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HUMAN CAPITAL DEVELOPMENT IN PUBLIC TERTIARY EDUCATION OF KADUNA STATE

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Abstract

Nigeria has huge potential for socio-economic development by investing in its human capital. Human capital stands amongst the most valuable and critical assets of any country, and it is globally recognized as a key driver for innovation and sustainable development. This is based on the premise that improving the skills, health, knowledge and resilience of a people, results in increased productivity and innovation. The population of this study was made up of the all the public Tertiary Institutions in Kaduna State (Ahmadu Bello University Zaria, Kaduna state University, Nuhu Bamalli Polytechnic Zaria, Kaduna Polytechnic, National College of education Zaria and Kaduna state college of education Gidan Waya). Twenty-five questionnaires were administered to each public institution. 150 questionnaires administered and 112 were retrieved from the respondents which were used as the sample size. Therefore, the impact and significance of human capital development in Public Tertiary Education in Kaduna State will no doubt enhanced learning as well as development in all area of human endeavor. The study recommends subsidize staff-student self-sufficiency with proper knowledge system of post Covid 19 with the application of e-learning practices. Also, to develop an enduring and adequate human capital with global skills and technological era with the use of artificial intelligence, in order to achieve sustainability in the educational sector.

Keywords: Human Capital Development, Social Economic, Public Tertiary Education, Productivity, Innovation

1. Introduction

Human capital plays an important role in the development of enterprises and organizations. Human Capital represents the human factor of an organization. It is the accumulation of intellect, qualifications and competence that make up the identity of an organization. Human elements of the organization are those who can learn, invent, and provide a creative impulse, which when adequately directed can ensure the longevity of the organization. Despite Nigeria's numerous developmental needs and her ever growing population, investment in the critical areas of health and education have consistently been way below recommended benchmarks. For example, N575.031 billion was earmarked for the education sector in the 2022 budget, this translates to a mere 5.2% of the national budget, significantly below the 15% to 20% benchmark recommended by the United Nations Educational Scientific and Cultural Organization (UNESCO), towards realizing the SDG4–Education 2030 agenda. In fact, the devastating presence of covid-19, coupled with the abysmal drop in international crude oil prices, resulted in further cuts to investment in Nigeria's education sector, this saw an astonishing 54.3% reduction in budgetary allocation in the revised 2022 national budget (Okwu & Adejola, 2022).

The Academic Staff Union of Universities (ASUU) has gone on numerous strikes for number of years over the same issue of government not honoring agreements reached with the union to funding the university; yet nothing seems to have changed. University lecturers believe that as long as tuition in federal universities is free which enables underfunding by the government. The Former Vice-chancellor of Nnamdi Azikiwe University, Awka, Professor Boniface Egboka believes that tertiary education should not be free. Tuition is free in federal universities in Nigeria and that is a problem because there is no free lunch in education, adding that students are the future hope of their families and the nation, so they should be the center of gravity of the university system and should not be made to suffer with insufficient human capital due to lack of funding (Amadi & Urho, 2015).

Regardless of the type of organization, human resource development is a crucial factor to increase productivity, accomplish performance goals and prolong competitive advantage. In the quest for high performance, employees' talent in an organisation cannot be underestimated. Training and development play crucial role in ensuring that knowledge is converted into an effective and efficient operation, consequently upholding security and career progression in an encouraging environment for success. It is an essential way for every organisation to ensure that their workforce is top notch. This can be implemented through continuous training and development programmes (Mamuli, 2020).

The covid-19 pandemic that has ravaged world economies has also revealed fundamental problems with Nigeria's development priorities, especially in education. Underfunding a key sector such as education has resulted in the country's public education system almost grinding to a complete halt as a result of the pandemic. The absence of investment in human capital, particularly in the area of knowledge and skill development for lecturers and policy makers, has revealed the country's public education system is characterized by a lack of key infrastructures and technical knowledge to support E-learning (Ojike et al, 2023).

The strategic objectives of the research are to: assess the impact of Covid-19 pandemic on public tertiary education in Nigeria with the view to better understanding challenges in the sector; create a nexus between active investment in human capital development in public tertiary education and quality of graduates, to provide detailed country specific data for policymakers and international bodies; Identify barriers to innovation posed by policies of the Nigerian Universities Commission (NUC) on the human capital in tertiary institutions; develop a framework for attracting and managing human capital in public tertiary institutions in post-Covid Nigeria; revisualize traditional modes of lecturing with a view to promoting contemporary teaching and learning techniques.

