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IMPACT OF HUMAN CAPACITY BUILDING ON ORGANIZATIONAL PRODUCTIVITY OF SELECTED TERTIARY INSTITUTIONS IN NIGERIA SOUTH SOUTH STATES

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ABSTRACT

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The objective of this study is to examine the impact of human capacity building on organizational productivity of selected tertiary institutions in Nigeria south south states. The study made use of integrative research design which is the combination of qualitative and quantitative research designs via personal interview and survey method (questionnaire). The study adopted stratified and judgmental sampling techniques to reach out the sample size of 214 selected lecturers in five tertiary institutions in the region. Pearson correlation, partial correlation and multiple regression were used to test all the independent variables against the dependent variable at 0.05 level of significance. The findings revealed that job rotation, mentoring and conference have significant and positive relationship with organizational productivity. Based on the findings the study concludes that mentoring and conference have robust and positive impact on organizational productivity as well as job rotation but not in same magnitude as compared to the earlier two dimensions. The study recommends that job rotation, mentoring and conference should be given due consideration in Nigeria tertiary institutions in order to enhance the skills, knowledge and ideas of lecturers for higher productivity.

Keywords: Motivation, Conference, Job rotation, Mentoring, Human Capacity Building, Organizational Productivity, South South States, Training and Development.

INTRODUCTION

Tertiary institution is regarded as the bedrock of sustainable development of any nation which involves structural transformation of an economy through human capacity building. This is the premise on which tertiary institution was established across the globe. However, over the past three decades, the proliferations of tertiary institutions in Nigeria have increase significantly without meaningful achievement in regards to its establishment (Faborde & Edigheji, 2016).

The main goal of tertiary institutions is to train the future generation of citizens and develop capacity in all fields of knowledge both in technology, natural, human, social sciences (Akbar, 2003) and management sciences. This function is executed through the impartation of relevant knowledge and skills to students and lecturers to enable them acquire the requisite skills that promote value-added decision making processes, develop the required capacity to effectively manage challenges encountered in their job positions as well as improve their job performance (Institute for Governance and Sustainable Development Studies, 2010) through capacity building. As such, human capacity building is very important in our tertiary institutions to enhance productivity.

Sequel to the importance of human capacity building and productivity, the federal government of Nigeria established the Petroleum Development Trust Fund (PTDF) to make provisions for adequate manpower training and development program in the country in order to promote and encourage acquisition of skills for industry and commerce with a view to train indigenous manpower sufficient to meet the need of the national economy. By this initiative, sum of money were to be provided from time to time by Federal government and contributions were also required from every employer most especially in the oil and gas sector at the rate

of one per cent (1%) of the annual pay roll are to be paid into the fund. This initiative has really contributed to the growth of human capacity building and productivity in Nigeria.

In recent time, human capacity building has attracted a lot of scholarly attention, most especially in the field of management sciences as a result of its vital role in organizational performance. It is obvious that human capacity building, capacity development, human resources development and human capital development are used interchangeably among scholars in most management literature (Christopher & Richard, 2004; Yamoah & Maiyo, 2013). The basic rationale behinds its conceptualization hinges on training and development. That is why Yamoah & Maiyo (2013) opines that employee training and development have been perceived to be indispensable components of strategic human resources management. Training and development helps to ensure that organizational members possess the requisite knowledge and skills they need to perform their job effectively, take on new responsibilities, reduce uncertainty in the market place and adapt to changing conditions in order to achieve set goals and objectives (Jones & George, 2008; Yamoah & Maiyo, 2013). In view of the dynamic change and uncertainty in the organizational environment and quest for adaptability makes it inevitable for the preparation of the workforce to inevitably seek for the acquisition of knowledge and skills. This can hamper productivity, if strategic steps are not taken to encourage human capacity building specifically in our tertiary institutions.

Human capacity building has two major dimensions (methods) such as on-the-job training and off-the-job training (Nwaeke & Onyebuchi, 2017). On-the- job training is organized within the workers job location such

as; job rotation, coaching, mentoring, apprenticeship, internship and under study assignment etc. While, off-the-job training is organized outside the workers job location such as; conference, seminar, work shop, lecture, and briefing group.

