

HUMAN CAPITAL DEVELOPMENT AND ORGANIZATIONAL QUALITY SERVICE DELIVERY IN NIGERIA

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Abstract

The purpose of this study is to examine human capital development (namely training, empowerment, and career development) and organisational quality service delivery. It also investigates the mediating role of human resource values in increasing the organisational quality service delivery. The research is conducted in the context of Nigeria's Industrial Training Fund (ITF). 399 employees constitute the sample. The questionnaire was the instrument for data collection. 235 valid questionnaire copies were retrieved out of the 399 administered, yielding a response rate of 58.90 percent. The data were analysed using partial least square structural equation modelling with the SMART PLS 3.33 version. The findings showed that training and empowerment have a direct significant relationship with organisational quality service delivery, although career development has an insignificant effect on organisational quality service delivery. Further, the findings revealed

that human resource values have a positive relationship with organisational quality service delivery. In addition, the results established that human resource values mediate the relationship between training, empowerment, and organisational quality service delivery. On the other hand, human resource values did not mediate the relationship between career development and organisational quality service delivery. The research presents a theoretical framework that includes antecedents (human capital development, such as training, empowerment, and career development), mediator (human resource values), and outcome (organisational quality service delivery) which may not have been available in previous studies.

Keywords: Human Capital Development; Organizational Quality Service Delivery, Human Resource Values

Introduction

Organisational quality service delivery is the most imperative competitive dynamic in the modern corporate industry. The perception of quality service delivery demonstrates an essential part in accepting the transfer of unique service delivery (Zeithaml et al., 1990) as it captures the approach employees valued in relation to organizational practices about quality service delivery that also encourages employee drive concerning service behaviour (Nkusi, 2018; Bhatti et al., 2011). Employees who have received exceptional service from the organisation are more motivated to provide quality care outside the organisation. Training, empowerment, and rewards are indeed

the three important elements influencing quality, which foster service delivery strategy and incredible service quality. Studies have revealed that employee training is a critical factor in stimulating high-quality service and powerful methods that provide employees with the necessary skills (Crespí et al., 2021). Extant literature has shown that there is a link between the level of training programmes and the quality of service (Reid et al., 2021). Employee empowerment entails giving them adequate independence to deal with unexpected situations and allowing them to become more conscientious in the workplace (Yaqub et al., 2021). On the other hand, this does not rule out the need for service delivery to be monitored and evaluated. It fundamentally entails giving people the ability to do things on their own while maintaining transparency and responsibility at all times. Individual characteristics or contextual barriers to employee career development have been identified (Aryee et al., 2007; Ng, & Feldman, 2010). However, Zhang et al. (2021) found an insignificant effect of leaders and employees on career development.

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On the other hand, reward has been viewed as a broad idea that describes something more than financial compensation. Monetary rewards or financial incentives, contrary to popular belief, take a lesser role in coordinating results with the value and objectives of the service organisation than non-monetary reward systems. It is critical that both goals are realistic and attainable, and that the employee has been engaged in the goal-setting system (Nkusi, 2018; 2021). Previous research has found that organisations cannot achieve the desired results from employee quality service delivery due to insufficient competency in their workplace environment (Islam, & Ahmed, 2018; Govaerts, et al., 2017). The ability of trainees to apply newly acquired knowledge in real-world situations provides critical analysis of training interventions (Yaqub, et al., 2021; Tziner, et al., 2007; Sookhai & Budworth, 2010). In addition, quality products and services have emerged as a major concern in the 1980s. While marketers have characterised and measured quality in tangible goods, quality services are extremely fragmented and understudied (Parasuraman et al., 1985). There is an urgent need to conduct an empirical study on the effects of human capital development predictors such as training (Shen, & Tang, 2018; Yaqub, et al., 2021), career development (Heffernan, 2018; Morris et al., 2021), and empowerment (Hirzel, et al., 2017; Al-Omari, et al., 2020). Prior studies like Cronin and Taylor (1992), Ndevu and Muller (2017), Tsai and Tang (2008), Proag (2021), Saldanha, et al. (2021), and Fukey, et al. (2014) have also called for more research to advance the understanding of quality service delivery.

Thus, the focus of this study is to investigate the effect of human capital development characteristics (training, empowerment, and career development) on organisational quality service delivery. This research will help us gain a better understanding of the human capital development characteristics (such as training, empowerment, and career development), which an organisation should consider when developing a quality service delivery system.