The 2019 Covid 19 pandemic has critically revealed a dire need to re-evaluate the traditional mode of classroom learning and the gaping absence of technology and policies that support innovation in tertiary institutions in Nigeria. However, this paper is organized into five sections: section one introduces the paper while the review of relevant literature is done in section two; the methodology is discussed in section three while section four presents the results; section five concludes the paper with useful recommendation.

2. Literature Review

2.1 Conceptual Issues

Ting and Lean (2009), defined human capital development through innovation capacity, creativity, know-how and previous experience, teamwork capacity, employee flexibility, tolerance for ambiguity, motivation, satisfaction, learning capacity, loyalty, formal training and education. Human capital, the value that the employees of a business provide through the application of skills, know- how and expertise. Human capital is an organization's combined human capability for solving business problems and exploiting its Intellectual Property (Okwu et al, 2022). Human capital development refers to people who are part of a firm, especially the knowledge these persons have.

Commonly, it refers to the tacit knowledge, such as experience, loyalty, culture, and education that exist in every worker of a firm.

Human capital development may be defined as the total stock of knowledge, skills, competencies, and innovative abilities possessed by the population. Among the most important changes that characterize the 21st Century are "the increasing importance of knowledge as a driver of economic growth, the information and communication revolution; the advent of worldwide labour market and global socio-political transformation" (World Bank, 2002). Human capital is the attributes of a person that are productive in some economic context. It often refers to formal educational attainment, with the implication that education is investment whose returns are in the form of wage, salary, or other compensation. These are normally measured and conceived of as private returns to the individual but can also be social returns (Mamuli, 2020).

According to Mamuli (2020), human capital development has progressed through two perspectives. First, the economic perspective that looks at individual decisions regarding productivity-enhancing skills, knowledge and career choices. According to this view, individuals weigh the benefits and costs associated with the investment and focus on benefits such as career success, promotion and higher wages.

Concept of Tertiary Education

Tertiary education refers to education given in universities or polytechnics to equip individuals with the necessary mental and intellectual skills to develop them into useful members of the community (Chatama, 2014). According to Chatama (2014), university education is valuable for the individual and also beneficial to the development of the economy and the society in general. On the other hand, University education simply refers to education offered by an institution of higher education and research. Such institution offers both undergraduate and postgraduate degrees in various fields. Higher education is the top of the education pyramid and determines to a large extent the state of education system of a country, especially its quality (Sanyal, 2005).

2.2 Theoretical Literature

Human Capital theory

Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964). Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). It postulates that expenditure on training and education is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes. Human capital theorists argue that firms will invest significantly to develop unique and non-transferable (i.e. firm-specific) skills through extensive training initiatives (Baron & Armstrong, 2007). The human capital approach is often used to explain occupational wage differentials. In his view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour, or fixed capital.

Dae-bong (2009) recognizes that human capital is one of the most important factors of national economic growth in the modern economy. The theory argues that a employees formal education determines his or her earning power. Human capital theory holds that it is the key competences, skills, knowledge and abilities of the workforce that contributes to organizational performance.

2.3 Empirical Review

This section will provide empirical studies both local and international scholars. Okwu et al (2022) investigated the effect of government education expenditure on human capital development in Nigeria. The research employed secondary data from 1990 to

2020. The dependent variable in the analysis was gross secondary school enrolment rate, the independent variables were recurrent and capital expenditure on education, and the control variable was recurrent expenditure on health. The stationarity of the variables was tested using the Augmented Dickey-Fuller (ADF) test, and the variables were found to be stationary at various levels. The Autoregressive Distributed Lag Model (ARDL) was adopted to estimate the model. The result of the estimated model showed that recurrent expenditure on education and capital expenditure on education had negative insignificant effects on gross secondary school enrolment rate while recurrent expenditure on health had a positive but insignificant effect. However, the independent variables had joint effects on the dependent variable. The study did not conduct the post-estimation test of multicollinearity.

