 were received back, representing 93.48% response rate. The remaining 24 questionnaire representing (6.52%) were discarded because of the questionnaires were not fully filled and answered. This ensured representativeness of the target population and validity of the result of the study, thus this ensured that the sample size as was originally designed remained almost the same thereby. The table below represents the response rate.

Table 2: Analysis of Questionnaire

Universities	Distributed Questionnaire	% Distributed	Retrieved questionnaire	% retrieved	Questionnaire Lost	% lost
MOUAU	224	60.87	213	57.88	11	2.99
Abiapoly	144	39.13	131	35.60	13	3.53
Total	**368**	**100**	**344**	**93.48**	**24**	**6.52**

Source: Field survey, 2023

Analysis of Research Questions

Research questions were analyzed using A 5-point scale, ranging from strongly Agree (5), agreed (4), neutral (3) disagreed (2) and strongly disagreed (1) instrument was adopted. The choice reflects the argument or disagreement with the particular concept. In other word, it reveals the participant emotions, attitudes, beliefs, or points of view, because they show positive or negative emotions towards a concept of selecting a choice best representing their feelings. Respondent were asked to indicate their opinions by choosing questions from 1-5, compound scale.

Research Question One: To what extent has human capital development programs adopted by this institution positively influenced organizational productivity?

Table 3: Coded responses on effect of human capital development programs on organisational productivity of tertiary institutions in Abia State

S/N	HC Development Programmes	SA 5	A 4	UD 3	D 2	SD 1	Mean	Std D	Remark
1	Training of staff does not contribute to increased performance in my institution.	11	115	55	171	16	2.82	1.02	Rejected
2	Workshop attendance by staff has enhanced their productivity.	7	136	80	145	0	3.01	0.92	Accepted
3	Academic seminars organised periodically by the institution has impacted greatly on employees' performance.	7	236	27	96	2	3.41	0.91	Accepted
4	Skill acquisition programmes introduced by the institution has also helped improving their performance.	20	177	39	128	4	3.22	1.02	Accepted
5	I am fulfilled with the manners my organization provide employee training programmes	9	161	37	139	22	2.99	1.07	Rejected
	Clustered mean for decision rule:-							**3.09**	**Accepted**

Source: Field Survey, 2023. Decision rule: any mean response ≥ 3.0 was adjudged accepted while any mean responses < 3.0 was adjudged rejected.)

Result from Table 3, the result, five questions were designed in the questionnaire to ascertain the effect of human capital development programs on organisational productivity of tertiary institutions in Abia State. From the result three (3) of the variables in the table were accepted by the mean range used for decision which is 3.0 and above. This result shows that the mean responses for items 2, 3 and 4 surpassed the criterion mean *(*3.01, 3.41 and 3.22 ≥ 3.0). On average "Academic seminars organised periodically by the institution has impacted greatly on employees' performance" has the highest mean ($\overline{XX}$ = 3.41) i.e. the respondents indicated strong agreement to the question statement; this was followed by "Skill acquisition programmes introduced by the institution has also helped improving their performance" has mean of ($\bar{X}\bar{X}$= 3.22); this was followed by

"Workshop attendance by staff has enhanced their productivity" ($\overline{XX}$ =3.01).

Also from the table two items (2) were rejected since is less than 3.0 with ($\overline{XX}$=2.82) and ($\overline{XX}$=2.99) respectively. Furthermore, the clustered mean was 3.09 which was accepted, this therefore implies that human capital development programs adopted by the selected institutions has positively influenced organizational productivity. Human capital development programmes such as training, seminars, workshops, and skill acquisition are significantly related to the productivity of employees in organizations. Investing in human capital development initiatives can positively impact the productivity of employees. The importance of human capital development programmes as a critical resource for organizations to gain competitive advantages has been well-established (Barney, 1995; Wright *et al*, 2005). Human capital development enables organizations to identify and capitalize on business opportunities, leading to enhanced innovation, agility, flexibility, and adaptability. Furthermore, human capital development becomes even more crucial when firms operate in volatile and dynamic market conditions, contributing significantly to their success (World Bank, 2019).

