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## **Influence of Evaluation on Human Capital Development in Port Harcourt Metropolis, Rivers State, Nigeria**

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### **Abstract:**

*The study investigated the influence of evaluation on Human capital development in Port Harcourt Metropolis. Three research questions and one hypothesis were formulated to guide the study. The study adopted the survey research design. The population of the study consisted of Health workers, Bank workers and secondary school teachers in the area. The purposive sampling technique was employed in selecting the 340 respondents that formed the sample of the study. The instrument for data collection was the "Evaluation and Human Capital Development Questionnaire (EHCDQ)". Mean score and standard deviation was used in analyzing the three research questions. The analysis of variance (ANOVA) was used in analyzing the hypothesis at 0.05 level of significance. The results indicated that the respondents affirmed the relevance, benefits or influences of evaluation to Human Capital Development in the area. However, there were significant differences in the mean responses of Health workers and Bank workers and between Bank workers and secondary school teachers. The observed differences in the mean responses of Health workers and secondary teachers were not statistically significant. The study recommended that employers of labour such as government and private organizations should organize awareness campaigns on evaluation programmes.*

**Keywords:** Human Capital, Human Capital Development, Manpower Development, Human Resources, Evaluation

### **1. Introduction**

Human capital is the mainstay of every economy; whether developed or developing. One of the indices used in differentiating industrialized nations or developed nations from others is the quality of Human capital or manpower available to them. Peretomode (2001) explained Human capital as the stock of competences knowledge and personality attribute embodied in the ability to perform labour so as to produce economic value. It is the attributes gained by a worker through education and experience. Human capital is the acquired and useful abilities of all the members of the society (Jhingan, 2009). It is a means of production, into which additional investment yields additional output. It is substitutable but not transferable like other factors of production. Davis (2007) noted that sometimes, the concept of Human capital can be infinitely elastic, including immeasurable variables such as personal character or connections with insiders through family or peer group. Human capital may be divided into specific and general human capital. Specific human capital refers to skills or knowledge that is useful only to a single employer or industry while general human capital (such as literacy) is useful to all employers (Anaele, 2005).

Human capital or manpower development is the building and enhancement of human resources through formal education and training (Berhanu, 2004). It is as a result of the importance of human capital development that most countries expend a significant part of their meager resources in planning, development and utilization of human resources. The huge capital spent on education (pre-nursery, nursery, and primary, junior secondary, senior secondary and higher institution of learning) is predicated on the need for a ready, equipped or trained manpower to service every sphere of the countries national life. In addition to huge financial resources spent in education, other agencies are also established to take care of the training of manpower especially in Nigerian either directly or indirectly (these include the Petroleum Technology Development Fund (PTDF), Industrial Training Fund (ITF), National Directorate of Employment (NDE). In addition, professional bodies also have certain measures to ensure that their members have the finest qualification and ethic of their professions. Skill acquisition centres are also established by companies, individuals and sometimes government. Thus, the myriads of bodies involved in Human Capital Development in Nigeria requires a synergy of efforts as the manpower needs of the country is enormous.

From the point of Human capital or manpower development policy formulation to its implementation in Nigeria, there are serious flaws to be reckoned with. Some of these problems are, faking data in order to appease the people or enhance the power of politicians, lack of a relationship between training and performance on the job, educating or training personnel for non-existing

jobs, failure to absorb trained and highly educated personnel and status inconsistency whereby people occupy high level job or are given title that are inconsistent with their training. Such short comings are not unique to the less industrialized or developing countries but may be more serious there. These problems are reduced or minimized through the instrumentality of evaluation.

Data (2006) explained evaluation as the way of measuring the effectiveness of training programmers or Human capital development efforts. Evaluation is a continuous, systematic and constant activity for most human beings (Uche, 2001). Harbor-Peters (1999) observed that evaluation is an eclectic and diverse field. He noted that this diversity is reflected in the body of literature around evaluation as the literature draws on a number of disciplines which include management and organizational theory, policy analysis, education, sociology, social change. Regardless of the economic activity individuals engage in, the circumstances that prevail around them and the background in which they find themselves, individuals spend a great deal of their time doing one form of evaluation or another. On a general note, evaluation involves the gathering of relevant information for the purpose of making appropriate judgment or appraisal based on some defined or stipulated criteria (Harlen, 1985). Given the above definition, it becomes very apparent that evaluation is a diversified activity that defies categorizations under any set of principles across situations. It is an all inclusive term that requires the application of a broad range of techniques for the process or task of appraising the progress and achievement of individuals. The evaluation process is not limited to testing which is its major component nor is its focus restricted to teaching and learning.