Ubah and Ibrahim (2021) examined the effect human resource planning on the performance of public sector organizations in Nigeria. The study adopted a cross-sectional survey research design with the collection of primary data using a questionnaire that was administered to 100 employees in the human resource department of the Ministry of Works and housing in Abuja, Nigeria. Correlation analysis using Pearson correlation was employed to determine the relationship between the variables and regression analysis was used to analyze the hypotheses with the aid of the IBM statistical package for social sciences. The result findings revealed that the multiple correlation coefficient indicate a strong correlation between the variables, and that projected demand for workforce and recruitment and selection account for 60.7% of the total variation in organization performance. Of the two variables used, the recruitment and selection process account for the highest contribution in organization performance. Effective human resource planning in terms of projected demand for workforce and recruitment and selection will enable institutions to attract the right kind of people in the right numbers, improve employees' expertise, talents, and abilities, and keep them in the business. The study recommends that the recruitment and selection process should be open and transparent with little or no political interference to allow for the selection of applicants with the right expertise and skills into the workforce. However, the study used public sector of ministry of works and housing in Abuja as the case study while this study will concentrate on tertiary institution in Nigeria.

Nderitu and Makhamara (2021) investigated the effect of human resource management practices on the performance of private secondary schools in Nyeri County, in Kenya. The objectives of the study were to determine the effect of recruitment, staff development and reward practices on organizational productivity and performance. The study targeted a population of 440 subjects. This included principals and their deputies, departmental heads, and classroom teachers of the private secondary schools in Nyeri County. The study adopted descriptive research design. The study applied stratified random sampling technique to pick schools for the research. Interview schedule was used for collecting data from principals, while data from the teachers was obtained through the utilization of questionnaires. The reliability of instruments was established through Cronbach’s alpha, while they were validated through content, construct, and discussion with the supervisor. Descriptive statistics were utilized in the analysis quantitative data with the aid of Statistical Package for Social Sciences (SPSS) Version 20. Qualitative data was analysed by thematic analysis, content analysis and discussion. The study found that all private secondary schools studied practiced good human resource practices like advertisement of teacher vacancies whenever vacancies arose, establishment of teacher training and development programs, establishment of teacher reward system as well as teacher orientation before allocation of duties. However, the study used Nyeri country in Kenya as the case study while this study will concentrate in Nigeria which result will be different.

Oyeniran et al. (2020), examined E-Learning as advancement in Nigerian pedagogy amid Covid-19 Pandemic lockdown by proposing a method that will put an end to discontinuity in education that emerged as a result of COVID-19 pandemic lockdown. The proposed computer and android applications do not cost the lecturers and the students any more money than data subscription charges from their respective data network providers. Moreover, this framework also allows the institutional management to monitor these academic activities and allow the lecturers to upload the courseware and lecture notes to the E-learning zones and interact with the students while the students will also access the e-learning zones to attend their various classes as scheduled by the lecturers or as directed by the school management. Thus, the e-learning zone serves as the meeting point or lecture room for the students and the lecturers alike.

Adeoye et al (2020) investigated Covid-19 and E-Learning: Nigeria Tertiary Education System Experience. This pandemic has brought about recent changes and disruptions in the educational sector which serves as a catalyst for the development of any nation. Educational sector globally is seen to be shifting towards e-learning in order to cushion the effect of this pandemic. However, developing countries evidence from the Nigeria experience are posed with the challenge of shifting from the traditional teaching method to the e-learning during the pandemic. It is in tandem with these prevailing issues that this study examines the Nigeria educational system based on the global pandemic. This paper further discusses the necessity of e-learning; identifies and discuss challenges as well as opportunities. Recommendations to enhance e-learning during and post COVID-19 were also given.

Mamuli (2020) examined the role of higher education as an instrument for improving on human capital development in Kenya. Emphasis is laid on how Higher Education Institutions (HEIs) in the country can be repositioned for the development of human capital. This paper presented an empirical study that seeks to identify the role of higher education in development of human capital. Content analysis was done from various academic articles world over in relation to the current topic under study. Factors such as government policies, level of technological advancement and enrollment level were discussed. The challenges confronting human capital development in HEIs were highlighted and the strategies for overcoming such challenges deliberated. In the present global environment, characterized by rapid change, intense information flows and increasing competition, emergence of HEIs holds an important place. In today's knowledge-based economy, HEIs are playing as centres for human resource development and therefore, aid in the development of the human capital. The paper concludes that higher education should contribute to meeting the social economic needs of the population in terms of relevance of the qualifications offered to the current labour needs. It therefore, recommends that all stakeholders should contribute towards the development and review of the curricula offered in HEIs to conform to the current needs of the Labour Market.