Literature Review and Hypotheses Development

Human capital theory

Human capital theory was proposed by Schultz

(1961) and developed by Becker (1994). Human capital theory introduced by Becker (2009) urges that there is need to invest in training, empowerment and career development, either formal or informal, to increase employee's productivity. Human capital theory assumes that real training is extremely valuable for stimulating employee's productive capacity and improving the quality of service delivery within an organisation (Mbulwa, & Kinyua, 2021; Ployhart, et al., 2011). In short, human capital theorists believe that managers whose human capital has been developed are more productive and capable of providing quality service in the organisation (Kitur, 2021; Nchuchuwe, & Etim, 2020). Human capital theory focuses on how human capital resources can improve workers' operational efficiency by boosting the level of quality service delivery while cutting costs (Kern, 2009; Fowowe, & Arogundade, 2021). Education or training, empowerment and career development based on the human capital theory increases worker productivity by imparting useful knowledge and skills, resulting in higher employee lifetime earnings (Githinji, 2014). Human resource value, according to this theory, is the pool of human capital under the control of the organisation that improves quality service. Human capital theory is applied directly to the competencies of employees in organisations (Teixeira, 2014).

Research Framework

This study employed a SERVQUAL model to explain the interactions depicted schematically in Figure 1. SERVQUAL, the most widely used and well-known model, was proposed by Parasuraman, Zeithaml, and Berry in 1985. This study uses the five dimensions for the service quality model. Inconsistent with SERVQUAL model based on how human capital development characteristics (training, empowerment, and career development) are predicted to have leading and interactive effects on organisational quality service delivery, relating with the intervening variable (human resource values). This helps in the development of hypotheses for this study, as shown in the framework.

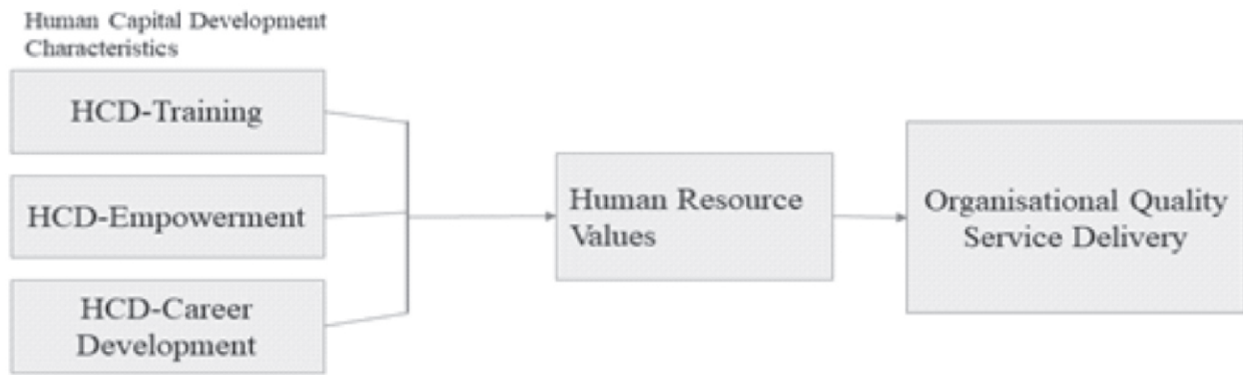


Figure 1: Framework of human capital development and organisational quality service delivery

1. Relationship between Training and Organisational Quality Service Delivery

The human capital theory outlines training as structured on- and off-the-job activities that aim to improve knowledge, skills, and abilities for current and future workforce responsibilities (Kim & Ployhart, 2014; Riley et al., 2017). As a result, Waqanimaravu and Arasanmi (2020) discovered a link between employees' perceptions, benefits of training, technical services, and the quality of service. Besides that, Garavan, et al. (2021) discovered that training is significantly and positively correlated to organisational efficiency, with no statistically significant increase in training quality and quantity initiatives. Furthermore, while internal training is better for pre-recession, revenue growth, staffing is better for post-recession regeneration, presumably because the workforce promotes generic human capital resources that allow for organisational flexibility and adjustment (Garavan, et al., 2021). Existing research indicates that service quality has a significant relationship with customer satisfaction (Uzir, et al., 2020; Ramasamy, 2020; Oladapo, et al., 2020; Alzaydi, et al., 2018). Similarly, Nchuchuwe and Etim (2020) also asserted that the Lagos State public service organisation delivers efficient services. According to Gómez, Lorente, and Cabrera (2004), more research on the impact of training and performance should be conducted. Therefore, investing in training has increased significantly in the previous years, but the relationship between training and organisational quality service delivery has received little attention. Hence, this study hypothesised that: H1: There is a significant relationship between training and organisational quality service delivery.