Research Question Two: How does the challenges and barriers faced by tertiary institutions in Abia State hinder the implementation of effective human capital development strategies?

Table 4: Coded responses on the challenges and barriers faced by tertiary institutions in Abia State in implementing effective human capital development strategies

S/N	Challenges and Barriers	SA 5	A 4	UD 3	D 2	SD 1	Mean	Std. D	Remark
6	Lack of organisational culture hinders the implementation of effective human capital development strategies in your institution	9	127	38	190	4	2.856	0.9923	**Rejected**
7	Another major barrier to the implementation of effective human capital development strategies in your	8	168	91	53	48	3.095	1.097	Accepted

	institution is lack of institutional support								
8	Inadequate infrastructure and resources hinder the implementation of effective human capital development strategies in your institution	25	183	59	94	7	3.34	0.939	Accepted
9	Lack of institutional collaboration also forms a barrier to the implementation of human capital development in your institution	18	154	62	131	3	3.144	0.923	Accepted
10	Brain drain has contributed to the barrier in human capital development strategies implementation in your institution	10	107	124	125	2	2.995	0.8734	**Rejected**
	Clustered mean for decision rule:-							**3.09**	**Accepted**

Source: Field Survey, 2023. Decision rule: any mean response ≥ 3.0 was adjudged accepted while any mean responses < 3.0 was adjudged rejected.)

Table 4 revealed that out of the five (5) questions that were designed in the questionnaire to ascertain how the challenges and barriers faced by tertiary institutions in Abia State hinder the implementation of effective human capital development strategies, three (3) variables were accepted by the mean range used for decision which is 3.0 and above. From the result the mean responses for items7, 8 and 9 surpassed the criterion mean (3.0). This means that the respondents accepted that another major barrier to the implementation of effective human capital development strategies is lack of institutional support ($\overline{XX}$= 3.095), inadequate infrastructure and resources hinder the implementation of effective human capital development strategies ($\overline{XX}$= 3.34) and lack of institutional collaboration also forms a barrier to the implementation of human capital development ($\overline{XX}$= 3.144).

Furthermore, questions 6 and 10 were rejected because the mean value was less than 3.0. This therefore implies that the respondent do not agree to the statement that lack of organisational

culture hinders the implementation of effective human capital development strategies ($\overline{XX}$= 2.856) and brain drain has contributed to the barrier in human capital development strategies implementation ($\overline{XX}$= 2.995). Also the clustered mean was 3.09, this, therefore, implies that challenges and barriers faced by tertiary institutions in Abia State hinder the implementation of effective human capital development strategies. In the words of Ifejika (2017), a major impediment to the growth of human capital development in Nigeria is the severe lack of infrastructure and resources within educational institutions. This problem has further been compounded by the government's suboptimal allocation of resources towards the education sector. Furthermore, a troubling reality is that a large portion of the meager funds assigned to education is consumed by recurrent expenses, such as salaries, benefits, and employee welfare, leaving little for critical infrastructure development and other capital-intensive initiatives. Also, many tertiary institutions in Abia State lack modern facilities, equipment, and resources necessary for effective teaching, learning, and research. This limits the ability of employees to acquire and apply new knowledge and skills.

Hypotheses Testing

Hypothesis One

HO$_1$: There is no significant relationship between the implementation of human capital development programs and organizational productivity in selected tertiary institutions in Abia State.

