Work Humanization in the Public Tertiary Healthcare Sector in South-South, Nigeria: Does Employee Educational Development Count?

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ABSTRACT

This study investigated the correlation between education and work humanization using tertiary healthcare institutions in South-South, Nigeria as focus, based the increasing awareness of the import of the human asset in corporate work settings and its extension to the public space. The study was conceptualized using education as predictor of work humanization which espoused empowerment, empathy and flexible work options as metrics. Cross-sectional survey design was employed in this study. The study population consisted of all senior level employees of the designated tertiary healthcare facilities in the delineated study area. Data was obtained from a sample of 387 senior staffers using a research instrument purposively crafted for the purpose. Drawing descriptive analyses and the Spearman Rank Order Correlation tool, the findings revealed that employee educational development counts in crafting a humanized work eco system. Following which, it is conclusive that educational development of employees aids the creation of a humanized work ambience within the domain of the study. therefore, the study recommends that the employee educational development space should be opened up in the tertiary healthcare sector, devoid of the civil service rules that foreclose openness, and also that adequate budgetary provision be made for investing in upscaling the educational development of staffers because of its potential creating a human-centric work environment.

Keywords: Education, Work Humanization, Employee Empowerment, Empathy, Flexible Work Options.

INTRODUCTION

Changes have continued to evolve within work places. These changes often altering the classical work environment are often driven by changes within the wider societal ecosystem. Competition for skilled manpower arising from evolution in the order of the provision of goods and services, from traditional settings to complex manufacturing milieu and or technology centric service delivery models, have enacted an era of upscaling of the human place in the corporate world. From the early sixties to the present day, the value of labour has appreciated greatly to now being considered as the most important asset of business and so treated in some workplaces. Employee constitute the most valuable asset of any organization (Knežević *et al.,* 2019). From the pioneering efforts of Schultz in 1961, incrementally, corporate bodies have scaled up investment in developing the human asset.

Due to the import placed on the human asset within most modern work settings and the ever-changing market offering dynamics, the need to constantly scaleup employees with new knowledge, skills and abilities has been described by scholars and practitioners alike as precursor to enterprise success (Héder *et al.,* 2018). In this regard, education as an important aspect of human capital development investment vehicle, is a tool that widens employee competencies and enables them to navigate through today's knowledge-driven operational environment. Education in human resources help employees to acquire necessary knowledge, refine their skills and/or acquire new skills, and experiences leading to higher harnessing of employee potentials (Knežević *et al.,*

2019). Thus, through education, employees obtain the competencies they need to stay and/or become successful in their job and future jobs that they will perform in the enterprise (Héder *et al.,* 2018). As stated by Boon *et al.* (2018), education is an important part of organisational practices that engender worker productivity, greater innovation and superior organisational performance. Through education in the workplace, employees can benefit by acquiring higher skills and knowledge, receive better pay, have more career prospects and higher job satisfaction (Delery & Roumpi, 2017). Felício *et al.,* (2014) opined that owing to education's significance in driving success within organizations, both academics and policy makers often show interest in issues around employee education and its impact on employees, labour markets, national economies and society at large. Technological disruptions that characterize the modern corporate operating environment and society generally is education instigated and sustained. Thus, employees find themselves operating more in knowledge centric environment that requires upscaling of skills set.

Humanization as a construct entail creating a work environment that recognizes and respects human dignity. Creating a comforting work environment that allows the employee to feel a sense of hominess is considered as work humanization. It represents an environment where the human being is not treated primarily as production-driven entity meant to satisfy corporate yearnings at any cost, but one that recognizes the right to life and treats labour with dignity. It is a work setting (Roe and Waller, 2023), associated with practices and policies designed to enhance the well-being, dignity, and engagement of employees by creating a supportive and respectful work environment that values their contributions and addresses their needs. A corporate ambience with strategies that foster a sense of belonging, purpose, and recognition among employees, thereby enhancing their motivation, satisfaction, and overall engagement with their work (Garcia *et al.* 2024). Given the delicate nature of the healthcare service, it is imperative that humanizing the work setting should be a priority, towards creating the needed ambience for proper nursing care.