2. Relationship between Empowerment and Organisational Quality Service Delivery

Prior research found that the subsystem voice atmosphere increased unit empowerment, which in turn increased interpersonal empowerment (D'Innocenzo, et al., 2016; Lamm, et al., 2015). Nearly 70 percent of organisations also use an element of empowerment (Mutonyi, et al., 2020, Lawler, et al., 2001, Grass, et al., 2020, Maynard, et al., 2012), which is an organizational strategic value since line managers require legitimacy to respond appropriately to customer demands in evolving global service contexts (Motamarri, et al., 2020; Adler, et al., 2021; Bowen & Lawler, 1995; Beomcheol, et al., 2012; Namasivayam, et al., 2014). Employee intrinsic motivation is influenced by the organisation's empowerment climate, which is influenced by departmental employee engagement, and departmental career advancement is linked to individual psychological empowerment (Lin, Wu, & Ling, 2017; Kuokkanen, et al., 2016). According to Kong, et al. (2016), empowerment is a significant predictor of successful planning among younger workers. For most organisations and managers, quality, empowering management are strategic roles that necessitate a progressive change in organisational style and culture, and unique methods and practices (Ripley & Ripley, 1992). This indicates that while empowerment has received some attention in previous studies, the relationship between empowerment and organisational quality service delivery has been understudied. Therefore, the following hypothesis has been proposed:

H2: There is a significant relationship between

empowerment and organisational quality service delivery

3. Relationship between Career Development and Organisational Quality Service Delivery

Recent surveys have revealed that both direct, indirect, and non-financial compensation have significant impact on service delivery (Kitur, 2021; Toh, & Sampson, 2021). Accordingly, Ampomg, et al. (2020) found that career development systems are critical in the operation of our organisations and have a significant effect on performance. A 'positive career' may mean different things to different people, but it usually entails enjoying your job, contributing to your community, and maintaining a decent standard of living (Hooley, 2021). Because career development lacks empirical support, existing works have called for more research into useful and innovative frameworks to connect career theory, practice, and policy (Hooley et al., 2013; Rumrill, 2020; Nchuchuwe, & Etim, 2020). Few sessional academics receive career support opportunities (Heffernan, 2018), while others do not. Previous researches found out that financial support systems influence service delivery and that poor service delivery has led to violent protests (Hooley & Rice, 2019; Ndebele & Lavhelani, 2017; Lufunyo, 2013; Sibanda, 2012). Crous (2006) argued that for service delivery to improve the user experience, customers must be actively engaged in its improvement. Based on the current discussion above, there is a scarcity of research on the relationship between career development and organisational quality service delivery which is yet to be explored. Therefore, the study hypothesised that:

H3: There is a significant relationship between career development and organisational quality service delivery.

4. Relationship between Human Resource Values and Organisational quality service delivery.

The effect of human resource values and organisational quality service delivery is required for modern organisational strategic planning. According to Katou (2017), human resources content is more positively related to job satisfaction and incentive and less positively related to organisational commitment than management of

human resources; similarly, Abu-Nahel, et al. (2020) discovered a positive and significant relationship between human capital adaptability and the quality service in non-government organisations. Recognizing quality service delivery issues allows businesses to better understand their potential, human resource capabilities, and knowledge level, permitting them to be more innovative and successful (Aladegbola, & Jaiyeola, 2016; Kumar, et al., 2019). Isolating the potential of resource access from resource ownership is an unhealthy act that requires trust, negotiation skills, and widely accepted processes (Doz, 2020; Stahl, et al., 2020; Knies, et al., 2017). Verma, et al. (2020) discovered that improved big data quality is required to improve human resource practices, human resource service quality, and the organisation's innovation expertise. According to the findings of Ardito and Petruzzelli (2017), outsourcing scope is curvilinearly (inverted U) regarding product innovation, and its adverse effects appear later in the availability of interdependent workgroups and brainstormed ideas. According to the findings of the extant literature, human resource values have received little attention, but empirical research on the relationship between human resource value and organisational quality service delivery has been limited. Accordingly, this study hypothesised that:

H4: There is a significant relationship between human resource values and organisational quality service delivery.