Evaluation plays two major roles in Human Capital Development or Manpower Development. The first stage of evaluation is done at the end of the education or training (even while the training or education is on, one form of evaluation or the other takes place for the purpose of decision making as well as recommendation). Tobin (2009) explained that at this stage, the aim of evaluation is to ensure that the training or education achieves its objective. It identifies what effects training or education has on the individual. It finds out whether trainees do anything differently from what she or he is used to doing before training or acquisition of skills and knowledge.

The second phase of evaluation aimed at longer term and wider impact of the training or education. It gives the answer of how much of the training was retained and used by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even years. Each of the stages has its goals or objectives. There is a direct relationship between the goals or objectives and evaluation. Such as relationship derives from the fact that evaluation is a means of ascertaining whether or not the set goals have been achieved. During the second phase of evaluation, the continuous nature of evaluation demands that the organization or institution appraises or judges the performance, progress and achievement of personnel on a minute, hourly, daily, weekly or monthly basis as may be most appropriate. Evaluation serves to accumulate data on the activities of the workforce. Okereke (2008) noted that result of the latter brings change in the behaviour of the employees. Such data may be used as an evidence for ascertaining whether personnel are doing their jobs along certain desirable lines. Amadi (2007) enthused that evaluation serves as feedback system that helps in modifying and thereby improving upon the existing standards or efforts and thereby helps in attaining the desired levels of mastery. The overall result is the improved and accurate perception of self and consequently a great level of confidence with which the individuals handles his or her responsibilities. Several evaluation methods are used in Human Capital Development. This ranges from qualitative methods (interviewing, observation, focus group, self reflection, case study and comments from attitude and training surveys) to quantitative methods (which include pretest and post test, calculating the effect and cost benefit analysis).

The theory that guided this study was the Human capital theory, which was propagated by Schultz (1971), Rees (1986), and Sakamoto and Powers (1995). The model believed that Human beings invest in themselves through getting educated, trained and engaged in different productive activities. They therefore acquire valuable work skills in schools, or during training programmes. The individuals that attend school or engaged in a training (work or both) are investing in their future and thereby increasing their human capital. Conversely, those that are either acquiring knowledge or skills (as in formal education) or engaged in training programmes (skill acquisition) are not making such an investment. Individuals that take part in educational or technical/vocational programmes benefit by increasing their chances of employment in the labour market, and so, giving room for opportunity of increased lifetime earnings. Thus, human capital formation positively contributes to economic development through the rate of absorption of workers into the economy. The workers absorbed invariably reap both pecuniary and non-pecuniary returns, and they have opportunity for job mobility both now and in the future. Thus, this paper seeks to determine the influence of evaluation on human capital development or manpower development in Health Services, Education and banking in Port Harcourt Metropolis.

## 2. Research Questions

The following research questions were formulated to guide the study:

- What are the responses of health workers to the influence of evaluation on human capital development in Port Harcourt Metropolis?
- What are the responses of bank workers to the influence of evaluation on human capital development in Port Harcourt Metropolis?
- What are the responses of secondary school teachers on the influence of evaluation on human capital development in Port Harcourt Metropolis?

## 3. Hypothesis

The following hypothesis testable at 0.05 level of significance was formulated to guide the study:

- There is no significant difference in the mean response of health workers, bank workers and secondary school teachers to the influence of evaluation on human capital development in Port Harcourt Metropolis.

#### 4. Research Mythology

The survey research design was adopted for this study, while the structured purposive sampling technique was employed in selecting the subjects or sample for the study.

##### 4.1. Study Population

The population of the study consisted of health workers in government employment or public health institutions, Bank workers and secondary school teachers in Port Harcourt Metropolis.

##### 4.2. Sample and Sampling Techniques

Three hundred and forty respondents were finally sampled. These included 85 health workers (50 medical Doctor and 35 Senior Nurses), 105 Bank workers and 150 secondary school teachers in Port Harcourt Metropolis. The purposive sampling technique was used in selecting the respondents.

##### 4.3. Instrumentation

The research instrument used to collect data for this study was the “Evaluation and Human Capital Development Questionnaire (EHCDQ)”. Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The criterion mean was 2.5. Any item that have a mean or greater than 2.5 was accepted while items with a mean less than 2.5 were rejected. The instrument was segmented into two parts. Part A requested for the biographical information of the sampling respondents, while part B requested for information concerning the influence of evaluation in the human capital development in Rivers State. The content and face validity of the instrument used was carried out by experts drawn from the Department of Educational Psychology, Guidance and Counselling, Ignatius Ajuru University of Education, Port Harcourt. The experts made necessary corrections and constructive criticisms which were useful for the preparation of the final draft of the questionnaire. A pilot study was later conducted in 45 respondents (15 health workers, 15 bank workers and 15 secondary school teachers) who did not form part of the sample of the study. With respect to the reliability of the instrument, the test retest method was employed in ascertaining the reliability of the questionnaire. The questionnaire was administered on the respondents after a two weeks interval and a reliability coefficient of 0.85 was observed for the instrument.

