

HUMAN CAPITAL DEVELOPMENT IN PUBLIC TERTIARY EDUCATION OF KADUNA STATE

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ABSTRACT

Human capital development denotes the most valuable and critical assets in the public tertiary education and it is globally recognized as a key driver for innovation and sustainable development. However, the study examines the effect of human capital development in public tertiary education of Kaduna state. 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 was used as the sample size. Therefore, the impact and significance of human capital development in Public Tertiary Education in Kaduna State will no doubt enhance learning as well as development in all area of human endeavor. Based on the findings, it was recommended that the Nigerian government should develop an adequate human capital with global skills and e-learning practices, with proper training partnership with other domestic industries, technical training institutions and research institutions internationally. Also, there is an urgent need for the federal and state government to raise their spending on education in order to fulfill the 26% UNESCO criterion by increasing staff costs and salaries, which will aid in advancing knowledge, increasing production, and fostering national progress.

Keywords: Human Capital Development, Training, Compensation, Public Tertiary Education, Kaduna State

JEL Classification Codes: J24, I2, H52

1. INTRODUCTION

In the growth of businesses and organizations, human capital is crucial. An organization's human aspect is represented by its human capital. The identity of an organization is composed of the sum of its knowledge, skills, and abilities. The organization's human resources are individuals who have the capacity for learning, invention, and creative energy, which, when properly channeled,

may assure the organization's sustainability. 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.

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 motivation of the study 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 during the Covid 19 pandemic. However, the five components of this article are as follows: section one introduces the study, section two reviews pertinent literature, section three discusses the methodology, section four gives the results, and section five offers helpful recommendations.

2. LITERATURE REVIEW

2.1 Concepts of Human Capital Development

Ting and Lean (2009) described human capital development as the ability to innovate, be creative, have knowledge and experience, work well in teams, be flexible with employees, be able to tolerate uncertainty, be motivated, be satisfied, be able to learn, be loyal, and be formally trained and educated. The value that employees of a company add via the use of their skills, knowledge, and expertise is known as human capital. Human capital is an organization's whole human potential for utilizing its intellectual property and resolving economic issues (Okwu et al., 2022). People who work for a company are referred to as human capital, particularly the knowledge these individuals possess. Typically, it refers to the implicit knowledge that each employee of a company possesses, including experience, loyalty, culture, and education.

The qualities of a person that are productive in some economic contexts are known as human capital. It frequently refers to obtaining a formal education, with the connotation being that education is an investment with returns in the form of a wage, salary, or other kind of payment. These can be social returns, though they are typically measured and thought of as private returns to the individual (Mamuli, 2020). According to Mamuli (2020), The advancement of human capital has involved two viewpoints. First, the economic viewpoint, which examines individual choices related to education, skills, and career paths that increase production. According to this perspective, people evaluate the costs and benefits of an investment and concentrate on the advantages, such as professional success, promotions, and greater income.

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. University education, on the other hand, simply refers to instruction provided by a facility for higher learning and research. Such an institution grants undergraduate and graduate degrees in a variety of subject areas. Higher education is at the summit of the educational pyramid and has a significant impact on how well-developed and high-quality a nation's educational system is (Sanyal, 2005).

2.2 Theoretical Literature

This section will provide theories that will underpin the study.

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 asserts that because training and education costs money and is pursued with the goal of raising individual earnings, it should be viewed as an investment. 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.

Human capital is one of the most crucial drivers of national economic growth in the contemporary economy (Dae-bong, 2009). The notion contends that an employee's earning potential is determined by his or her formal education. According to human capital theory, an organization's success is influenced by the workforce's key competencies, skills, knowledge, and abilities.

Resource Based theory

Resource Based View (RBV) was articulated into a coherent theory by Wernerfelt (1984) cited by (Asogwa et al, 2019). According to the thesis, SMEs' competitive advantage is based on their firm's resources and competencies, which are uncommon, valuable, non-replaceable, and imperfectly imitable. The theory suggests that the firm can secure a sustained competitive advantage through facilitating the development of competencies that are firm specific, produce complex social relationship and generate tacit organizational knowledge (Asogwa et al, 2019). This theory recognizes human capital development as the most valuable, non-substitutable and imperfectly imitable resource that a small and medium scale enterprises can successfully utilize to achieve organizational productivity, net profit and increase in sales volume. Resource-based theory is linked to human capital theory in that theory emphasize that investment in people adds to their value to the firm (Baron & Armstrong, 2007).

In this study, human capital theory will be adopted in order to help in elaborating the human capital investment and its role in public tertiary education growth.