Human Resource Values as a Mediating Variable

According to previous research, prioritising human resource values (Kidwell, et al., 2018; Leung et al., 2013; Leung, & Chaturvedi, 2011; Wang, et al., 2012) is the most critical and valuable aspect of understanding and accelerating quality service delivery (Sánchez et al., 2015; StavrouCostea, 2005; Hsu, et al., 2007; Chuang, et al., 2013). Human resource practices can be used to control, assess, and respond to employee development, accessibility, information sharing, and skill use (Yahya, & Goh, 2002; Panayotopoulou & Papalexandris, 2004). This implies that the company must employ human resource processes that would assess all its employees' knowledge, skills, expertise, and creativity (Soliman, &

Spooner, 2000, Wang, Chiang, & Tung, 2012). Several studies have continued to conceptualise human capital development and human resource values in terms of strategic goals and knowledge strategy (Hsu, et al., 2007; Al-Kassem, 2021; Jiang, & Messersmith, 2018, Sánchez, et al., 2015; Vermeeren, 2017).

The human resource values influence (mediate) the human capital characteristics (such as training, empowerment, and career development) in the organisation and provide frameworks for employees to improve their desired outcome and support quality service delivery (Agus et al., 2007; Parasuraman, et al., 1988; Gelle-Jimenez, & Aguilin, 2021; Belmi, & Schroeder, 2021; Jiang, et al., 2017, Kamble & Sarangdhar, 2015; Kim, 2006; Motaung, 2003; Kivelä & Chu, 2001; Jiang, et al., 2000; Cronin, & Taylor, 1992). Investment in training, empowerment and career development has increased over the last two decades, but the indirect relationship of human resource values between training, empowerment and career development on organisational quality service delivery over time has been understudied and lacks empirical research. Based on the preceding discussion, the following hypotheses have been proposed:

5. Human resource values mediate the relationship between training and organisational quality service delivery.
6. Human resource values mediate the relationship between empowerment and organisational quality service delivery.
7. Human resource values mediate the relationship between career development and organisational quality service delivery.

METHODOLOGY

Sample and Data Collection

The focus of this study was on human capital development and organisational quality service delivery in Industrial Training Fund (ITF), Jos. The choice of ITF as an organisation for this study has to do with human capital development being an essential resource for the service sector. To ensure that employees are capable of meeting their customers' integrated demands, service organisations focus on education and training

(Mashhady, et al., 2021; Schlesinger & Heskett, 1991; Bhatti, et al., 2011). The population was drawn from the database provided by the Industrial Training Fund making a total of 966 individuals the unit of analysis for this study. A structured questionnaire was focused on the employees for data collection since they are the ones handling quality service delivery and are best equipped to answer questions related to the study (human capital development and organizational quality service delivery). The sample size of 399 was obtained using Yamane (1967) statistics and 399 copies of survey questionnaire were sent out, with 252 being returned, and 235 responses were considered valid. In total, 19 questionnaires were invalid because some questions were left unanswered.

Variables and Measurement

The variables for this study were adopted from previous studies (Kandampully, 2007; Parasuraman, et al., 1988); Lam and Woo, 1997; Cronin et al., 1992). In addition, this study adopted the shortened version of the SERVQUAL instrument (Agus, et al., 2007; Parasuraman, et al., 1988). Furthermore, the study adopted one of the appropriate perception items of reliability (0.815), responsiveness (0.949), assurance (0.940), empathy (0.923), and tangible (0.967) dimensions, with few modifications to suit the current study. The values were above the acceptability threshold of 0.70 Cronbach Alpha in line with Hair, et al. (2019). This enables the study to conclude that the dimensions used are well-integrated in the effect of human capital development on organisational quality service delivery. Data was collected and assessed on a five-point Likert-type scale (Strongly Disagree = 1, and Strongly Agree = 5). Up to five statements each was related to one SERVQUAL item.

RESULT AND DISCUSSION OF FINDINGS

Demographic Results

From a total of 235 respondents, there were 78 males representing 33.2 percent and 157 females representing 66.8 percent. The distribution of the respondents according to age is: between 18 and 35 constitutes 129 respondents representing 54.9%; 36 years and older form 106 respondents representing 45.1 percent of the sample. In terms of status, 101

managers/supervisors represent 43 percent of the sample, while 134 other employees represent 57 percent of the respondents. In terms of current department serving, the training department recorded 118 respondents, representing 50.2 percent of the sample, while non-training departments have 117 respondents, representing 49.8% of the sample in this survey. The demographic results summary is shown in Table 1:

Table 1 Demographic summary

Item	Category	Frequency	Percentage
Gender	Male	78	33.2
	Female	157	66.8
	Total	235	100
Age range	18-35 years	129	54.9
	36 years and above	106	45.1
	Total	235	100
Status in the organisation	Manager/Supervisor	101	43
	Employee	134	57
	Total	235	100
Present Department	Training Dept.	118	50.2
	Non-Training Dept.	117	49.8
	Total	235	100

Common Method Variance (CMV)

Because of the risk for having statistical and method biases from standard scale features, the data in this research were obtained using a self-report questionnaire from a particular source. Full collinearity screening is a technique for preventing an issue. Therefore, when coefficient of correlation uses the same selection criterion to measure the same object or construct, they are shown to be collinear. Hence, this study used Hair, et al.(2019) and Tehseen, et al. (2020) key new guidelines in relation to the current use of PLS-SEM concerning collinearity assessment criteria of VIF value < 5. This implies that there is less issue of collinearity, since all the VIF values are less than 5 in this study, as shown in table 4.

Measurement Model

The indicators measure the effect rather than the cause of the underlying constructs because all of the constructs were modelled as formative while the indicators were reflective (Ramayah, et al., 2018;

Hair, et al., 2017; Tehseen, et al., 2020). Table 2 shows the loading factors as well as the average variance extracted (AVE), composite reliability (CR), and Cronbach's alpha (CA). According to the findings, the loadings and AVE values of constructs exceeded 0.5, and the CR values for all constructs exceeded 0.7 (Hair, et al., 2019). Therefore, convergent validity has been achieved (Cheah, et al., 2018; Hair, et al., 2020).

Table 2 Model

Construct	Item	Loadings	CA	CR	AVE
Career Development	CD1	0.817	0.801	0.87	0.627
	CD2	0.764			
	CD3	0.774			
	CD4	0.812			
Empowerment	EMP2	0.838	0.838	0.891	0.673
	EMP3	0.829			
	EMP4	0.800			
	EMP5	0.813			
Human Resource Values	HRV1	0.765	0.765	0.850	0.587
	HRV2	0.738			
	HRV3	0.776			
	HRV5	0.785			
Organisational Quality Service Delivery	OQSD5	0.775	0.751	0.842	0.572
	OSQD1	0.745			
	OSQD2	0.780			
Training	OSQD4	0.724	0.808	0.874	0.634
	TRN3	0.797			
	TRN4	0.778			
	TRN5	0.813			
	TRN1	0.797			

Table 3 Validity

Construct	1	2	3	4	5
1. Career Development					
2. Empowerment	0.798				
3. Human Resource Values	0.853	0.763			
4. Organisational Quality Service Delivery	0.898	0.898	0.824		
5. Training	0.781	0.738	0.874	0.643	

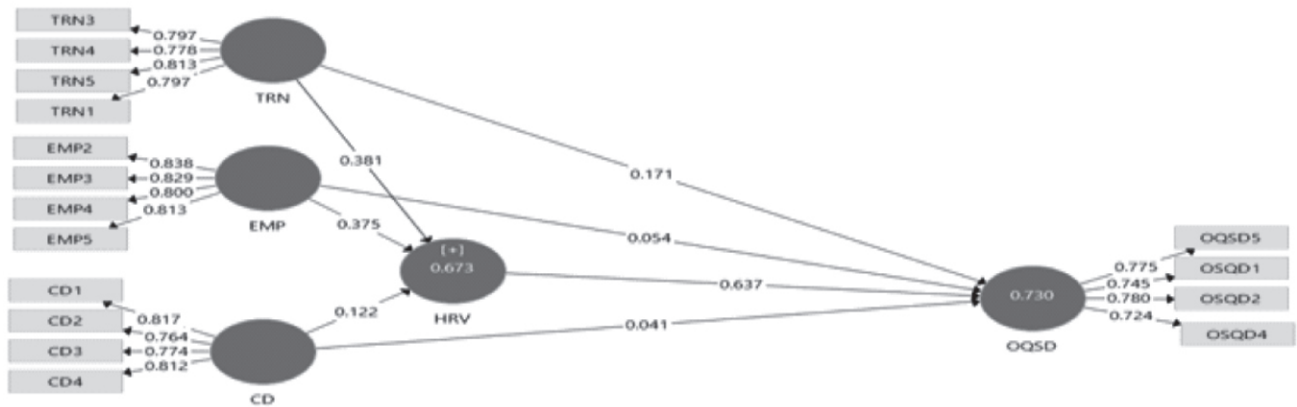


Figure 2: Measurement model.