Khan and Abdullah (2019) investigated the impact of staff training and development on their productivity and performance in classroom teaching and in their administrative work as well in Kurdistan. The research work was based on survey research. For the purpose of the study, both primary and secondary data was used. It was conducted to get best and genuine results. Secondary data was collected from available books, journals, publications, research studies, articles and websites. Structured Questionnaire with closed-ended questions and rating scale questions was used to collect primary data. Statistical Software (SPSS Version 16) was used for analyzing the data. Using the structured questionnaire, 58 teachers were interviewed through the questionnaire. The study found a positive and strong relation between training and development and productivity of the teachers of Kurdistan. The study further concluded stating positive correlation between productivity and other independent factors like Skills, Expertise, Morale, Enhancement, Potential, Job Knowledge and Proficiency. However, the study used Kurdistan as the case study while this study will concentrate in Nigeria which result will be different.

Mohammed et al (2016) examined the effect of tertiary education and human capital development in Nigeria. A commendable tertiary education will bring about rare, valuable and un-substitutable human capital which will apparently move the economy forward. Having a dwindling growth implies that sustainable development cannot take place if the human capital (skilled person) required to bring about progressive change in the nation is not available. The study employed the ex post facto survey research design. The sample size used in the study was 200 academic staff of

Lagos State University selected randomly from four faculties. The hypotheses and data collected were analyzed using the Person product moment correlation coefficient. Two hypotheses were tested and the results showed that tertiary education has a positive and significant relationship with national development and that tertiary education has a positive, strong and significant relationship with human capital development.

Halidu (2015) carried out an empirical review on the impact of training and development on workers' productivity in some selected Nigerian universities. The findings revealed that training and development programmes improve employees' skills and performance at work place, enhance their technical knowhow/ wherewithal to withstand the challenges of contemporary times, thus, an effective tool for sustaining and enhancing workers' productivity in the academia. The study recommends that Tertiary Education Trust Fund should improve on its training policy in its entire ramification because in recent times academics are being faced with new innovations and techno- scientific developments so as to meet up with the changing trends and circumstances.

3. Methodology

3.1 Research Design

The study will be conducted using a survey research design. This involved collecting data in order to test the hypotheses and answer the research questions rose. This type of design attempts to report things the way they are (Abiola, 2007). Survey research design clearly specifies who and what are to be measured and it deals with both large and small population from selected and studied samples chosen from the population to discover the relative incidence, distribution and interrelations of variable. The information collected on the research objectives were described and used to form opinion and draw conclusion on the study.

3.2 Population, Sample and Sampling Techniques

The population of this study was made up of the all the public Tertiary Institutions in Kaduna State (Ahmadu Bello University Zaria, Kaduna state University, Nuhu Bamalli Polytechnic Zaria, Kaduna Polytechnic, National College of education Zaria and Kaduna state college of education Gidan Waya). Twenty-five questionnaires were administered to each public institution. Therefore, out of the 150 questionnaires administered, 112 were retrieved from the respondents which were used as the sample size.

The reliability was assured by testing the instruments for the reliability of values (Alpha values) as recommended by Cronbach, (1946). Cronbach recommends analysis for Alpha values for each variable under study. According to Sekaran (2001), Alpha values for each variable under study should not be less than 0.6 for the statements in the instruments to be deemed reliable. Consequently, all the statements under each variable were subjected to this test and were proven to be above 0.6 before they were considered. The validity of the data collection instruments was done with the help of Questionnaires.

3.3 Method of Data Collection

Questionnaire was the instrument used in data collection and distribution; and the respondents were required to read each question carefully and indicate their agreement or disagreement with the statement using a 5 – point likert scale. Response for the statements was therefore keyed using a Likert scale ranging from: 5 =strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree. Once more, the questionnaire was structured effectively, and was self-administered by the researcher to ensure high level of accuracy; and data collection was accurate as there was equal opportunity of participation by the respondents.

3.4 Method of Data Analysis

Multiple Regression Analysis was employed to test the Null hypotheses at 95% degree of confidence. Hence, multiple regressions enabled the researcher to determine the dependence of human capital development on the predictor variable. The multiple regression was considered appropriate because the hypotheses for the study are sufficient which was processed with the aid of SPSSv24 (Statistical Package for Social Sciences). The Theoretical framework shows the building block of the model and methodology adopted.