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. From 1990 to 2020, secondary data were used in the study. Gross secondary school enrollment rate was the dependent variable in the analysis. Recurrent and capital education spending was the independent variable. Recurrent health spending was the control variable. Using the Augmented Dickey-Fuller (ADF) test, the variables' stationarity was examined, and it was discovered that the variables were stationary to varying degrees. To estimate the model, the Autoregressive Distributed Lag Model (ARDL) was used. The estimated model's findings revealed that whereas recurrent health spending had a positive but minor impact on the gross secondary enrollment rate, capital and recurrent education spending had negative, insignificant effects. The dependent variable, however, was affected jointly by the independent factors. 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. A questionnaire was distributed to 100 workers of the human resources division of the Ministry of Works and Housing in Abuja, Nigeria, as part of the study's cross-sectional survey research design. With the use of the IBM statistical package for social sciences, correlation analysis using Pearson correlation was performed to establish the link between the variables, and regression analysis was utilized to examine the hypotheses. The multiple correlation coefficient shows a significant association between the variables, and the data showed that recruitment and selection and anticipated labor demand account for 60.7% of the overall variance in organizational performance. The recruiting and selection procedure makes up the majority of the two factors employed in the organization. Institutions will be able to attract the appropriate sort of people in the correct numbers, develop workers' knowledge, skills, and abilities, and keep them on board with the company with the help of effective human resource planning in terms of predicted workforce need and recruiting and selection. The study suggests that, in order to choose candidates with the appropriate experience and skills for the workforce, the recruiting and selection process should be open and transparent with little to no political intervention. 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 study's goals were to ascertain how hiring, staff training, and incentive methods affected organizational performance and productivity. 440 people were the intended population for the study. Of the private secondary schools in Nyeri County, this included the principals and their deputies, department heads, and classroom instructors. The research design used in the study was descriptive. The research used a stratified random sampling approach to choose the schools. Data from administrators were gathered using an interview schedule, while teachers' data were gathered using questionnaires. Cronbach's alpha was used to determine the reliability of the instruments, and their content, build, and supervisory discussion were used to verify them. Quantitative data was analyzed using descriptive statistics using the Statistical Package for Social Sciences (SPSS) Version 20. Thematic analysis, content analysis, and discussion were used to analyze qualitative data. The study discovered that all private secondary schools under investigation employed good human resource practices, such as posting teacher openings whenever they occurred, establishing training and development programs for educators, setting up a system for rewarding educators, and providing teacher orientation before assigning them tasks. 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 suggested software for computers and Android devices won't set back the lecturers' or students' data subscription fees from their respective data network providers. Additionally, this framework enables the management of the institution to keep an eye on these academic activities and permits the lecturers to post course materials and lecture notes to the E-learning zones and engage with the students. Meanwhile, the students can access the E-learning zones to access their various classes as scheduled by the lecturers or as instructed by the school management. As a result, both instructors and students use the e-learning area as a gathering place or lecture hall.

Adeoye et al (2020) investigated Covid-19 and E-Learning: Nigeria Tertiary Education System Experience. Recent changes and disruptions in the educational system, which acts as a catalyst for the growth of any country, have been brought about by this epidemic. To lessen the impact of this epidemic, the educational system is reportedly moving toward e-learning internationally. However, developing nations are faced with the challenge of switching from the conventional teaching method to online learning during the pandemic, as evidenced by the Nigerian experience. This paper evaluates the Nigerian educational system in light of the worldwide pandemic in combination with these ongoing problems. The importance of online education is further discussed in this study, along with possibilities and obstacles that are identified. Additionally, suggestions to improve e-learning during and after COVID-19 were made.

Mamuli (2020) examined the role of higher education as an instrument for improving on human capital development in Kenya. The focus is on how the nation's Higher Education Institutions (HEIs) may be repositioned for the growth of human capital. In order to determine how higher education contributes to the growth of human capital, this paper offered an empirical investigation. A content analysis of several scholarly publications from across the globe was conducted in connection to the present research issue. Government policy, the state of technology, and enrollment levels were among the topics covered. The difficulties that HEIs have in developing their human capital were emphasized, and solutions to these difficulties were discussed. Emergence of HEIs occupies a significant role in the current global context, which is characterized by fast change, high information flows, and growing competitiveness. HEIs serve as hubs for the development of human resources in the knowledge-based economy of today, contributing to the growth of human capital. The study's conclusion is that higher education should help satisfy the population's social and economic demands by making the qualifications it offers relevant to the labor market at the time. 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. Survey research served as the foundation for the study. Both primary and secondary data were used for the study's goals. The goal was to obtain the best and most accurate findings.

From publicly accessible books, journals, publications, research studies, articles, and websites, secondary data was gathered. Primary data was gathered using a structured questionnaire with closed-ended and rating scale questions. SPSS Version 16 statistical software was used to analyze the data. A systematic questionnaire was used to conduct interviews with 58 instructors. The study discovered a high and favorable correlation between the productivity of Kurdistan's teachers and their training and growth. The research went on to state that there is a favorable association between productivity and several other independent criteria, including abilities, expertise, morale, 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 respectable tertiary education will produce unique, priceless, and indispensable human capital, which will ostensibly advance the economy. If the human capital (talented individual) needed to bring about progressive change in the country is not accessible, then there will not be sustainable development. Ex post facto survey research was used in the study. 200 academic staff members from four faculties at Lagos State University were chosen at random as the study's sample size. The Person product moment correlation coefficient was used to examine the hypotheses and the data that had been gathered. Tertiary education has a favorable, strong, and significant association with both national growth and individual success, according to the results of the testing of two hypotheses.