Table 5: OLS estimate for Test of hypothesis one

Dependent Variable: Performance
Method: Least Squares
Included observations: 368

Variable	Coefficient	Std. Error	t-Statistic	Prob.
HC development Programmes	0.205368	0.045998	4.464738	0.0000
C	2.335489	0.154151	15.15065	0.0000
R-squared	0.516510	Mean dependent var		2.994565
Adjusted R-squared	0.049060	S.D. dependent var		0.873449
S.E. of regression	0.851754	Akaike info criterion		2.522382
Sum squared resid	265.5274	Schwarz criterion		2.543621
Log likelihood	-462.1182	Hannan-Quinn criter.		2.530820
F-statistic	19.93389	Durbin-Watson stat		1.772468
Prob(F-statistic)	0.000011			

Source: Field Survey, (2023)

From the regression analysis above, the value of coefficient of multiple determination (R^2) is 0.517, this suggest 51.7% of the changes in performance of Tertiary Institutions in Abia State is caused by the independent variables (human capital development programmes**)**. The result shows that the coefficient of human capital development programmes was statistically significant in explaining the dependent variable.

The intercept β_0 (2.335489) shows the value of human capital development programmes when the values of the independent variable are indeterminate or when they are zero; this means that when the independent variable is 4.164742.

The value of the F-stat, according to the result of the regression is given as (19.93389). The decision rule for the F-stat is goodness of fit statistics is satisfactory. The Durbin Watson is always between 0 and 4, a value of two (2) means that there is no serial correlation in the model. A value approaching zero (0) indicates positive auto-correlation and values approaching toward four (4) indicate negative auto correlation. It is best for the value of the Durbin Watson to be two (2) or better still approaching two (2). In the regression conducted, the value of the Durbin Watson is 1.772468 which means there is no positive but weak serial correlation in the model because the value is greater 1 and approaching two.

Hypotheses 1 which states that There is no significant relationship between the implementation of human capital development programs and organizational productivity in selected tertiary institutions in Abia State was rejected, since sig ($p = 0.000 < 0.05$) is less than the 0.05 alpha, meaning that human capital development programs have significant effect on organizational productivity in selected tertiary institutions in Abia State, also a unit increase in human capital development programmes will lead to 0.205 (20.5%) increase in productivity of tertiary institutions in Abia State.

Hypothesis Two

HO_2: Institutional support and an organizational culture that promotes continuous learning does not influence the successful implementation of human capital development strategies in Abia State's tertiary institutions.

Table 6: Test of hypothesis two

Variables	Skill Development	Performance	
Institutional support and organizational culture	Pearson Correlation	1	0.305**

	Sig. (2-tailed)		0.000
	N	368	368
Implementation of human capital development strategies	Pearson Correlation	0.305**	1
	Sig. (2-tailed)	0.000	
	N	368	368

***Source: Field survey, (2023)* **. Correlation is significant at the 0.01 level (2-tailed).**

Correlation estimate to test hypothesis two is summarized and presented in Table 6 above. The Pearson correlation analysis between institutional support and organizational culture, and implementation of human capital development strategies was (0.305**).

This signifies that institutional support and organizational culture predicted about 30.5% of implementation of human capital development strategies. Therefore, there is a positive relationship between institutional support and organizational culture, and implementation of human capital development strategies.

Hypotheses 2 which states that institutional support and an organizational culture that promotes continuous learning does not influence the successful implementation of human capital development strategies in Abia State's tertiary institutions was rejected, since sig ($p = 0.000 < 0.05$) is less than the 0.05 alpha, institutional support and organizational culture has significant relationship with implementation of human capital development strategies in tertiary institutions in Abia State. This shows that increase in institutional support and organizational culture increases implementation of human capital development strategies since sig ($p = 0.000 < 0.05$) is less than the 0.05 alpha.

Conclusion

This study examined the impact of human capital development strategies on the organizational productivity of selected tertiary institutions in Abia State, Nigeria. Drawing on a mixed-methods approach, the research investigates the specific human capital development initiatives implemented by these institutions and their influence on key productivity indicators.

The study observed that human capital development programs have significant effect on organizational productivity in selected tertiary institutions in Abia State, also a unit increase in human capital development programmes will lead to 0.205 (20.5%) increase in productivity of tertiary institutions in Abia State.

It also discovered that institutional support and organizational culture has significant relationship with implementation of human capital development strategies in tertiary institutions in Abia State. This shows that increase in institutional support and organizational culture increases implementation of human capital development strategies since sig ($p = 0.000 < 0.05$) is less than the 0.05 alpha.