The data collected was analyzed with the use of mean score and standard deviation to answer the research questions while the hypothesis was analyzed using one way analysis of variance (Anova) at 0.05 level of significance.

#### 5. Finding and Discussion

The findings of the research question and hypotheses are presented as follows:

##### 5.1. Research Question 1

What are the responses of Health workers to the influence of evaluation on Human Capital Development in Port Harcourt Metropolis?

The analysis of this research question is as shown in table 1 below:

S/N	ITEM	$\bar{x}$	SD	Criterion mean	Remark
1.	Evaluation is used to identify the potentials of individuals	3.95	1.75	2.5	Accept
2.	Evaluation is used to measure and compare individual's aptitude and achievement in various vocation and skills	3.56	1.52	2.5	Accept
3.	Evaluation is the heart beat of any education and training programmes.	3.86	1.61	2.5	Accept
4.	Information from evaluation helps to motivate individuals to specialize in the career that they have comparative advantage over others	2.84	1.26	2.5	Accept
5.	Information from evaluation helps in classifying individuals into different vocations	3.28	1.43	2.5	Accept
6.	Evaluation is the means of certification of individuals in various life endeavour	3.96	1.65	2.5	Accept
7.	Evaluation helps to prepare individuals into the vocation that is best fitted for them	3.83	1.58	2.5	Accept
8.	Evaluation is the means of promoting individuals in the work place	3.79	1.34	2.5	Accept

9.	Psychologist and counsellors utilize information from evaluation in counselling individuals to enhance their potential	2.53	1.02	2.5	Accept
10.	In various fields of human endeavour, evaluation is a means of recognizing excellence	3.83	1.59	2.5	Accept
11.	Evaluation provides feedback to organization on the performance of their workers and what to do to boost productivity	3.23	1.25	2.5	Accept
12.	Individuals use evaluation to determine their competence	2.52	1.03	2.5	Accept

*Table 1: Responses of Health workers on evaluation and human capital development*

Table 1 show the responses of the 85 health workers selected in the study. A close look at the table shows that all the items are accepted. Thus indicating that evaluation influences human capital development in the health sector in Port Harcourt Metropolis. The mean of the items were greater than the criterion mean (2.5). The table also showed that item 1 has the highest mean ( $x = 3.95$ ) while item 10 has the lowest mean ( $x = 2.52$ ).

### 5.2. Research Question 2

What are the responses of bank workers to the influence of evaluation on human capital development in Port Harcourt Metropolis?

The analysis of the research question is as shown in table 2 below.

S/N	ITEM	$\bar{x}$	SD	Criterion mean	Remark
1.	Evaluation is used to identify the potentials of individuals	3.32	1.35	2.5	Accept
2.	Evaluation is used to measure and compare individual's aptitude and achievement in various vocation and skills	3.27	1.24	2.5	Accept
3.	Evaluation is the heart heat of any education and training programmes.	3.46	1.29	2.5	Accept
4.	Information from evaluation helps to motivate individuals to specialize in the career that they have comparative advantage over others	3.73	1.52	2.5	Accept
5.	Information from evaluation helps in classifying individuals into different vocations	3.51	1.49	2.5	Accept
6.	Evaluation is the means of certification of individuals in various life endeavour	3.74	1.62	2.5	Accept
7.	Evaluation helps to prepare individuals into the vocation that is best fitted for them	2.96	1.31	2.5	Accept
8.	Evaluation is the means of promoting individuals in the work place	3.81	1.46	2.5	Accept
9.	Psychologist and counsellors utilize information from evaluation in counselling individuals to enhance their potential	2.63	1.12	2.5	Accept
10.	In various fields of human endeavour, evaluation is a means of recognizing excellence	3.57	1.34	2.5	Accept
11.	Evaluation provides feedback to organization on the performance of their workers and what to do to boost productivity	3.57	1.34	2.5	Accept
12.	Individual use evaluation to determine their competence	2.95	1.13	2.5	Accept

*Table 2: Responses of Bank workers on evaluation and human capital development*

Table 2 shows the responses of 105 bank workers selected in the study. A close look at table 2 shows that all the items are accepted. This indicates that evaluation influence human capital development in banking in Port Harcourt Metropolis. The mean of the items were greater than criterion mean (2.5). The table 2 also showed that item 8 has the highest mean ( $\bar{x} = 3.81$ ) while item 9 has the lowest mean ( $\bar{x} = 2.63$ ).

### 5.3. Research Question 3

What are the responses of secondary school teachers to the influence of evaluation on human capital development in Port Harcourt Metropolis?