Halidu (2015) carried out an empirical review on the impact of training and development on workers' productivity in some selected Nigerian universities. A respectable tertiary education will produce unique, priceless, and indispensable human capital, which will ostensibly advance the economy. If the human capital (talented individual) needed to bring about progressive change in the country is not accessible, then there will not be sustainable development. Ex post facto survey research was used in the study. 200 academic staff members from four faculties at Lagos State University were chosen at random as the study's sample size. The Person product moment correlation coefficient was used to examine the hypotheses and the data that had been gathered. Tertiary education has a favorable, strong, and significant association with both national growth and individual success, according to the results of the testing of two hypotheses.

3. METHODOLOGY

This study used of survey research design since the study relied on primary data that is both qualitative and quantitative in nature. 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 was 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.

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 (training and compensation) 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.

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

$$TEG = \beta_0 + \beta_1 TRN + \beta_2 COM + \varepsilon$$

Where:

TEG = Tertiary education growth

β_0 = intercept

TRN = Training

COM = Compensation

4. RESULTS AND DISCUSSIONS

The study administered a total of 150 copies of questionnaire. Out of the 150 administered, a total of 112 were completely filled and returned for analysis giving a response rate of 82%. All analyses thereafter were done using the 112 valid responses

Table 1: Correlations

		PRP	CTM	SDL
TRN	Pearson Correlation	1	.690**	.545**
	Sig. (2-tailed)		.000	.000
	N	112	112	112
COM	Pearson Correlation	.690**	1	.487**
	Sig. (2-tailed)	.000		.000
	N	112	112	112
TEG	Pearson Correlation	.545**	.487**	1
	Sig. (2-tailed)	.000	.000	
	N	112	112	112

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

The table above shows the correlation result of the variables under study. The result revealed a positive relationship between training and compensation in public tertiary education however, training had the highest relationship with service delivery which stood at 0.545. The independent

variables also showed positive relationship among themselves which stood at 0.690 which is still below the 0.80 multicollinearity threshold (Berry & Feldman, 1985).

Table 2: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.566 ^a	.320	.317	.896	1.566

a. Predictors: (Constant), TRN, COM

b. Dependent Variable: TEG

Table 3: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	144.180	2	72.090	89.812	.000 ^b
	Residual	305.820	102	.803		
	Total	450.000	112			

a. Dependent Variable: TEG

b. Predictors: (Constant), TRN, COM

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.292	.219		5.901	.000		
	TRN	.440	.065	.398	6.815	.000	.524	1.909
	COM	.235	.064	.213	3.648	.000	.524	1.909

a. Dependent Variable: TEG

The R-square above indicates that 32% of the variation in service delivery is explained by training and compensation while the remaining 68% could be explained by other factors not included in this study. The f-statistics stood at 89.812 accompanied by a p-value of 0.000 which indicates the fitness of the model to measure the association between the variables under study.

Hypothesis one was stated that training has no significant effect on public tertiary education in Kaduna state. From table 4 above, it was revealed that training has significant effect on public tertiary education in Kaduna state as indicated in the t-value of 6.815 with a p-value of 0.000. Hence the null hypothesis is rejected while the alternative hypothesis which states that training has significant effect on public tertiary education in Kaduna state is accepted.

Hypothesis two stated that compensation has no significant effect on public tertiary education in Kaduna state. From table 4 above, it was revealed that compensation has significant effect on public tertiary education in Kaduna state as indicated in the t-value of 3.648 with a p-value of 0.000. Hence the null hypothesis is rejected while the alternative hypothesis which states that compensation has significant effect on public tertiary education in Kaduna state is accepted.

This study is in line with the findings of Ubah and Ibrahim (2021). They discovered that building up human capital is essential for Nigeria to attain sustainable economic growth. The government and policy makers, they further argued, should exert concerted and earnest efforts to create and develop human capability by providing enough money for education at all levels. It is important to remember that a nation must invest in its people since they are its greatest resource if it wishes to achieve sustainable growth.

5. CONCLUSION AND POLICY RECOMMENDATIONS

According to current understanding, investing in human capital is preferable to doing so with physical resources. Human capital theorists have demonstrated that staff productivity is increased by basic literacy. The marginal productivity of workers in high-skill or professional roles was further indicated to be increased by teaching that calls for logical or analytical thinking or that gives technical and specialized knowledge. It has been demonstrated that more training and retraining opportunities lead to higher societal human capital stocks and, as a result, higher levels of national productivity and economic expansion.

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

- I. The Nigerian government should develop an adequate human capital with global skills and e-learning practices, with proper training partnership with other domestic industries, technical training institutions and research institutions internationally.
- II. There is an urgent need for the federal and state governments to raise their spending on education in order to fulfill the 26% UNESCO criterion by increasing staff costs and salaries, which will aid in advancing knowledge, increasing production, and fostering national progress.

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