Table 4 Collinearity Statistics (VIF Inner Value)

	CD	EMP	HRV	QQSD	TRN
Career Development			4.668	4.713	
Empowerment			4.387	4.818	
Human Resource Values				3.061	
Organisational Quality Service Delivery					
Training			2.879	3.324	

Structural Model

The structural model explains the hypothesised relationships between the constructs. To check the significance level, t-statistics for all paths were evaluated using a complete bootstrapping procedure with 5000 samples, a significance level of 5 percent ($\alpha = 0.05$), and a one-tailed test (Ramayah

et al., 2018; Nor-Aishah et al., 2020). The findings are summarized in Table 5 revealing that TRN is positively associated with QQSD ($\beta = 0.414$, $t = 5.421$), EMP is positively related with QQSD (0.294 , $t = 2.764$), while CD was not positively link to QQSD ($\beta = 0.118$, $t = 1.035$), HRV was positively connected with QQSD ($\beta = 0.637$, $t = 12.265$), and also TRN was positively related with HRV ($\beta = 0.381$, $t = 5.801$). Similarly, EMP was positively associated with HRV ($\beta = 0.375$, $t = 4.331$) and lastly, CD was insignificantly related HRV ($\beta = 0.122$, $t = 1.312$). Thus, H1, H2, H4, H5, and H6 were supported while H3 and H7 were not supported. According to Hair, et al.(2017), when the coefficient value (β) is closer to +1, it means that there is a strong positive relationship. Conversely, when the coefficient value is closer to -1, it means there is a strong negative relationship.

Table 5. Testing the Direct and emerging Relationships

Hypotheses	Relationship	Std Beta	Std Error	T-Value	P-Value	BCI LL	BCI UL	f2	Decision
H1	TRN -> QQSD	0.414	0.076	5.421	0.000	0.281	0.571	0.033	Supported
H2	EMP -> QQSD	0.294	0.106	2.764	0.006	0.076	0.482	0.002	Supported
H3	CD -> QQSD	0.118	0.114	1.035	0.301	-0.115	0.348	0.001	Not supported
H4	HRV -> QQSD	0.637	0.052	12.265	0.000	0.536	0.729	0.492	Supported
H5	TRN -> HRV	0.381	0.066	5.801	0.000	0.254	0.512	0.154	Supported
H6	EMP -> HRV	0.375	0.087	4.331	0.000	0.204	0.537	0.098	Supported
H7	CD -> HRV	0.122	0.093	1.312	0.190	-0.052	0.296	0.010	Not supported

Note: TRN = Training; EMP = Empowerment; CD = Career Development; HRV = Human Resource Values; QQSD = Organisational Quality Service Delivery.