3.5 Model Specification

Drawing inference from existing literature, the model to be tested was stated below.

TEG = βO + β1HCD +ε (1)
Where:
TEG = Tertiary education growth
βO = intercept
HCD = Human capital development

4. Results and Discussions

4.1 Regression Analysis

Table 1: Regression Result Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775[a]	.733	.612	.30210

a. Predictors: (Constant), TEG
Source: SPSS, 2023

Table 2: ANOVA Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	364.075	2	121.358	129.760	.000[b]
	Residual	34.771	110	.091		
	Total	398.846	112			

a. Dependent Variable: TEG
b. Predictors: (Constant), HCD
Source: SPSS, 2023

However, the study assesses explanatory power of the model using coefficient of determination (R2). With R^2 of 0.73, human capital development explains 73% of variance in customer loyalty. The R^2 ranges from 0 to 1, with higher values indicating a greater explanatory power. As a guideline, the R^2 values of 0.75, 0.50, and 0.25 can be considered substantial, moderate, and weak (Henseler et al., 2009; Hair et al., 2011). The R^2 values of 91% indicates a moderate explanatory power of the exogenous variables. The R^2 value is also significant at 5% level.

The f2 assess how the removal of a certain predictor construct affects an endogenous construct's R^2 value. The assessment of the effect sizes (f2) shows significance of the relationships, but it does not show the size of an effect. Both substantive significance (f2) and statistical significance (p) must be reported. To measure the effect size, Cohen's (1988) guidelines was used, which are 0.02 for small effects, 0.15 for medium effects, and 0.35 for large effects.

Therefore, the coefficient of determination R2 of 0.73 indicates that the variation of the tertiary education growth that can be explained by human capital development by 73%. The F-stat 129.760 with p-value 0.000 shows that the model is fit to measure the effect of human capital development in tertiary education growth in Kaduna.

Test of Hypotheses
Table 3: Hypothesis Result

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.641	.054		-11.795	.000
	HCD	.554	.121	.451	4.565	.000

a. Dependent Variable: TEG

This shows the path coefficient of the regression results using OLS. This is the result for testing the hypotheses of the study. The statistical decision rule of P-value states that the Null hypothesis should be accepted if P-value is greater than alpha value (i.e. level of significant which is 0.05) otherwise it should be rejected while the Alternative hypothesis is adopted. From table it shows that human capital development has a positive significant effect on tertiary education growth in Kaduna State. This effect is significant as the p-value of 0.00 is less than 0.05. Thus, human capital development has a significant effect on tertiary education growth in Kaduna State.

4.2 Discussion of Findings

Base on the hypothesis, the result shows that there is a positive relationship between human capital development and tertiary education growth in Kaduna. This implies that human capital development has a positive significant relationship with tertiary education growth in Kaduna. Therefore, the null hypothesis is rejected and the alternate hypothesis is accepted.

This study is in line with the findings of Ubah and Ibrahim (2021). They found that human capital development is requisite in the achievement of viable economic growth in Nigeria. They posited further that, government and policy makers should make concerted and sincere efforts in building and developing human capacity through adequate educational funding across all levels. It is pertinent to note that a country that wants to achieve sustainable development must develop her human capital who is her greatest asset must boost its funding for the educational sector.

5. Conclusion and Recommendations

The contemporary knowledge acknowledges that investment in human capital is better than that in physical capital. Human capital theorists have established that basic literacy enhances the productivity of staff. It was further stated that an instruction that demands logical or analytical reasoning, or provides technical and specialized knowledge, increases the marginal productivity of workers in high-skill or professional positions. It has been proven that the greater the provisions of training and retraining the greater the stocks of human capital in the society, consequently, the greater the increase in national productivity and economic growth.

Drawing from the research findings, the recommendations are proffered as follows:

i. To subsidize staff-student self-sufficiency with proper knowledge system of post Covid 19 with the application of e-learning practices.
ii. To develop an enduring and adequate human capital with global skills and technological era with the use of artificial intelligence, in order to achieve sustainability in the educational sector.
iii. To provide training partnership with other linked domestic industries, technical training institutions and research institutions internationally.

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