



**APPRAISAL OF HUMAN CAPITAL MANAGEMENT IN  
THE TERTIARY INSTITUTIONS (PUBLIC COLLEGES  
OF EDUCATION) IN NORTH-CENTRAL NIGERIA  
(2018-2019)**

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***Abstract***

*Of late, the credibility of the Nigerian educational system has steadily been declining at an alarming rate as a chunk of the products of her institutions of higher learning appears not to be able to compete with their counterparts from other parts of the globe. This calls for an appraisal of the human capital management approaches that are embedded within the shores of her academic institutions. As such, a descriptive study was carried out to appraise human capital management in the public colleges of education in North Central Nigeria. Two research questions guided the study, with two hypotheses raised and tested at  $P < 0.05$  level of significance. A 66 item structured questionnaire titled “Appraisal of Human Capital Management Questionnaire (AHCMQ)” and an interview guide for human capital management comprising of 6 items were made on a sample of 572 respondents consisting of provosts, deputy provosts, registrars, deans of schools, heads of academic and non-academic departments of the institutions under study. The instruments were face validated by five experts and the internal consistency was determined using Cronbach's alpha procedure, which yielded 0.82, 0.75, 0.88, 0.94, 0.95, 0.94, and 0.90 reliability indices respectively for the seven sections of items. Mean ( $\bar{X}$ ) and Standard Deviations ( $SD$ ) was used to answer the research questions, while  $t$ -test was used to test the null hypotheses. Results of the study revealed that the colleges of education under study are to a great extent, complying with the established guidelines on staff recruitment among others. A major problem of human capital management in the colleges of education is political interference in the appointment of provosts which does not allow the best to emerge. It was recommended that the provosts and other principal officers of*

*the federal and state colleges of education should strictly comply with procedures and guidelines in recruitment, training and development, and discipline practices in their respective colleges.*

**Keywords:** *Human capital, Teacher education, established guideline, Educational administrators*

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### **Introduction/ Background**

Education is said to be the key to the success of every sector of the economy. This is because it is through education that the required manpower for the growth and development of nations is attained. Education has been recognized as an indispensable factor in the social, economic and political advancement of nations. In simple terms, it is a catalyst for national transformation because it propels development. The National Policy on Education (FRN, 2004) aptly captured the value of education in a statement thus: “education is an instrument par excellence for national development”. By implication, education is what propels individuals to attain self-realization, better human relationships and effective citizenship for national unity, social and economic progress.

Within the context of this article, human capital entails the total knowledge and skills of any person within the system that the school/ institution can use to achieve its goals. Adeyemi (2009) averred that human capital management is the critical resource upon which a nation’s economic future depends and as an economic resource, it represents the aggregate of skills and attitudes resulting from education and training that equip the labour force with the capacity to plan, organize and carry out economic processes when properly allocated. Further, Adeyemi stressed that the human resources in the society are the critical resources upon which a nation’s economic future is based. Though, there are other types of resources i.e. material, financial and physical, that are required for attaining institutional goals. Yet, human capital has been recognised as the most important of all the resources in organisations. In the colleges of education, for instance, it is the human capital that plan, organise and determine or implement the use of other resources and programmes for the attainment of the colleges’ objectives.

For the above reasons, all organisations require human capital to function adequately, to accomplish stated goals. Thus, colleges of education in Nigeria

need experts with knowledge and skills in various fields of the academic enterprise; just like the physical capital does i.e. finance, machines/ equipment, library and laboratory buildings, etc. They require those that would serve as the building blocs, who would ensure that the objectives of the system are not jeopardised. It is for such reasons that stakeholders within the educational terrain are beginning to recognise that having good people who are skilled and motivated can make a significant difference in achieving greater productivity in organisations-human capital.