Several studies have proven that capacity building gave rise to organizational performance (Wanyama & Mutsotso, 2010; Akuegwu, Nwi-ue & Etudor-Eyo, 2013; Yamoah & Maiyo, 2013; Ojokuku & Adejare, 2014; Igbaekemen, 2014). The performance of any organization depends on the quality of people employed to manage organizational activities and these people must be well trained periodically to meet changing trends in the environment. Therefore, training and development is a continuous process. Employees who receive regular training are more likely to accept change and come up with new ideas.

Admittedly, human capacity building enhances organizational productivity but it is not a sufficient condition to guarantee organizational success. There are other factors that must be present to enrich capacity building and productivity such as working environment, employees' skills and knowledge, motivation and reward, communication flow and organizational culture (Philip, 2006 as cited in Yamoah, 2014; Jagero & Kombo, 2012). These factors are moderators of human capacity building and organizational productivity. Here we are basically concerned with employee motivation /reward as our moderating construct.

Several scholars have done studies on capacity building and organizational performance but only very few have carried out empirical studies on capacity building by incorporating job rotation, mentoring and conference as dimensions of human capacity building (Akuegwu et al 2013; Igbaekemen, 2014), but none has incorporated motivation and reward as a moderating variable on the

relationship between capacity building and organizational productivity. Therefore, we seek to close this research gap by empirically investigating the relationship between human capacity building and organizational productivity in selected tertiary institutions in the South South State of Nigeria.

Objectives of the Study

The major objective of this study is to investigate the impacts of human capacity building on organizational productivity in Tertiary institutions in Nigeria South South States. Specifically the objectives are as follows:

1. To establish the relationship between job rotation and organizational productivity.
2. To explore the relationship between mentoring and organizational productivity.
3. To ascertain the moderating effect of motivation on human capacity building and organizational productivity.

Research Questions

In order to explore this research work very well, the following questions were being asked:

1. To what extent does job rotation influence organizational productivity?
2. To what extent does mentoring influence organizational productivity?
3. Does motivation moderate the relationship between human capacity building and organizational productivity?

Research Hypothesis

In respect of the above research questions, the following hypotheses were stated in alternate form.

Ha1: There is significant and positive relationship between job rotation and organizational productivity.

Ha2: There is significant and positive relationship between mentoring and organizational productivity.

Ha3: Employee motivation system significantly and positively moderates the relationship between human capacity building and organizational productivity.

Methodology

The population of this study consists of the totality of lecturers in the South South

geopolitical zone of Nigeria tertiary institutions. However, five institutions was selected for this study from the total population. As such, there was no available record to ascertain the total number of lecturers in the various institutions which made the determination of sample size very difficult.

The sample size of 214 was determined, using Top man's formular. The stratified sampling technic was adopted on the basis of status of lecturers. Therefore, all categories of lecturers across faculties were considered. More so, only those with more than five years working experience with their respective institutions were considered.

Distribution of Sample Size

S/NO	Selected Institutions	Sample size
1.	Niger Delta University, Amasoma	36
2.	Federal University Otuoke	35
3.	Delta State university	36
4.	Delta state university of Science and Technology. Ozoro	35
5.	University of BEnin, Edo State	37
6	Ambros Ali university, Ekpoma	35
Total		214

Data was collected through primary and secondary methods. The primary method entails the distribution of questionnaires to the target respondents and personal interview was also employed to gather relevant information that could not be provided in the questionnaire. The secondary data deals with journals, textbooks and resource materials from the internet. The questionnaire was structured and divided into sections from A-D. Section 'A' deals with demographics of selected lecturers, while section 'B' addresses the independent variables and its dimensions such as job rotation and mentoring while section 'C' deals with the moderating constructs motivation and reward system and finally 'D' deals with the dependent variable which is organizational productivity. The questions on the instrument were designed in simple format and structured in matrix form on five point Likert scale type ranging from

strongly agreed to strongly disagreed and coded SD=1 to SA=5. The Cronbach alpha coefficient of each dimension measured on the scale of three items are all greater than 0.7 (cut-off mark) as well as the cumulative items of 15 is also greater than 0.7. This shows that the instrument used is a valid and reliable measure.