Studies by (Kasmawati 2014; Syafnur, 2019; Sualang *et al.* 2021) reported a significant effect of work environment on worker performance. Meanwhile, (Sahlan, 2015 and Trianto, 2018) concluded in their various studies that the workplace has a negative impact on employee performance. While, these studies convey a differential outcome, what is clearly obvious is that the nature of the work environment has a bearing on the employee. From a multi-variable milieu (Hamid, 2014; Salahudin & Amini, 2022) concluded that employee's output is affected by their educational level, work experience, personality and work environment. Furthermore, the role of education in contributing to higher employee outcomes have been conducted in various climes with lack of consensus. Knežević *et al.* (2019) concluded that employees' education correlates with job satisfaction and personality dimensions. Similarly, (Basyit et al. 2020; Pitriyani & Halim, 2020) concluded that employee's educational background bears a positive influence on performance. While, Lestari, 2017; Dirwan, 2019 and Muzerika et al. 2019) opined that educational level bears a negative influence on employee performance.

The foregoing evidence from the pattern of conclusions showcased by the preceding narrative clearly signposts the absence of consensus, thus requiring further research efforts. This apparent gap, in addition to the employee crisis (Omokele & Taleat, 2018) bedeviling the focal area of the study underscore the rationale for the current research effort at exploring the nexus between employee educational development and work humanization. Hence, does education create a humanized work environment within the tertiary healthcare sector in the delineated area of the study?

LITERATURE REVIEW

2.1 Knowledge Based Theory

Knowledge-Based Theory (KBT) is associated with three main proponents namely, Ikujiro Nonaka (1991), Michael Polanyi (1966) and Henry Chesbrough (2003). The theory emphasizes the importance of knowledge as a central resource in organizations. Two separate but related aspects of knowledge management have been identified in the literature on knowledge-based approaches. First, there are endeavours that build up a company's knowledge base; these are what March (1991) and Spender (1992) term "exploration" and "knowledge generation," respectively. Secondly, what Spender (1992) terms "knowledge application" and March (1991) calls "exploitation" are the actions that use existing knowledge to generate value. Knowledge creation and knowledge application are two sides of the same coin when it comes to human capital investment; the former deals with

creating new information while the latter deals with putting that knowledge to use within an organization's workforce. In a knowledge-generation alliance, each member business learns from the others by absorbing and transferring its knowledge base via the alliance. By referring to a kind of information sharing known as "knowledge application," we mean a collaboration in which each company uses the knowledge of its partners to their advantage, while still retaining its own unique set of expertise. The implication of this theory to the present study is that it explains the interconnectedness of education, work, and humanization, encouraging a more collaborative, adaptive, and human-centric approach to both learning and working. This not only enhances individual capabilities but also fosters a more innovative and responsive organizational culture.

Concept of Education

Skills, knowledge, attitudes, beliefs, and habits are all part of what is known as "the learning process" in the context of education. Education encompasses a broad variety of activities that are planned and administered for the benefit of a community and its members. Any society's educational system worth its salt will be one that welcomes and embraces the present. For the sake of national progress, this is to forestall or at least mitigate the effects of mediocrity. The process by which a society's norms, beliefs, values, and body of knowledge are passed down from one generation to the next is called education (Nwosu, 2016). From the perspective of educational background, Sedarmanyiti, (2001) opined a person's prior experience gained through educational activities, which may include specific knowledge, attitudes, and behaviour.