The analysis of this research question is as shown in table 3 below:

S/N	ITEM	$\bar{x}$	SD	Criterion mean	Remark
1.	Evaluation is used to identify the potentials of individuals	3.26	1.48	2.5	Accept
2.	Evaluation is used to measure and compare individual's aptitude and achievement in various vocation and skills	2.59	1.13	2.5	Accept
3.	Evaluation is the heart heat of any education and training programmes.	3.38	1.43	2.5	Accept
4.	Information from evaluation helps to motivate individuals to specialize in the career that they have comparative advantage over others	3.63	1.56	2.5	Accept
5.	Information from evaluation helps in classifying individuals into different vocations	3.63	1.47	2.5	Accept
6.	Evaluation is the means of certification of individuals in various life endeavour	3.51	1.03	2.5	Accept
7.	Evaluation helps to prepare individuals into the vocation that is best fitted for them	2.73	1.38	2.5	Accept
8.	Evaluation is the means of promoting individuals in the work place	3.69	1.24	2.5	Accept
9.	Psychologist and counsellors utilize information from evaluation in counselling individuals to enhance their potential	3.52	1.19	2.5	Accept
10.	In various fields of human endeavour, evaluation is a means of recognizing excellence	3.25	1.54	2.5	Accept
11.	Evaluation provides feedback to organization on the performance of their workers and what to do to boost productivity	3.48	1.35	2.5	Accept
12.	Individual use evaluation to determine their competence	3.32	1.29	2.5	Accept

Table 3: Teachers' responses to the influence of evaluation on human capital development

Table 3 shows the responses of the 150 secondary school teachers selected for the study. A close look at table 3 shows that all the items are accepted. Thus, indicating that evaluation influences human capital development in secondary schools. The mean of the items were greater than the criterion mean (2.5). A closer observation of table 3 also showed that item 10 has the highest mean ( $\bar{x} = 3.89$ ) while the item 2 has the lowest mean ( $\bar{x} = 2.59$ ).

### 5.4. Hypothesis 1

There is no significant difference in the mean response of the health workers, bank workers and secondary school teachers to the influence of evaluation on human capital development in Port Harcourt Metropolis.

The analysis of the hypothesis is as shown in table 4 below.

Source	Sum of squares	Df	Mean square	F	Remark
Between	1015.49	2	507.74	27.4	Significant at 0.05
Within	0243.27	337	18.53		
Total	7258.76	339			

Table 4: Anova summary table of the responses

Table 4 shows that the calculated F-value (27.4) is statistically significant at 0.05. Therefore, there is significant difference in the mean responses of health workers, bank workers and secondary school teachers in Port Harcourt Metropolis. The mean responses of the three groups were subjected to Scheff'e test. The various F's are tabulated as shown in table 5.

Groups compared	F
Health and bank workers	4.7**
Bank workers and teachers	6.23**
Health workers and teachers	1.52

Table 5: Scheff'e multiple comparison of group means

Table 5 shows that the difference in the mean responses of health and Bank workers and the mean responses of Bank workers and teachers are significant while the difference in the mean responses of health workers and the secondary school teachers is not statistically significant.

## 6. Discussion

Based on the result of the analysis as presented in the preceding section, the analysis of the result indicated that the respondents affirmed that evaluation influences human and capital or manpower development in Port Harcourt Metropolis (tables 1, 2 and 3). All the items were accepted by the respondents from the three occupational groups. However, analysis of the mean responses of the three occupational groups showed significant differences (tables 4 and 5) in the mean responses of Health and Bank workers and secondary school teachers. On the other hand the mean responses of Health workers and secondary school teachers were not statistically significant (table 5). The difference in the mean responses between the occupation groups is accounted for by the extent of awareness of the relevance, benefits and the influences of evaluation on human capital development. These observed differences may be as a result of the training they received. While secondary school teachers and Health workers undergo one form of evaluation or the other all the time, bank workers carry out routine function and may not be sufficiently aware that they are also involved in evaluation.

## 7. Conclusion

The study has shown that the three occupation groups (Health, Bank workers and secondary school teachers) affirmed that evaluation influences or enhances human capital or manpower development in Port Harcourt Metropolis. Some of the method used in evaluation in the three occupational groups include: examinations, interview, observation, focus group, self reflection etc. Significant differences were observed in the mean responses of Health workers and Bank works as well as secondary school teachers and Bank workers. The observed difference in the mean responses of Health workers and secondary school teachers was not statistically significant.

## 8. Recommendations

Based on the results the study, the following recommendations were made:

- Government should carry out evaluation and monitoring programmes periodically in all public and private institutions and organizations;
- Employers of labour such as government and private organizations should organize awareness campaigns on evaluation programmes.

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