Data presentation and Analysis

The finding of the study where presented in frequency table while the data while multiple regression technique was adopted to examine the collective strength of the relationship between the dimensions on the measure as well as the partial correlation coefficient. The partial correlation was used to test the moderating construct on the relationship between human capacity building.

Analysis of General Questionnaire Distribution and Response Rate

S/No.	Sample Units	Sample	Respondents	Rate of Responses %
1	Niger Delta University	36	25	19.23
2	Federal University Utuoke	35	21	16.15
3	Delta state university ,Abraka	36	23	17.69
4	Delta state university of Science and Technology, Ozoro	35	15	11.54
5	University of Benin, Edo State	37	27	20.79
6	Ambros Ali University, Ekpoma	35	19	14.62
TOTAL		214	130	100.0

Source: Field Survey Data, 2025.

From the above the target sample size of the study stood at two hundred and fourteen (214) targeted respondents. However, from the table, it is clear that only one hundred and thirty respondents correctly filled and returned their questionnaires. This shows that we achieved a response rate of 60.7% which is quite above average and acceptable representation of the target population of Lecturers in tertiary institutions in the south south states. Therefore, a conclusive generalization could be drawn from the respondents to represent the entire population.

From the study, 80 of the total respondents are male which represents 61.5%, while 50 of the remaining respondents are female which represents 38.5% of the total respondents. It therefore, implies that the male lecturers are more predominant in tertiary institutions in the South South States.

The distribution reveals that 17 (13.1%) of the total respondents have attained the age bracket of 18-30 years of age. Also, 21.5%, 37.7% and 27.7% of the respondents have attained the age bracket of 31-43 years, 44-56 years, and 57 and above years of age respectively. 34 (26.2%), 27 (20.8%), 16

(12.3%), 6 (4.6%), 3 (2.3%) and 18 (13%) are lecturer 11, lecturer 1, senior lecturer, associate professor category respectively, while fifty of the total respondents representing 38.5% have worked between 5-10 years, while 42 (32.3%) of them have put in 11-16 years in the job and 28 (21.5%) of the respondents have worked for 17-23 years.

The study also reveal that 110 of the total respondents representing 84.6%, agreed that they have participated in off-the-job human capacity building as way of improving their knowledge and ideas, while 20 of them representing 15.4% disagreed that they have not actually participated in any off-the-job human capacity building program apart from on-the-job-training like induction and mentorship.

Moreso, 45 (34.6%) of the total respondents claimed that the reason why they participate in human capacity building program is to gain new knowledge and new ideas, while 12 (9.2%) states that they participate in order to meet experts in their profession. Perhaps 43 (33.1%) said the reason for participating is based on developing their career and gain promotion. 5 (3.8%) said just for the monetary benefits attached to the program.

Analysis for Job Rotation

In order to ascertain the dimension of job rotation as one of the component of human capacity building in tertiary institutions,

question 1, 2, and 3 (items for measurement) in section B was constructed and the summary of findings is as shown below.

Responses for Job Rotation

No.	Measuring	SA	A	U	DA	SD	Total
	scale						
	I have been teaching for long and being assigned to other responsibilities within this department.	32 24.6 %	24 18.5 %	3 2.3 %	41 31.5 %	30 23.1 %	130 100%
	My job is to teach and nothing else.	24 18.5 %	35 26.9 %	5 3.8 %	40 30.8 %	26 20% %	130 100%
	I am teaching and equally assigned to do other jobs outside my department.	12 9.2% %	14 10.8 %	4 3.1 %	48 36.9 %	52 40% %	130 100%

Source: Field survey Data, 2025.