Achieving the above largely depends on an available educational policy/framework and an effective implementation of the available policy that would guide the educational enterprise. In other words, quality education cannot be attained without a sound human capital that would implement the objectives of the entire educational system. Hence, human capital requires adequate management to attain positive results; since the quality of the education that students receive largely depends on the availability and quality of the human capital. Else, the quality of the products of an educational system is unlikely to generate positive outcomes.

Critical areas of functions in the colleges of education by the human capital managers include staff recruitment, staff training and development, staff welfare and discipline. While staff recruitment is a process through which an organization attracts, screens and selects qualified personnel to fill available positions, the process involves job analysis, sourcing, screening, selection and orientation. The Scheme of Service in Nigeria provides that all vacancies in the college except those to be filled by promotion or interdepartmental transfer should be publicly advertised both internally and externally among other provisions. After the advertisement of vacant positions, the basic requirements must be adhered to during shortlisting and due process followed for the appointment of the most appropriate personnel. For the colleges of education to move on the part of development and sustainability, staff training and development is a prerequisite. Cole (2002) described training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of occupational or task improvement. Development on the other hand includes those activities that focus upon the activities that will prepare the employees to meet current and future challenges in the workplace for efficiency and effectiveness (Michael, 2001).

However, it should be noted that the public Colleges of Education in Nigeria have a well-established policy guidelines that are entrenched in their Conditions of Service. The policy guidelines emphasizes staff training and development as an approach for achieving increased efficiency through staff appraisals. Again, the policy emphasizes the need for staff development and training in the institutions to be consciously related to their primary goals. But, despite the available evidence that effective human capital management ensures that organisations attain their vision and mission, thereby leading to a competitive advantage, the human capital management in the public colleges of education in Nigeria especially in the North Central Zone seem not to be achieving the desired results. The situation has propelled some stakeholders within the educational terrain to accuse the management of some colleges of education of violating the human capital management guidelines aimed at ensuring effectiveness and efficiency in the colleges. This is a sad situation for Nigeria especially when the products of the said colleges would be responsible for teaching the younger generation of Nigerians at the basic education level. Nonetheless, Buckley, Schneider and Shang (2004) have argued that resources are the only means through which organisational activities, services and satisfactory ends are attainable. By implication, for the attainment of organisational objectives, human capital management plays a crucial role. In other words, the quality of the products of these colleges largely rests on the quality of the human capital management that is practised within the educational system. Hence, the need for an appraisal of the human capital management practices in the public colleges of education with special reference to North Central Nigeria.

### **Objectives of the Study**

The general objective of this study is to conduct an appraisal of human capital management in the public colleges of education in North Central Nigeria. To achieve the general objective, the following specific objectives were formulated:

1. To examine the extent to which staff recruitment exercise in the public colleges of education comply with the established governmental guidelines;

2. To ascertain the extent to which staff training and appraisal in the federal and state colleges of education is conducted in relation to the guidelines set by relevant authorities;

### **Significance of the study**

Research studies have been conducted on the appraisal of human resources management in other regions of Nigeria. However, the researchers have not come across any investigation that has been conducted on the appraisal of human capital management in the public colleges of education in North-Central Nigeria. Therefore, the researchers believe that the outcome of this study would be of significant value to the colleges of education under study, by way of creating better insights on how best to improve on the human capital assets that are available in the public colleges of education under study and even other parts of the country. By so doing, it is expected that the quality of teaching, learning, and research activities would be enhanced in Nigeria's colleges.

Again, the study would be of immense value to the hierarchy of the management and principal officers of the colleges under investigation, the National Commission for Colleges of Education (NCCE), educational administrators, ministries of education, policy makers, researchers and the entire academic community on how to make amends and close the gaps where deficiencies are available in the administration of the colleges. By so doing, it would enable them take appropriate steps to identify the lapses in the human capital management practices in the colleges under investigation, in order to fashion a better way for effectiveness and efficiency in terms of staff recruitment, training and development, welfare, staff appraisals and promotions and staff discipline.