Work Humanization

In order to make work more enjoyable for adults, it is necessary to give the workplace a human ambience. This process is known as work humanization. The concept of work as a social and economic construct is central to work humanization (Inyang, 2008). Herrick and Maccoby (2016) state that one of the issues that work humanization attempts to address is the worker's lack of security in their present and future jobs. According to Roe and Waller (2023), work humanization refers to practices and policies designed to enhance the well-being, dignity, and engagement of employees by creating a supportive and respectful work environment that values their contributions and addresses their needs. Garcia *et al.* (2024) view work humanization as that which involves implementing strategies that foster a sense of belonging, purpose, and recognition among employees, thereby enhancing their motivation, satisfaction, and overall engagement with their work. Therefore, work humanization could be conceived creating a work environment that is human-centric. A sense of humanity from being purely firm output orientation. An environment that is considered to an ambience of corporate emotional employee centric intelligence. Ultimately, the firm is the benefits more.

2.2 Prior Literature and Hypotheses Development

Education and Employee Empowerment

Giving workers more say in how they do their jobs is an example of employee empowerment (Meyerson & Dewettinck, 2012). This fosters an environment where workers feel trusted, motivated, and included in decision-making. What this really implies is that authority is shifting from the boss to the worker. Employee empowerment according to Zimmerman (2023), refers to the process of enabling individuals or groups to gain control over their own lives, make informed decisions, and access the resources necessary for achieving their personal or collective goals. Employee empowerment involves giving employees the authority, resources, and support needed to make decisions and take actions that influence their work and the organization’s outcomes (Thomas & Velthouse, 2024). Empowering employees is a major technique that promotes an employee’s sense of satisfaction towards his task and the organization (Mukwangu, Mantazana & Mbohwa, 2018). Wong (2020) opined that empowering an employee promotes trust in leadership, encourages greater creativity, productivity, commitment and the employee’s intension to stay with the organization.

Following, Onuoha and Obiukwu (2022) investigated the impact of work humanization on employee’s productivity in private hospitals in Nigeria and documented relationship between work humanization and employee productivity. Nwiyii, Amanawa and Alobari (2022) focused on work humanization and affective commitment, drew similar conclusion. Jin, *et al* (2023) investigated the correlation between employee education

level and the efficiency of corporate investment, and averred that the effect of education on investment results is not always linear; other factors include the complexity of the firm, the intensity of the labour force, and the location of the company. Kamal *et al.* (2016) examined how e-education affected the productivity of workers at the Bahraini Ministry of Education. The study found a favourable and statistically significant association between e-education and employee performance. Onyango and Wanyoike (2014) studied the effects of education on organizations in health workers in Siaya County, Kenya, and revealed that there is a strong positive relationship between education of employees and performance. Hence:

Ho1 There is no significant correlation between education and employee empowerment as a measure of work humanization in publicly owned tertiary healthcare facilities in South-South, Nigeria.

Education and Empathy

Decety and Jackson (2024) defined empathy as the ability to understand and share the feelings of another person by putting oneself in their position. It involves both cognitive processes (understanding another's perspective) and emotional responses (feeling what others feel). According to Batson (2023), empathy is defined as the capacity to recognize and vicariously experience the emotions and experiences of another individual. Fairbairn (2002), the capacity to feel pity is one manifestation of empathy. It involves both the affective (emotional) and cognitive (thought-based) dimensions of understanding others. Being empathetic, or emotionally perceptive, enables one to see behind a person's outward behaviour and into their inner world by trying to imagine what it's like to be in their position and really caring about their problems. The ability to put oneself in another person's shoes and experience what they are going through is known as empathy.

Hence, acknowledging the complexity and the multifaceted nature of antecedents involved in organizational commitment, (Ismail et al. 2011) examined employees' education level and organizational commitment, using Meyer and Allen's (1991) three- component model of commitment. The conclusion was that "the three employee groups (namely, graduated from university, vocational school and secondary school) reported higher levels of organizational commitment than the remaining two groups (namely, graduated from high school and primary school) did." Also, a study by Verra, (2013), concluded that education, training, and motivation have a significant influence on the performance employees in the public service. Similarly, Teguh and Fadhlal (2023) conducted a study on how education and training affect employee performance, and concluded that while education bears no significant effect, training panned out a positive and considerable effect on employee performance. Furthermore, using data from 150 employees from 12 organizations in in Shanghai, China, (Lien-Tung, *et al.* 2011), opined that the level of education affects subordinate job satisfaction for both transformational leadership and transactional leadership. Also, that "undergraduate and graduate levels of education affect trust in relation to subordinate job satisfaction as well as organizational commitment. Gender also impacts subordinate's job satisfaction in cases of transactional leadership, as well as trust and job satisfaction in relation to the subordinate's organizational commitment." Training influences employee performance was the conclusion reached by Halawi, and Haydar, (2018). Therefore:

Ho2 There is no significant correlation between education and empathy as a measure of work humanization in publicly owned tertiary healthcare facilities in South-South, Nigeria.

Education and Flexible Work

A flexible work-option is an alternate work arrangement to the conventional, traditional way of working. Put best, flexible working alternatives are typical strategies used by organisations worldwide, to address the myriads of issues related to work and family life. Flexible work options refer to employment arrangements that allow employees to vary their work schedules, locations, or patterns to better accommodate their personal needs and preferences while still fulfilling their job responsibilities (Hill *et al.,* 2024). Flexible work options include practices such as telecommuting, flexible hours, job sharing, and compressed workweeks, aimed at improving employee satisfaction, productivity, and retention by offering more control over how and where work is performed (Smith & Fernandez, 2023). The goal is to make organisations more flexible, help workers have a better work-life balance, and boost productivity (Klindzic & Maric, 2019). Organisational commitment is favourably correlated with job flexibility, according to Wang, Lawler, and Shi (2011). On the other hand, some

studies found little evidence that work-flexibility policies improved organisational commitment or reduced work-family conflicts (Wang & Walumbwa, 2007).

Nabila, *et al.* (2014), concluded that training has strong positive impact on employee performance. Whereas, education is negatively correlated with performance in the financial institution of southern Punjab. The research paper suggest that professional training is essential element of human capital development which leads to higher productivity and performance. Furthermore, Education and job training on employee performance was the focus of the study by Rahmat & Jaka (2018). The results of this study indicated that education and training have a simultaneous effect on employee performance, but averred that training bears a more significant influence on performance. "Employee performance is closely linked to education and training because it can improve the performance of an employee, both in the handling of existing jobs at the moment and jobs that exist in the future in accordance with tasks in the waistband of the organization, 2) employee performance is closely linked to the career development of an employee, the employee who has a high chance of improving his career will stimulate the motivation to work better in order organizational goals, and 3) employee performance is closely linked to employee satisfaction, an employee with the level high job satisfaction showed a positive attitude towards the work itself, whereas if a person who is not satisfied with his work showed a negative attitude towards work" (Nur, 2016). Nkemakolam (2020) investigated how training impacts worker productivity, and averred that constant training is the key to seeing performance increases. Prasadi and Morais's (2019) also concluded there is a robust correlation between training and performance. See also (Miller & Brown, 2023; Garavan *et al*. 2020). Premised on which, it is proposed that:

Ho3: There is no significant correlation between education and flexible work-option as a measure of work humanization in publicly owned tertiary healthcare facilities in South-South, Nigeria.

METHODOLOGY

The cross-sectional survey design was employed in this study. The study population consisted of all senior level employees of the publicly owned tertiary teaching hospital in the delineated study area (South-South) consisting of such institutions in Akwa Ibom, Cross River, Edo and Rivers states. From the available statistics, there are four (4) of such facilities domiciled in the proposed study domain. Hence, the population of the study was 12,295. The sample for this study comprised 387 senior staff determined via the Taro Yamene mathematical formula. A purpose crafted study instrument was deployed for data gathering. This was followed by the use of descriptive statistical tools and the Spearman Rank Order Correlation for the interrogation of the study's hypotheses with the help of the Statistical Packages for Social Sciences (SPSS) version 23.0. The study operationalized work humanization via the measures of empowerment, empathy and flexible work, whereas education was deployed as a stand-alone independent tool. The Cronbach's Alpha reliability test kit was deployed which turned out 0.914, 0.893, 0.862 and 0.863 respectively.