In table 4.8 it shows that question 1 was asked to ascertain whether lecturers are assigned to other responsibilities outside their primary job of teaching within their departments. The findings revealed that 32 (24.6%) of the respondents strongly agreed to the issue raised, 24 (18.5%) agreed, 3 (2.3%) undecided, 41 (31.5%) disagreed and 30 (23.1%) strongly disagreed. Question 2 was asked to find out whether lecturers perform other tasks apart from their primary task of teaching. The findings revealed that 24 (18.5%) of the total respondents strongly agreed to the issue raised, 35 (26.9%) agreed, 5 (3.8%) undecided, 40 (30.8%) disagreed and 26 (20%) strongly disagreed. Question 3 was asked to find out whether lecturers perform their primary task of teaching as well as being assigned to other responsibilities outside their departments. The findings revealed that 12 (9.2%) of the respondents strongly agreed to the question raised, 14 (10.8%) agreed, 4 (3.1%) undecided, 48 (36.9%) disagreed and 52 (40%) strongly disagreed. However, the findings revealed that the level at which lecturers are assigned other

responsibilities within and outside their department is relatively minimal as compared to their primary responsibility of teaching. This implies that the practice of job rotation as human capacity building program is not predominant among lecturers. They pay more attention to teaching and only few jobs outside teaching is being rotated among them both within and outside their departments.

Analysis for Mentoring

In order to investigate whether the respondents engaged in mentoring as human capacity building program, three measurement items were drafted in question 4, 5, and 6 in section B of the questionnaire. The summary of findings is s shown below.

Responses for Mentoring

S/No.	Measuring Scale	SA	A	U	DA	SD	Total
4	I always like to transfer knowledge and new ideas to junior colleagues about the job to keep them informed.	40 30.8%	32 24.6%	10 7.7%	27 20.8%	21 16.2%	130 100%
5	I advice my junior colleagues on the job.	24 18.5%	37 28.5%	6 4.6%	30 23.1%	33 25.4%	130 100%
6	I have good inter-personal relationship with junior colleagues.	28 21.5%	34 26.2%	4 3.1%	24 18.5%	40 30.8%	130 100%

Source: Field Survey Data, 2025.

As depicted in table 4.9 above, question 4 was asked to investigate whether lecturers always transfer knowledge and new ideas to their junior colleagues whenever new knowledge is gained. The findings indicated that 40 (30.8%) of the total respondents strongly agreed on the issue raised, 32 (24.6%) agreed, 10 (7.7%) undecided, 27 (20.8%) disagreed and 21 (16.2%) strongly disagreed. Question 5 was asked to ascertain whether lecturers do advice their junior colleagues in relation with the job. The findings revealed that 24 (18.5%) of the respondents strongly agreed, 37 (28.5%) agreed, 6 (4.6%) undecided, 30 (23.1%) disagreed and 33 (25.4%) strongly disagreed. Question 6 was designed to find out whether lecturers have good inter-personal relationship with junior colleagues. The findings indicated that 28 (21.5%) of the respondents strongly agreed, 34 (26.2%) agreed, 4 (3.1%) undecided, 24 (18.5%) disagreed, and 40 (30.8%) strongly disagreed.

The findings revealed that superior-subordinate relationship in terms of advice, inter-personal relationship and knowledge and idea sharing among lecturers is relatively high because mentorship is not a predominant practice among lecturers. Only very few lecturers most especially professors, associate professors and senior lecturers do engaged in mentorship because the lecturing profession is highly competitive. Therefore, majority of lecturers find it difficult to coach their junior colleagues for fear of taking their jobs.

Analysis for Motivation and Reward System

In an attempt to investigate whether motivation and reward system impact on human capacity building and organizational performance, questionnaire items 10, 11 and 12 were constructed. The summary of findings is tabulated in the next table.

Responses for Motivation and Reward System

S/No.	Measurement Scale	SA	A	U	DA	SD	Total
10	I am always motivated when am supported for training program.	53 40.8%	46 35.4%	4 3.1%	17 13.1%	10 7.7%	130 100%
11	Salary, allowances and bonuses provided to me increases my productivity.	87 66.9%	43 33.1%	- -	- -	- -	130 100%
12	I am motivated when am morally encouraged to do my job.	44 33.8%	34 26.2%	10 7.7%	29 22.3%	13 10%	130 100%

Source: Field Survey Data, 2025.