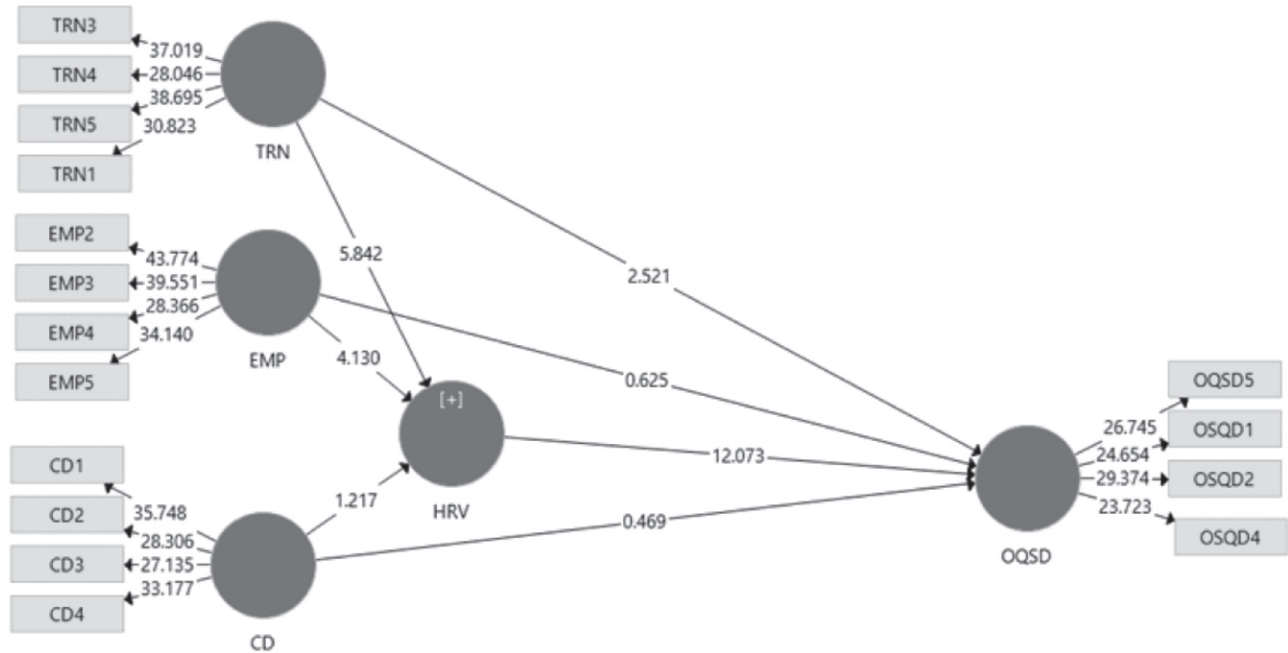


Figure 3: Structural model

R² was assessed to determine the amount of variance explained by endogenous constructs in exogenous constructs (Hair, et al., 2017). The effect has a range of 0 to 1, with a high value, the higher levels of predictive accuracy (Ramayah et al., 2018). The rule of thumb used in this study was 0.67 and above for substantial predictive accuracy, 0.5 for moderate predictive accuracy, and 0.25 for weak predictive accuracy (Ramayah et al., 2019). HRV and OQSD have R² values of 0.673 (substantial) and 0.730 (substantial) respectively. Thus, the best predictive accuracy is 73% of OQSD. Hair et al. (2019) proposed that a value of 0.02 is small, 0.15 is medium, and 0.35 is large when measuring the effect size (f^2). As observed in Table 5, TRN has a small effect on OQSD ($f^2 = 0.033$), EMP has no effect on OQSD ($f^2 = 0.002$), CD has no effect on OQSD ($f^2 = 0.001$), HVR has a large effect on OQSD ($f^2 = 0.492$), TRN has a medium effect on HRV ($f^2 = 0.154$), EMP has a small effect on HRV ($f^2 = 0.098$), and CD has no effect on HRV ($f^2 = 0.010$). The results also show that the value of 0 does not overlap between the Confidence Intervals Bias corrected at the Upper and Lower Limits. Therefore, all of the findings are important (Hair et al., 2019).

Discussion and Contributions

The primary goal of this study is to investigate the relationship between human capital development (training, empowerment, and career development) and organisational quality service delivery. To the best of this researcher's knowledge, this may be the first empirical study in Nigeria that examines the relevant theoretical model.

Theoretical Contribution

The main theoretical contribution of this research lies within its analysis on the relationship between human capital development (namely training, empowerment, and career development) and organisational quality service delivery. The current issue of organisational quality service delivery has encouraged managers in Nigeria to respond urgently, particularly in ITF with its head office in Jos that is one of the biggest contributors to the Nigerian human capital development (HCD). While HCD involves the act of training, empowerment, career development, and skill acquisition for groups' organisational quality service delivery toward managerial objectives, the relationship between human capital development such as training, empowerment, and career development on organisational quality service

delivery is however yet to be explored. The current study has seven central inferences from the outcomes.

First, the findings confirmed that TRN has a significant relationship with OQSD. This result was consistent with the findings in other settings by Garavan, (1997) and Garavan et al. (2021) who stated that the competitive edge in a service environment may be considerably enhanced by appropriate training and development activities. Also, findings by Waqanimaravu and Arasanmi (2020) supported this position by revealing a significant relationship between the employees' perception of the benefits of training, support for training, and service quality. Therefore, the data collected for this research significantly supported the findings on the relationship between training and organisational quality service delivery in Industrial Training Fund of Nigeria. This implies that when there are sound training policies in the organisation, there would be efficient organisational quality service delivery.

The second finding revealed that EMP has a positive effect on OQSD. The decision is consistent with the findings of an earlier study (Diah & Cahyadi, 2020). According to the study, leaders contribute significantly in driving human capital development, which leads to organisational quality service delivery. The several previous research established that empowerment has a positive relationship with service quality (Hanaysha, 2016; Elnaga, & Imran, 2014; Choi et al., 2016; Bodrias et al., 2009).