### **Scope of the Study**

This study focuses on human capital management in the public Colleges of Education in North-Central Nigeria. The content scope was delimited to the evaluation of staff recruitment, staff training and development, problems of human resource management and strategies for improving human capital management in the public Colleges of Education under study.

### **Research Questions**

The following research questions guided the study:

1. To what extent does staff recruitment in the public colleges of education comply with government established guidelines?
2. To what extent is staff training and development in the public colleges of education implemented, following the government established guidelines?

### **Hypotheses**

In relation to the research questions being raised, the following hypotheses were formulated in order to test the significant difference or otherwise of human capital management in the public colleges of education in North-Central Nigeria:

**H<sub>01</sub>** There is no significant difference on the extent of compliance with the government established guidelines for staff recruitment in the public colleges of education in North Central Nigeria.

**H<sub>02</sub>** There is no significant difference on the level of implementation of government established guidelines for staff training and development in the public colleges of education in North Central Nigeria.

### **Literature Review**

#### **The Concept of Human Capital**

The term ‘human capital’ is conceived as the aggregate of skills, experience, expertise, and knowledge that have some economic value to organizations. In other words, the people working for an organisation are the human capital of that organisation because they facilitate the productivity of the organisation. According to Dash (2012), the term ‘human capital’ was originated by Schultz (1981), who elaborated his notion in 1981 as follows: “*Consider all human abilities to be either innate or acquired. Attributes... which are valuable and can be augmented by appropriate investment will be human capital*”. In the view of Baron (2004), human capital is the sum of knowledge, skills, experience and other relevant workforce attributes that reside in an organization’s workforce and drive productivity, performance and the achievement of strategic goals. For McGregor, et. al, (2004), human capital is the combined knowledge, skills, innovativeness and ability of the company’s individual employees to



meet the task at hand while Ekundayo and Ajayi (2017) sees human capital as the collection of various knowledge , talents, skills, experience, ability and wisdom possessed by individuals in a population.

Rastogi (2003) asserted that well developed human resources serve to provide the foundation on which an edifice of human capital may be built. Based on the aforesaid, Youndt, et. al. (2004) argued that it is important for organizations to invest in a program of human capital development (i.e., continuously improving individuals' knowledge, skills and abilities) for corporate success. By implication, investing on human capital is a key driver that can combat unemployment issues, poverty and low wages. Marshal (1998) concluded that human capital amounts to investment in education and training which can be undertaken by individual or group of individual workers of any institution or organization.

### **Understanding Human Capital Management (HCM)**

Human capital management is said to be a system approach to people management. The process has increasingly been involved with strategic planning and the development of means by which people can work proactively toward the achievement of organizational objectives. According to Dash (2012), HCM is the discipline of acquiring, retaining, measuring, managing, and leveraging the workforce. As defined by Baron and Armstrong (2007), HCM is concerned with obtaining, analysing and reporting on data which informs the direction of value-adding people management strategic, investment and operational decisions at corporate level and at the level of front-line management.

However, HCM is a management requirement that is applicable to private, public as well as government sector organizations that can lead to drastic improvement in organisational performance. Amiri, Jandaghi, Ramezan (2011) noted that the human capital idea has the following two central principles:

- a) People are assets whose value can be enhanced through investment.
- b) Human capital approaches should be designed, implemented and assessed by how well they help the agency achieving strategic results and pursue its mission.

Nonetheless, HCM is all about treating employees as an asset rather than mere overhead - helping them understand their own effectiveness on the job (Ahangar, 2011).

### **Relationship Between Human Capital and Organizational Performance**

Empirical literature abound on the relationship between human capital and organizational performance, highlighting various outcome variables. Besides, there are various findings that incorporate human capital with higher performance and sustainable competitive advantage. Basically, the human capital focuses on two main components, i.e. individuals and organizations. Florin, Lubatkin and Schulze (2003) explained that human capital has the following four basic attributes:

- a. flexibility and adaptability
- b. enhancement of individual competencies
- c. the development of organizational competencies and
- d. individual employability.