From the table 53 (40.8%) of the respondents strongly agreed, 46 (35.4%) agreed, 4 (3.1%) undecided, 17 (13.1%) disagreed and 10 (7.7%) strongly disagreed. Question 11 was designed to investigate whether salary, allowances and bonuses provided to lecturers will increase their level of productivity. 87 (66.9%) strongly agreed and 43 (33.1%) agreed, while undecided, disagreed and strongly disagreed have zero scores. Question 12 was designed to find out whether moral support i.e non-financial incentives influence lecturers to go for training. The findings revealed that 44 (33.8%) of the respondents strongly agreed, 34 (26.2%) agreed, 10 (7.7%) undecided, 29 (22.3%) disagreed and 13 (10%) strongly disagreed.

From the findings it is obvious that lecturers pay more attention to salary, allowances and bonuses in order to increase productivity; though they are also motivated when supported financially and morally for training program.

Analysis for Organizational Productivity

In order to investigate whether human capacity building program result to organizational productivity, scale item 13, 14 and 15 were raised in the questionnaire. The summary of findings is represented in the table below.

Responses for Organizational Productivity

S/No.	Measurement Scale	SA	A	U	DA	SD	Total
13	Training makes me to be very effective in doing my job.	31 23.8 %	36 27.7 %	8 6.2 %	25 19.2 %	30 23.1 %	130 100 %
14	Training increases my level of imparting knowledge.	47 36.2 %	35 26.9 %	3 2.3 %	27 20.8 %	18 13.8 %	130 100 %
15	Training makes me to be very efficient in doing my job.	40 30.8 %	38 29.3 %	2 1.5 %	23 17.7 %	27 20.8 %	130 100 %

Source: Field Survey Data, 2025.

The findings revealed that 31 (23.8%) respondents strongly agreed, 36 (27.7%) agreed, 8 (6.2%) undecided, 25 (19.2%) disagreed and 30 (23.1%) strongly disagreed. Question 14 was designed to find out whether training increases the level of imparting knowledge among lecturers. The findings revealed that 47 (36.2%) strongly agreed, 35 (26.9%) agreed, 3 (2.3%) undecided, 27 (20.8%) disagreed and 18 (13.8%) strongly disagreed. Question 15 was drafted to find out whether training makes lecturers to be very efficient in doing their jobs. The findings revealed that 40 (30.8%) respondents strongly agreed, 38 (29.3%) agreed, 2 (1.5%)

undecided, 23 (17.7%) disagreed and 27 (20.8%) strongly disagreed.

However, from the findings, it therefore implies that majority of the respondents attest to the claim that human capacity building (training) enables lecturers to be more effective and efficient in doing their jobs as well as helping them to impart knowledge to students better.

Test of Hypothesis One

Hypothesis one: There is no significant and positive relationship between job rotation and organizational productivity in tertiary institutions in the South South States.

Correlation for Hypothesis One**Correlation**

Variables		Job Rotation	Organizational Productivity
Job Rotation	Pearson Correlation	1	.745**
	Sig. (2-tailed)		.000
	N	130	130
Organizational Productivity	Pearson Correlation	.745**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

The result of the findings show a very strong positive and significant relationship ($r = .745^{**}$) between job rotation and organizational productivity at $P < 0.05$, $N=130$. Hence we can infer that job rotation as dimension of human capacity building is a predictor of organizational productivity.

Test of Hypothesis Two

Hypothesis Two: There is significant and positive relationship between mentoring and organizational productivity in tertiary institutions in the South South States, Nigeria.

Correlation for Hypothesis Two**Correlation**

Variables		Mentoring	Organizational Productivity
Mentoring	Pearson correlation	1	.895**
	Sig. (2-tailed)		.000
	N	130	130
Organizational Productivity	Pearson correlation	.895**	1
	Sig (2-tailed)	.000	
	N	130	

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

The result of the finding shows a very strong positive and significant relationship ($r = .895^{**}$) between mentoring and organizational productivity at $P < 0.05$, $N=130$. Therefore, we can say that mentoring is a key predictor of organizational productivity.

Test of Hypothesis Three**Test of Hypothesis Four-Partial Correlation**

Hypothesis Four: Motivation / reward system does significantly moderates the relationship between human capacity building and organizational productivity in tertiary institutions in the South South States of Nigeria.