Third, the results show that the link between CD and OQSD was insignificant although there is a lack of scientific evidence for the direct connection between CD and OQSD. The present finding aligned with the past study by Diedong (2020) who stated that career development was considered limited, which means that inadequate training opportunities, delay, and lack of fairness in staff promotions, and poor monitoring and supervision of staff by the management has led to the insignificant relationship. This implies that the management of organisations should improve strategies and sound initiatives to encourage employees working in terms of career development for better organisational quality delivery (Wart, et al., 2020). Management must reconsider the issue

of staff promotions to ensure fairness, transparency, and timeliness. To better understand this policy improvement, staff career development in organisations must be given the needed attention since career development influences better organisational quality service delivery of the employees.

Fourth, HRV shows a positive effect on OQSD. This result agreed with the findings of preceding study steered by Chand (2010) and Proag (2021) who identified that human resource management practices positively influence improvement of service quality, customer fulfilment and performance. Also, the efficiency of the proposed process in boosting the perceived quality of human resource services and social interactions (in terms of perceived organisational support and leader-member exchanges) can reduce ambiguity in employees' and supervisors' roles. This means that giving attention to human resource value is very important for promoting organisational quality service delivery (Kim, & Torneo, 2021; Aburumman et al., 2020).

Five, TRN positively has a direct influence on HRV. This outcome is consistent with the study carried out by Gómez, et al. (2004), Adnan et al. (2011) and Jashari, & Kutllövci (2020) who showed that ongoing training, team based training, and job rotation programmes have a positive influence on company learning capability. In addition, this implies that specific human resources strategy (training strategy) influences the development of a strategic capability (organisational learning), and can enhance human resource values in the organisation (Hidayat, & Budiatma, 2018; Noe et al., 2017).

Six, EMP revealed a positive influence on HRV (Nayak, et al., 2018). This finding agrees with the research by AlKahtani et al. (2021) that employee empowerment has a significant and positive impact on organizational commitment. Bharadwaja and Tripathi (2021) and Conger and Kanungo (1988) also supported the findings that empowering leaders was positively related to psychological empowerment at the workplace. Coun et al. (2021) further held that there is a positive relationship between psychological empowerment and workplace proactivity. This current result implies that empowerment enhances the levels of human

resource values of employees.

Seven, CD has an insignificant relationship with HRV. This finding agrees with the result in other settings by Jufrizen and Pulungan (2017) who found that career development has an insignificant relationship with the motivation and performance of UMSU's lecturers. Also, Chewand Chan(2008) supported that training and career development were not significantly related to organizational commitment. Nevertheless, career development at work remains a highly sought element that employees look for in a job (Ismail, &Rishani, 2018; Lee, & Eissenstat, 2018). In contrast, Yunus et al. (2020) documented that staff empowerment, talent, working environment, and career development significantly influenced both motivation and staff performance. This finding implies that when career development increases, the level of human resource values decreases. Therefore, lack of commitment to career development has an insignificant effect on the human resource values thus the data could not support the result in this study.

The findings of this study is consistent with the result of previous scholars (Li et al., 2008; Bennett, & McWhorter, 2021), who suggested that from the organisational viewpoint, insufficient improvement in service quality has resulted in an inadequate focus on the service system (comprising service process, and physical environment) and human resource practices (such as job attitude, and serviceability). Thus, the data could not support the findings of the study.

Conclusion

Without hesitation, the main attention in the managerial setting is the organisational quality service delivery. This advances the concern of how human capital development managers can encourage their employees to take advantage of training, empowerment, and career development opportunities to provide better service, and whether human resource values influence the relationship between training, empowerment, and career development variables within Nigeria's Industrial Training Fund as an organisation. The major contribution of this study is the clear evidence that TRN has a positive effect on OQSD. EMP has a positive effect on OQSD.

TRN has positively influenced OQSD through

the effect of HRV. Also, EMP has positively influenced OQSD through the effect of HRV. This indicates that TRN and EMP are very crucial in driving organisational quality service delivery in Nigeria's Industrial Training Fund. In conclusion, the overall results demonstrate that HRV and OQSD denote an intriguing area of investigation and survey, necessitating further research to be undertaken on the effects of training, empowerment, career development, human resource values, and organisational quality service delivery. As such, Industrial Training Fund management should engage in more training, empowerment as a critical first step towards OQSD. This study aims to provide a theoretical and empirical foundation for this study. Future research should build on this work to further investigate on TRN, EMP, and OQSD which are all mediated by HRV. Finally, there is a need to further investigate the insignificant relation between CD and OQSD; CD and HVR.

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