DATA ANALYSES AND RESULTS

Table 1: Descriptive Statistics on Education

	N	Min	Max	Sum	Mean	Std. Deviation
I am currently undertaking education programmes to upgrade my knowledge and skills	308	1.00	5.00	719.00	2.3344	.93877
My educational background has greatly enhanced my ability to undertake tasks at work.	308	4.00	5.00	1363.00	4.4253	.49520
My educational background has assisted me to improve my skills, knowledge and behaviour at the workplace	308	4.00	5.00	1374.00	4.4610	.49929
Continuous and mandatory professional development is encouraged in the organisation	308	1.00	4.00	591.00	1.9188	.92552
Opportunities for educational advancement are provided in the conditions of service	308	1.00	5.00	884.00	2.8701	1.21178

My organisation ensures my acquisition of general knowledge for attainment of goals.	308	1.00	5.00	506.00	1.6429	.87065
Knowledge acquired is evaluated upon furthering education in the service	308	1.00	4.00	467.00	1.5162	.60108
Valid N (listwise)	308					

Source: SPSS Output, 2024

Presented in Table 1 is the descriptive statistics showing education as a dimension of human capital investment with eight question items in federal university teaching hospitals in South-South, Nigeria. Two of the question items scored above the minimum benchmark of 3 point on the Likert Scale, while five scored below the threshold. That is, My educational background has greatly enhanced my ability to undertake tasks at work (4.43); My educational background has assisted me to improve my skills, knowledge and behaviour at the workplace (4.46); I am currently undertaking education programmes to upgrade my knowledge and skills (2.33); Continuous and mandatory professional development is encouraged in the organisation (1.92); Opportunities for educational advancement are provided in the conditions of service (2.87); My organisation ensures my acquisition of general knowledge for attainment of goals (1.64); and Knowledge acquired is evaluated upon furthering education in the service scored 1.52. This is an indication that the elements on education in the questionnaire are not having strong influence on work humanization in the Federal University Teaching Hospitals in South-South, Nigeria. Though, there is a low level of standard deviation in all eight indicators of education (Std Dev. < 2.00).

Table 2: Descriptive Statistics on Employee Empowerment

	N	Min	Max	Sum	Mean	Std. Dev.
This hospital involves employees in decision making to give them a sense of belonging and ownership in the organization	308	1.00	5.00	399.00	1.2955	.68038
Managers and employees work in synergy to improve work process, procedures and maximise employees' performance	308	1.00	5.00	371.00	1.2045	.51084
Top management consults with lower-level employees to take decisions.	308	1.00	2.00	362.00	1.1753	.38086
This hospital has policies and practices that consciously empower and boost employee's moral to be resourceful	308	1.00	2.00	416.00	1.3506	.47795
Excuses are not accepted for failure because, we are expected to know how to address each situation as it demands	308	4.00	5.00	1459.00	4.7370	.44097
We have a clear direction of work targets at each stage	308	1.00	5.00	1149.00	3.7305	1.17053
Valid N (listwise)	308					

Source: SPSS Output, 2024

Presented in Table 2 is the descriptive statistics showing employee empowerment as a measure of work humanization with six question items in Federal University Teaching hospitals in South-South, Nigeria. All the question items scored below the minimum benchmark of 3 point on the Likert Scale except two. That is, This hospital involves employees in decision making to give them a sense of belonging and ownership in the organization (1.29); Managers and employees work in synergy to improve work process, procedures and maximise employees' performance (1.21); Top management consults with lower-level employees to take decisions (1.18); This hospital has policies and practices that consciously empower and boost employee's moral to be resourceful (1.35); Excuses are not accepted for failure because, we are expected to know how to address each situation as it demands (4.74); Clear direction of work targets at each stage scored 3.73. This is an indication that the elements on employee empowerment in the questionnaire have weak display of work humanization in

the Federal University Teaching Hospitals in South-South, Nigeria. Though, there is a low level of standard deviation in all six indicators of employee empowerment (Std Dev. < 2.00).