Recommendations

Based on the findings, the researcher recommended thus:

- **Strengthen Institutional Support and Commitment:** Tertiary institutions in Abia State need to demonstrate strong institutional support and commitment to human capital development. This involves integrating human capital initiatives into the institution's strategic plan and creating dedicated units or departments responsible for employee training and development. Institutional leaders should align human capital development programs with the institution's overall goals and objectives and provide the necessary resources and support for their successful implementation.
- **Implement Comprehensive Training and Development Programs:** Tertiary institutions should design and implement comprehensive training and development programs that cater to the specific needs of their employees. These programs should include a mix of on-the-job training, workshops, mentorship programs, and opportunities for further education and skill acquisition. By providing employees with the necessary knowledge, skills, and competencies, tertiary institutions can enhance their productivity and performance.
- **Collaborate with Industry and External Partners:** Tertiary institutions can leverage their partnerships with industry, international universities, and research organizations to access additional resources, expertise, and best practices in human capital development. This can include joint training programs, faculty exchange initiatives, and research collaborations. By collaborating with external partners, tertiary institutions can enhance the quality and relevance of their human capital development programs and ensure that their workforce is equipped with the skills and knowledge needed to succeed in a rapidly changing global environment.
- **Enhance Infrastructure and Resources**: Investing in modern facilities, equipment, and resources is essential for supporting effective teaching, learning, and research in tertiary institutions. Upgrading laboratories, libraries, and information and communication technology (ICT) infrastructure can create an enabling environment for human capital development and enhance the productivity and performance of employees.

Suggestion for Further Studies

It is suggested that since the study was conducted to examine if human capital development has effect on organizational productivity in selected tertiary institutions in Abia State, other studies should be conducted in other sector of the country and also different variables could be employed to further examine the dependent variable.

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APPENDIX

OUTPUT
Frequency Table

KT1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	16	4.3	4.3	4.3
	2.0	171	46.5	46.5	50.8
	3.0	55	14.9	14.9	65.8
	4.0	115	31.3	31.3	97.0
	5.0	11	3.0	3.0	100.0
	Total	368	100.0	100.0	

KT2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	145	39.4	39.4	39.4
	3.0	80	21.7	21.7	61.1
	4.0	136	37.0	37.0	98.1
	5.0	7	1.9	1.9	100.0
	Total	368	100.0	100.0	

KT3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	.5	.5	.5
	2.0	96	26.1	26.1	26.6
	3.0	27	7.3	7.3	34.0
	4.0	236	64.1	64.1	98.1
	5.0	7	1.9	1.9	100.0
	Total	368	100.0	100.0	

KT4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	4	1.1	1.1	1.1
	2.0	128	34.8	34.8	35.9
	3.0	39	10.6	10.6	46.5
	4.0	177	48.1	48.1	94.6
	5.0	20	5.4	5.4	100.0
	Total	368	100.0	100.0	

KT5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	22	6.0	6.0	6.0
	2.0	139	37.8	37.8	43.8
	3.0	37	10.1	10.1	53.8
	4.0	161	43.8	43.8	97.6
	5.0	9	2.4	2.4	100.0
	Total	368	100.0	100.0	

KT6

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	1.0	4	1.1	1.1	1.1
	2.0	190	51.6	51.6	52.7
	3.0	38	10.3	10.3	63.0
	4.0	127	34.5	34.5	97.6
	5.0	9	2.4	2.4	100.0
	Total	368	100.0	100.0	

KT7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	48	13.0	13.0	13.0
	2.0	53	14.4	14.4	27.4
	3.0	91	24.7	24.7	52.2
	4.0	168	45.7	45.7	97.8
	5.0	8	2.2	2.2	100.0
	Total	368	100.0	100.0	

KT8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	1.9	1.9	1.9
	2.0	94	25.5	25.5	27.4
	3.0	59	16.0	16.0	43.5
	4.0	183	49.7	49.7	93.2
	5.0	25	6.8	6.8	100.0
	Total	368	100.0	100.0	