If done right, BambooHR (n.d.) stated that HCM results into the following:

- a. Hiring the right talent
- b. Having all needed skill sets in the company's workforce
- c. Managing employees effectively
- d. Increasing productivity

By implication, the above attributes are what generate and add value to both the individual and organizational outcomes. Pennings, Lee & Witteloostuijn (1998) found out that the significance of human capital depends on the degree to which it contributes to the formation of firms performance. Similarly, Collis and Montgomery (1995) noted that from the individual level, "the importance of human capital depends on the degree to which it subsidizes to the creation of a competitive advantage. From the economic viewpoint, transactions-costs designate that firm gains a competitive advantage when they own firm-particular resources that cannot be copied or rivaled. Thus, as the uniqueness of human capital increases, firm have inducements to invest resources into its management and the purpose to reduce risks and get the most out of productive



potentials (Daniel, 2019). That is why individuals need to enhance their competency skills in order to be competitive in their organizations.

From the organizational angle, human capital plays an important role in the strategic planning on how to develop competitive advantage. A greater human capital stock is associated with greater productivity and higher salaries (Rodrigues, Dorrego, & Jardon, 2010) while the workforce's lack of training is related to low competitiveness. Similarly, Agarwala (2003) found out that human capital motivates workers, enhance their commitment and also creates expenditure in R & D and finally creates a way for the new generation of the economy and society in general.

A study by Hussi and Ahonen (2002) found that efficient knowledge workers were considered among the most innovative and valuable assets of Finland. Pena (2002) conducted a study whose results indicated that an entrepreneur's level of experience is positively associated with firm survival and growth. Similarly, Seleim, Ashour, and Bontis (2007) analysed the relationship between human capital and organizational performance of software companies. They pointed out that on organizational performance, human capital indicators had a positive association because indicators like training attended and team work practices resulted in awesome performers where more productivity could be translated to organizational performance. As such, investment in training is desirable for both the personal and social perspective.

### **Problems of Human Capital Management**

Despite being a fact that human capital is the backbone of organisations, there are problems that can render it a liability for any organisation because globally, many organizations experience serious challenges in the process of managing their human capital along with their other business aspects. Reasons may not be far-fetched from the fact that as companies advance and recruit additional staff, the entire management procedures of the organisation becomes more difficult. Techfunnel (2020) outlined the following as some of the problems:

- **Poor performance management** – performance management is crucial to the success of any business. Poor performance management often happens when employees do not share a purpose and management is lacking in its adoption of strategies to enhance performance. This is a major problem that can render human capital a big liability to a business.

- **Poor use of employees' analytics** – workforce analysis is an essential factor in the success of an organization. Through the analysis of one's employees, it becomes easier to monitor and invest in areas of waning potential. However, the poor use of employees' analytics can lead to problems.
- **Lack of proper handling of organizational change** – it is crucial to anticipate organizational change and make proper arrangements. HCM has to consider the future and anticipate changes. Staying up-to-date is key in ensuring HCM mismanagement never happens.
- **Lack of strategic workforce planning** – HCM needs to ensure that it has eyes on everything within a business. Strategic planning means that there are people who anticipate problems and thus prepare contingency plans. HCM has to stay in anticipation of changes and challenges in the industry.
- **The cost of unsolved issues and challenges** – every challenge or issue, no matter how small, needs to find the HCM with plans to counter. Leaving issues unsolved could lead to more problems ahead. Therefore, it is crucial that HCM considers the bigger picture at all times to avoid small problems that eventually become challenging to solve.

## **Materials and Methods**

### **Population, Sampling and Procedure**

Descriptive survey design was used. It enabled the researchers to collect data required for the interpretation of the characteristic features and facts about Human Capital Management in the public Colleges of Education in North-Central Nigeria to guide appropriate value judgment which an evaluative study seeks to achieve.