Table 3: Descriptive Statistics on Empathy

	N	Min	Max	Sum	Mean	Std. Dev.
I am always willing to support co-workers because I have the skills to do so.	308	4.00	5.00	1488.00	4.8312	.37521
I can easily understand the feelings of co-workers in order to provide support for them voluntarily.	308	4.00	5.00	1409.00	4.5747	.49520
I can easily work out what another person might want to talk about.	308	4.00	5.00	79.00	4.4773	.50030
In the hospital workers have true feeling for each other	308	1.00	5.00	777.00	2.5227	1.28742
Situational awareness is a commended work behaviour in the hospital setting	308	1.00	5.00	1037.00	3.3669	1.26535
Valid N (listwise)	308					

Source: SPSS Output, 2024

Presented in Table 3 is the descriptive statistics showing empathy as a measure of work humanization with five question items in Federal University Teaching hospitals in South-South, Nigeria. All the question items scored above the minimum benchmark of 3 point on the Likert Scale except one. That is, willing to support co-workers because I have the skills to do so (4.38); easily understand the feelings of co-workers in order to provide support for them voluntarily (4.57); easily work out what another person might want to talk about (4.48); hospital workers have true feeling for each other (2.52); and Situational awareness is a commended work behaviour in the hospital setting scored 3.37. This is an indication that the elements on empathy in the questionnaire have strong display of work humanization in the Federal University Teaching Hospitals in South-South, Nigeria. Also affirmed that, there is a low level of standard deviation in all five indicators of empathy (Std Dev. < 2.00).

Table 4: Descriptive Statistics on Flexible Work

	N	Min	Max	Sum	Mean	Std. Dev.
My organization allows employees for part-time job during working hours to attend to personal matters.	308	1.00	5.00	723.00	2.3474	1.18600
My organisation's work schedule allows employees to easily exchange work responsibilities, while relying on common competences.	308	1.00	5.00	648.00	2.1039	1.37056
My career development is as a result of flexible work arrangements by my organisation.	308	1.00	4.00	530.00	1.7208	.93430
My organisation makes an active effort to help employees when there is conflict between work and family life	308	1.00	4.00	489.00	1.5877	.81243
Remote working options are allowed in certain instances	308	1.00	2.00	457.00	1.4838	.50055
Valid N (listwise)	308					

Source: SPSS Output, 2024

Presented in Table 4 is the descriptive statistics showing flexible work-option as a measure of work humanization with five question items in Federal University Teaching hospitals in South-South, Nigeria. All the question items scored below the minimum benchmark of 3 point on the Likert Scale. That is, organization allows employees for part-time job during working hours to attend to personal matters (2.35); organisation's work schedule allows employees to easily exchange work responsibilities, while relying on common competences (2.10); career development is as a result of flexible work arrangements by my organisation (1.72); organisation makes an active

effort to help employees when there is conflict between work and family life (1.59); and Remote working options are allowed in certain instances scored 1.48. This is an indication that the elements on flexible work-option in the questionnaire have weak display of work humanization in the Federal University Teaching Hospitals in South-South, Nigeria. Also affirmed that, there is a low level of standard deviation in all five indicators of flexible work-option (Std Dev. < 2.00).

Bivariate Analysis

The secondary data analysis is carried out through the use of Spearman Rank Order Correlation tool at a 95% confidence level. The tests cover hypotheses Ho_1 to Ho_3 with reliance on the Spearman Rank Order Correlation tool thus the probability criterion of 0.05 significance level is adopted for accepting the null hypotheses at ($P>0.05$) or rejecting the hypotheses at ($P<0.05$).

Table 5 displays the correlation matrix results obtained for education and the metrics of job humanization. The table also presents the statistical test of significance (p-value), which allows us to address our research issue and extend our findings to the study population.