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Table 4.17 Partial Correlation

Correlations

Control Variables			HCB	OP	Motivation system
-none ^a	Human capacity Building (HCB)	Correlation	1.000	.745	.639
		Significance (2-tailed)	.000	.000	.000
		Df	0	128	128
	Organizational productivity (OP)	Correlation	.745	1.000	.893
		Significance (2-tailed)	.000	.000	.000
		Df	128	0	128
	Motivation system	Correlation	.639	.893	1.000
		Significance (2-tailed)	.000	.000	.000
		Df	128	128	0
Motivation system	Human Capacity Building (HCB)	Correlation	1.000	.504	
		Significance (2-tailed)	.000	.000	
		Df	0	127	
	Organizational Productivity (OP)	Correlation	.504	1.000	
		Significance (2-tailed)	.000	.000	
		Df	127	0	

a. Cells contain zero-order (Pearson) correlations.

The results reveals that there is strong positive relationship ($r = .504$) on the effect of motivation/reward system on the relationship between human capacity building and organizational productivity. The coefficient of determination indicated 50.4% of motivation/reward system affects the relationship between human capacity building and organizational productivity in tertiary institutions in the South South States. This shows that motivation/reward system has a very strong effect on the relationship between human capacity building and organizational productivity.

Discussion of Findings

The objective of this study is to examine the impact of human capacity building on organizational productivity in tertiary

institutions in the South South States, Nigeria. The empirical findings unveil that job rotation, mentoring and conference are all predictors of organizational productivity among lecturers in tertiary institutions in the South South States, Nigeria. Specifically, we are going to discuss each of these dimensions with theoretical reinforcement as regards to organizational productivity.

Job Rotation and Organizational productivity

In the course of investigation, the findings revealed that job rotation as capacity building program among lecturers in tertiary institution is relatively low, though the pearson correlation in hypothesis one was accepted that there is significant and positive relationship between job rotation and

organizational productivity. The multiple regression results did not give credence to this assertion. The relationship is insignificant, when all the variables were considered. Perhaps, job rotation as a human capacity building program is a predictor of organizational productivity of lecturers in tertiary institutions in Nigeria. The reason stems from the fact that when employees are being assigned from one specific job to another within or outside their departments, it exposes them to gain more experiences, knowledge and skills, reduce boredom, reduce stress, reduce fatigue and makes the job more interesting; thereby increasing productivity. This finding is in agreement with the findings of Adjei (2012) that job rotation has helped to reduce physical and mental stress, which in turn has yielded high level of productivity and maintains a high level of corporate image as well as capable of developing employees' skills to make them work effectively by filling vacant positions in all departments in the organization.

Mentoring and Organizational Productivity

The study revealed that mentoring as a human capacity building program is low among lecturers in tertiary institutions but the Pearson correlation in hypothesis two was accepted that there is significant and positive relationship between mentoring and organizational productivity. This finding is supported by the multiple regressions test when all the variables were considered. Thus, mentoring is a predictor of organizational productivity of lecturers in tertiary institutions in Nigeria. This finding corroborates the findings of Abomeh & Peace (2015) that mentoring in regards to career support, psycho-social support and knowledge transfer are key predictors of employees' performance, which is a variant of organizational productivity. This finding is also in agreement with that of Akuegwu et al (2013) that mentoring as capacity building program is low among lecturers in terms of participation and sustainable development.

Summary of Findings

The objective of this study is to empirically examine the impact of human capacity building on organizational productivity of lecturers in tertiary institutions in Nigeria South South States. Based on the research conducted, the study revealed the following findings:

The study revealed that majority of the lecturers are more interested in developing their knowledge and ideas through off-the-job training program which has to do with external training outside the work environment such as conferences. They attend conferences for the purpose of updating their knowledge and improve on their ideas as well as developing their careers/promotions, because it is a key pre-requisite for promotion and institutional ranking, most especially within the university environment. Sequel to this development, the study revealed that majority of the lecturers sponsored themselves on human capacity building training, apart from very few that seek sponsorship grant from government and NGOs/private organizations. This development is off course worrisome on the part of management in promoting research in our tertiary institutions of higher learning.