### **Population of the Study**

The population of this study comprises 572 Human Capital managers in the Colleges of Education in North-Central Nigeria. This is made up of Provosts, Deputy Provosts, Registrars, Deans of School, Heads of Academic Departments and Heads of Non-Academic Departments in the public Colleges of Education in North-Central Nigeria. Choice of the population was guided by the fact that these are the people directly

involved in the Human capital management in the colleges of education under study.

S/No	Federal College of Education	Number of Respondents	State College of Education	Number of Respondents
1	FCE, Okene,	52		
2	FCE Pankshin,	52		
3	FCE Zuba	52		
4	FCE Kontagora	52		
5	COE Kastina-Ala		52	
6	COE Oju		52	
7	COE Akwanga		52	
8	COE Ankpa		52	
9	COE Minna		52	
10	COE Gindiri		52	
11	COE Ilorin		52	
	<b>Total number of respondents</b>	<b>208</b>	<b>364</b>	<b>572</b>

### **Instrument for Data Collection**

A 66 item questionnaire titled “Appraisal of Human capital management Questionnaire (AHCMQ)” and an “In-depth Interview Guide for Human Capital Management” was developed for this study. The questionnaire was designed to elicit relevant information from the human capital managers (Provosts, Deputy provosts, Registrars, Bursars, College Librarians, Deans of schools, Heads of Academic and Non-academic departments) in the colleges while the in-depth Interview Schedule comprised six items designed to elicit in-depth information on extent of compliance with the regulations by these colleges on staff recruitment, staff training and development, the problems of human capital management and strategies for effective human capital management.

### **Reliability and Validity of the Instrument**

The draft questionnaire and Interview Schedule were given to three experts from the Department of Science Education and two experts from the

Department of Industrial Technology Education Federal University of Technology Minna, Niger State.

The validated questionnaire was trial tested outside the sample to determine the internal consistency and reliability and also the appropriateness of the instrument used in the study. The data generated was then used to determine the internal consistency indices of the seven clusters of the questionnaire were obtained .82, .75, .88, .94, .95, .94 and .90 were obtained for clusters A-G respectively

### **Method of Data Analysis**

The data collected for this study was analyzed using mean scores, standard deviations and student's t-test. The research questions that guided the study were analyzed using mean scores and standard deviations whereas the null hypotheses were tested using t-test at 0.05 levels of significance. The mean scores were interpreted using real limits of numbers.

### **Results**

This presents the data analyzed for the study and the interpretation for the purpose of answering the research questions and testing the hypotheses.

X = Mean, SD = Standard Deviation, Dec = Decision, VGE= Very Great Extent, GE=Great

Extent, LE = Little Extent, N= Total Number of Respondents.

Five hundred and seventy-two copies of the questionnaire were administered to the respondents through eleven (11) research assistants. Five hundred and sixty- nine (569) of 572 copies of the questionnaire administered were retrieved and used for analyses. Mean (X) and Standard Deviations (SD) were used to answer the research questions, while t-test was used to test the null hypotheses

SN	Item Statement on Staff recruitment	Federal N=207			State N=362			Total N=569		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
1	Recruitment in Colleges of Education depends on identified areas of needs	3.61	0.51	VGE	3.15	0.17	GE	3.32	0.72	GE
2	Positions are advertised with clear job requirements	3.71	0.52	VGE	3.10	0.88	GE	3.22	0.82	GE