Table 5: Correlation for Education and The Measures of Work Humanization

			education	employee empowerment	Empathy	Flexible Work-option
Spearman's rho	education	Correlation Coefficient	1.000	.967**	.986**	.974**
		Sig. (2-tailed)	.	.000	.000	.000

Correlations						
			Education	Empowerment	Empathy	Flexible Work-option
Spearman's rho	Education	Correlation Coefficient	1.000	.947**	.972**	.968**
		Sig. (2-tailed)	.	.000	.000	.000
		N	308	308	308	308
	Empowerment	Correlation Coefficient	.947**	1.000	.963**	.971**
		Sig. (2-tailed)	.000	.	.000	.000
		N	308	308	308	308
	Empathy	Correlation Coefficient	.972**	.963**	1.000	.976**
		Sig. (2-tailed)	.000	.000	.	.000
		N	308	308	308	308
	Flexible Work-option	Correlation Coefficient	.968**	.971**	.976**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	308	308	308	308
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: SPSS Output, 2024

Hypotheses output

Hypotheses	**rho**	**Remark**
Ho1	0.947	Null hypothesis rejected

Ho2	0.972	Null hypothesis rejected
Ho3	0.968	Null hypothesis rejected

Source: SPSS Output, 2024

DISCUSSION OF FINDINGS AND IMPLICATIONS

From the pan out of results, it is clearly indicated that employee educational development bears a positive and considerable influence in creating a human-centric work environment measured by empowerment, empathy and flexible work-option. This is contingent on the fact that all the measures of work humanization operationalized in the context of the study signaled the existence of a role for employee educational development in creating a humanized work ecosystem, in the tertiary healthcare sector in the focal area of the study. This result aligns related studies that concluded the existence of a place for education in shaping employee outcomes, as well as how the environment contributes to enhanced and satisfied employees.

Results of the study revealed that there very strong positive correlation between education and employee empowerment, empathy and flexible work option. More so, the probability values (0.000) were less than the critical value (0.05), this showed that there are significant and positive correlation between the dimension and components of the criterion variable. Based on this, we rejected the null hypotheses that there are no significant correlation between education and components of work humanization of federal teaching hospitals in South-South, Nigeria and accepted the alternate hypotheses that there are very strong significant correlations between education and components of work humanization of federal teaching hospitals in South-South, Nigeria. The study findings are validated by the empirical findings of Nkemakolam (2020) which investigated how education impacts worker productivity, and revealed that education significantly impacts worker productivity. The study findings alignment with Prasadi and Morais's (2019) research on managerial-level workers in the apparel sector. The outcome is also in tandem with the submission of Bonjus, Khatib & Alami, 2018; as well as Kamal *et al.* (2016)). The practical and policy implication is that the proprietors of public tertiary health institutions must open up and expand the scope of educational opportunities for staffers. Also, investment in employee educational development should be reflected in enhanced budgetary provisions. Considering the delicate nature of the service rendered by tertiary healthcare institutions, it implies that employees must be at the top of current skillset requirements for dealing with the emerging health challenges. Skilled up employees exude confidence and derives a sense of accomplishment in contributing to optimal care giving.

CONCLUSION AND RECOMMENDATIONS

From the analysis results, it is evident educational development of employees contributes to creating a humanized work ecosystem within the tertiary healthcare delivery sector in south-south, Nigeria. Accordingly, it is recommended that the employee educational development space should be opened up in the tertiary healthcare sector, devoid of the civil service rules that foreclose openness, and also that adequate budgetary provision be made for investing in upscaling the educational development of staffers because of its potential creating a human-centric work environment. Finally, management of tertiary healthcare facilities should craft specific empathy targeted content in their educational development programmes. The import of a humanize work ecosystem within the focal area is accentuated by the delicate nature of the service rendered by the sector. This requires a sane and cool ambience that reflects the values of strong humanity. |

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