However, the study also revealed that the level at which lecturers are being assigned to other responsibilities relating to their jobs within and outside their departments is very low as compared to their primary responsibility of teaching. This implies that the practice of job rotation as capacity building program is not a common practice among lecturing staffs in Nigerian tertiary institutions. They pay more attention to teaching and only very few jobs outside teaching is being rotated among them within and outside their departments. The reason is attributed to the fact that the management of these institutions are not making provisions for over-head allowances to lecturers in line with additional responsibilities given to them. Perhaps most of them feel

reluctant to accept additional responsibilities either within or outside their departments because they are not motivated to do so.

In the aspect of superior-subordinate relationship in terms of inter-personal relationship, advice, knowledge and idea transfer is low because mentoring is not a common training program among the lecturing staffs in tertiary institutions. The study revealed that only very few lecturers like professors, associate professors and senior lecturers do engage the junior ones in mentorship training because the lecturing job is highly competitive and majority of the lecturers find it difficult to coach their junior colleagues for fear of taking their jobs.

In addition, the study also revealed that lecturers in tertiary institutions pay more attention to salary, allowances and bonuses in order to increase their productivity, despite the training programs being attended. This implies that human capacity building programs attended by lecturers is not enough justification for organizational productivity rather it is complemented by good motivational and reward system being implemented by management. The study reveals that the combination of both is a sufficient condition for lecturers in tertiary institutions to be more effective and efficient in doing their jobs which in turn give rise to organizational productivity.

Finally, based on the hypotheses tested the following findings were discovered:

1. There is significant and positive relationship between job rotation and organizational productivity of lecturers in tertiary institutions in Nigeria South South States
2. There is significant and positive relationship between mentoring and organizational productivity of lecturers in tertiary institutions in Nigeria South South States.
3. There is significant and positive relationship between conference and

4. organizational productivity of lecturers in tertiary institutions in Nigeria South South States.
5. Motivation and reward system significantly moderates the relationship between human capacity building and organizational productivity of lecturers in tertiary institutions in Nigeria South South States.
6. Mentoring and conference jointly impact on organizational productivity, while job rotation is insignificant when all the variables are considered.

Conclusion

In conclusion, mentoring and conference have robust and positive impact on organizational productivity as well as job rotation but not in same magnitude as the earlier two dimensions. These human capacity building programs are necessary conditions but not sufficient conditions for the productivity of lecturers because motivation and reward system moderates the relationship. Simply put, if lecturers are not well paid or motivated, they will lack interest in participating in human capacity building programs, despite the benefits derived from it. Lecturers participates more in conferences as compared to any other human capacity building programs like job rotation and mentoring due to the fact that they seek to gain new knowledge and ideas as well as striving to develop their careers/promotions since it is tied to their promotions. As such, the end results that are expected to be derived from other capacity building programs are truncated, thereby affecting productivity. It therefore means that tertiary institutions in Nigeria are not reaping from the benefits of job rotation and mentoring as they are suppose to benefit.

Recommendations

Based on the findings, the following recommendations were made:

1. The management of tertiary institutions in Nigeria should ensure that lecturers are encouraged to participate in conferences in order to broaden their knowledge and gain new ideas from experts in their profession not only as an avenue to gain promotion.
2. Mentoring program should be highly encouraged in our tertiary institutions to support the young ones to develop their skills and knowledge in the job.
3. The management of tertiary institutions should promote job rotation among lecturers by compensating them adequately for additional responsibilities giving to them in order to reduce stress and fatigue as well as making them to gain more experiences and skills in other areas of management.
4. Human capacity building is a key issue in global university ranking system, therefore, the management of tertiary institutions should encourage lecturers by providing funds to lecturers in order to carry out vital research that will boost the image of the institutions.
5. Education is perceived to be the bedrock of economic development; as such the government should play a critical role by providing adequate funds to support research in tertiary institutions to enable the management of these institutions to meet the yearning of lecturers in terms of research grants to promote capacity building.

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