KT9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	.8	.8	.8
	2.0	131	35.6	35.6	36.4
	3.0	62	16.8	16.8	53.3
	4.0	154	41.8	41.8	95.1
	5.0	18	4.9	4.9	100.0
	Total	368	100.0	100.0	

KT10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	.5	.5	.5
	2.0	125	34.0	34.0	34.5
	3.0	124	33.7	33.7	68.2
	4.0	107	29.1	29.1	97.3
	5.0	10	2.7	2.7	100.0
	Total	368	100.0	100.0	

KT11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	.5	.5	.5
	2.0	117	31.8	31.8	32.3

	3.0	69	18.8	18.8	51.1
	4.0	162	44.0	44.0	95.1
	5.0	18	4.9	4.9	100.0
	Total	368	100.0	100.0	

KT12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	.5	.5	.5
	2.0	103	28.0	28.0	28.5
	3.0	71	19.3	19.3	47.8
	4.0	167	45.4	45.4	93.2
	5.0	25	6.8	6.8	100.0
	Total	368	100.0	100.0	

KT13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	.8	.8	.8
	2.0	105	28.5	28.5	29.3
	3.0	129	35.1	35.1	64.4
	4.0	91	24.7	24.7	89.1
	5.0	40	10.9	10.9	100.0
	Total	368	100.0	100.0	

KT14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	.8	.8	.8
	2.0	170	46.2	46.2	47.0
	3.0	51	13.9	13.9	60.9
	4.0	116	31.5	31.5	92.4
	5.0	28	7.6	7.6	100.0
	Total	368	100.0	100.0	

KT15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	6	1.6	1.6	1.6
	2.0	84	22.8	22.8	24.5
	3.0	86	23.4	23.4	47.8
	4.0	164	44.6	44.6	92.4
	5.0	28	7.6	7.6	100.0
	Total	368	100.0	100.0	

```
DESCRIPTIVES VARIABLES=KT1 KT2 KT3 KT4 KT5 KT6 KT7 KT8 KT9 KT10 KT11 KT12 KT13 KT14 KT15
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Notes

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Comments		
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	Weight	<none>
	Split File	<none>

	N of Rows in Working Data File	368
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=KT1 KT2 KT3 KT4 KT5 KT6 KT7 KT8 KT9 KT10 KT11 KT12 KT13 KT14 KT15 /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.02

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KT1	368	1.0	5.0	2.821	1.0204
KT2	368	2.0	5.0	3.014	.9175
KT3	368	1.0	5.0	3.408	.9144
KT4	368	1.0	5.0	3.220	1.0218
KT5	368	1.0	5.0	2.989	1.0748
KT6	368	1.0	5.0	2.856	.9923
KT7	368	1.0	5.0	3.095	1.0970
KT8	368	1.0	5.0	3.340	.9939
KT9	368	1.0	5.0	3.144	.9923
KT10	368	1.0	5.0	2.995	.8734
KT11	368	1.0	5.0	3.209	.9666
KT12	368	1.0	5.0	3.299	.9697
KT13	368	1.0	5.0	3.163	.9880
KT14	368	1.0	5.0	2.989	1.0569
KT15	368	1.0	5.0	3.337	.9656
Valid N (listwise)	368				

Correlations

Notes

Output Created		12-JUL-2023 20:21:09
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=KT4 KT5 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.07

```
CORRELATIONS
  /VARIABLES=KT5 KT6
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations

Notes

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	N of Rows in Working Data File	368
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=KT5 KT6 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.09

Correlations

		KT5	KT6
KT5	Pearson Correlation	1	.305**
	Sig. (2-tailed)		.000
	N	368	368
KT6	Pearson Correlation	.305**	1
	Sig. (2-tailed)	.000	
	N	368	368

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

```
CORRELATIONS
  /VARIABLES=KT7 KT8
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations
Notes

Output Created		12-JUL-2023 20:41:10
Comments		
Input	Active Dataset	DataSet2
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	368
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=KT7 KT8 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.04