<b>3</b>	Vacant positions are advertised using	3.37	0.63	GE	3.04	1.08	GE	3.16	0.96	GE
	i. Mass Media	2.75	1.02	GE	1.70	1.27	LE	2.08	1.29	GE
	ii. Internet	3.65	0.62	VGE	2.50	1.54	GE	2.91	1.40	GE
	iii. College Notice Board									
<b>4</b>	Candidates who applied are shortlisted if they possess the minimum qualification and experience for position applied	3.65	0.56	VGE	2.90	0.96	GE	3.29	0.85	GE
<b>5</b>	Appropriate candidates are selected through the interview.	3.64	1.05	LE	2.37	1.06	LE	3.17	0.91	LE
<b>6</b>	Candidates are selected based mainly on whom they know within or outside the college.	2.28	0.70	VGE	2.90	1.06	GE	2.33	1.05	GE
<b>7</b>	Job related skills and competencies are considered in recruitment.	3.59	0.59	VGE	2.69	1.00	GE	3.15	0.97	GE
<b>8</b>	Candidates must show evidence of state of age before recruitment	2.08	1.15	LE	2.45	0.96	GE	2.99	0.93	GE
<b>9</b>	Due process is not followed in the recruitment of some staff	2.08	1.03	GE	2.64	0.96	LE	2.31	1.12	GE
<b>10</b>	Only those candidates certified physically and mentally fit are recruited.	3.23	0.76	GE	2.67	1.12	GE	2.85	1.12	GE
<b>11</b>	Candidates with criminal records are not considered for recruitment.	3.58	0.34	VGE	2.72	1.14	GE	3.13	1.07	GE
	<b>Cluster Mean</b>	<b>3.28</b>		<b>GE</b>	<b>0.45</b>	<b>GE</b>	<b>2.92</b>	<b>0.49</b>	<b>GE</b>	

**Research Question 1:** To what extent does staff recruitment in the federal and state colleges of education comply with the established guidelines?

### Results and Data Analysis

**Table I:** Extent of staff recruitment in the Federal and State Colleges of Education in compliance with established guidelines

X = Mean, SD = Standard Deviation, Dec = Decision, VGE= Very Great Extent, GE=Great

Extent, LE = Little Extent, N= Total Number of Respondents.

From the above (Table I) the data indicate the extent to which federal and state colleges of education comply with the established guidelines on recruitment of staff. Responses from the federal colleges on items 1, 2, 4, 5, 7, 8 and 9 revealed a very great extent. This is shown by their mean scores which ranged from 3.50 to 3.71 indicating that to a very high extent the guidelines were followed. On the other hand, responses from the state colleges on the same items ranged from little extent to great extent as the means score were between 2.85 and 3.32. lastly, both the Federal and the state colleges on items 6 and 9 revealed that they practice them to a little extent with means between 2.08 and 2.45.

This implies that both the Federal and state colleges of education do not fully comply with guidelines for recruitment as established though they comply with the guidelines to a great extent. The Table also show that the standard deviations of the means of all the items ranged from 0.72 to 1.40. This indicated that the respondents were not very far from the mean and one another in their responses.

### Test of Hypothesis

Hypothesis 1: There is no significant difference in the mean scores of staffs of federal and state colleges of education on the extent of staff recruitment in compliance with the established guidelines.

**Table 2:** t-test analysis of Extent staff recruitment as it complies with established guidelines in federal and state colleges of education.

SN	Item Statement on Staff Status	$\bar{x}$	SD	t-cal	DF	Sig	Dec
1	Recruitments in colleges of Education depend on identified area of need.	Federal 3.61 State 3.15	0.51 0.77	7.65	567	0.001	S
2	Positions are advertised with clear job requirements	Federal 3.71 State 3.10	0.52 0.88	9.12	567	0.001	S
3	Vacant Position are advertised using:						

	i.	Mass Media	Federal	3.37	0.63	4.02	567	0.001	S
			State	3.04	1.08				
	ii.	Internet	Federal	2.75	1.03	10.17	567	0.001	S
			State	1.70	1.27				
	iii.	College notice Board	Federal	3.65	0.62	10.29	567	0.001	S
			State	2.50	1.54				
4		Candidates who applied are shortlisted if they possess the minimum qualification for the post	Federal	3.65	0.57	8.69	567	0.001	S
			State	3.08	0.85				
5		Appropriate candidates are selected through test and/ or interviews	Federal	3.64	0.56	10.24	567	0.001	S
			State	2.90	0.96				
6		Candidates are selected based mainly on whom they know within or outside the college	Federal	2.28	1.05	-0.99	567	0.001	S
			State	3.27	1.06				
7		Job related skills and competencies are considered in recruitment	Federal	3.59	0.70	8.78	567	0.321	NS
			State	2.90	1.00				
8		Candidates must show evidence of state of age before recruitment	Federal	3.50	0.60	10.90	567	0.001	S
			State	2.69	0.96				
9		Due process is not followed in the recruitment of some staff	Federal	2.07	1.15	-3.96	567	0.001	S
			State	2.45	1.09				
10		Only those candidates certified physically and mentally fit are recruited State	Federal	3.23	1.03	6.21	567	0.001	S
			State	2.64	1.12				
		<b>Cluster Mean</b>				<b>15.56</b>	<b>567</b>	<b>0.001</b>	<b>S</b>

The data in Table 2 above revealed that there is a significant difference in the mean scores of respondents from federal and state colleges of education on staff recruitment except item 6 in favour of federal colleges of education. These are shown by the t-calculated which ranged from 4.02 to 10.90 and found significant at .001 probabilities and also significant at .05 levels. The data on the Table however show that there is no significant difference in the mean scores of the respondents from federal and state colleges of education on item 6 as indicated by the t calculated of -.99 which is significant at .32 but not significant at 0.05 levels.



The calculated cluster  $t$  of 15.56 is significant at .001 and also significant at 0.05. Respondents from federal and state colleges of education on the extent to which they follow established guidelines in recruitment of staff. The null hypothesis of no significant difference is therefore rejected as there is a significant difference on the extent federal and state colleges of education comply with the established guidelines on recruitment of staff in the respective colleges.

### **Summary of the Findings**

The study was carried out to evaluate human capital management in colleges of education in North Central zone of Nigeria and made use of heads of various unit including the management team as the sample of the study. The sample comprises of provosts and their deputies, registrars and deans of schools, heads of academics and non-academic departments and heads of unions. The major findings revealed that, both the federal and state Colleges of Education to a great extent complies with the established guidelines on staff recruitment, and staff training and development.

The study also revealed that generally, there is a higher level of compliance on the part of the federal colleges compared to the state colleges, that is the state colleges in the region do not as much as the federal colleges follow guidelines in their conducts either in staff recruitment or staff training

### **Conclusion**

In line with the findings of this study, the researchers conclude that both federal and state colleges of education in Nigeria should to a great extent, comply with the established guidelines on staff recruitment and staff training and development. Also political interference in appointments does not always allow the most competent candidates to emerge and the lack of will power and the lackadaisical attitude to government work encourages indiscipline and poor performance at work. Finally, Heads of Departments and units, principal officers and their team members in the college should be exposed to relevant training in human capital management as this will foster and promote good governance, ensure adequate compliance, discourage favoritism and bring about co-operation and effective staff performance.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

- Provosts and other principal officers of the federal and state colleges of education should adopt and implement proper procedures for the recruitment of their staff and embark on free and fair appraisals and promotions exercise.
- There should be provision for compulsory training for the all the staff of both federal and state college of education. this could be done in batches or at different time and should be properly monitored.
- The Federal Ministry of Education through the National Commission for Colleges of Education (NCCE) should as a matter of urgency review and update the relevant guideline document as some of the guidelines are obsolete or not obtainable.
- The relevant government supervisory agencies should on constant basis be visiting this college to monitor the process, ensure compliance in various campuses and compile reports in which any college or management who is found wanting will be decisively dealt with.
- Funds should be made available to the college management by the government through the NCCE; through the ministry of education. As this will ensure prompt recruitment and training exercise.

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