



Human Capital Development in Nigeria: An Examination of the Contributions of Delta State Ministry of Education, 2007-2013

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Abstract: *Human Capital has been in recent times recognized globally as one factor that is responsible for the growth and wealth of many nations and States. However inspite of the increased awareness of individuals and government on the urgent need for increased patronage of Human Capital Development. Some governments are still yet to channel resources on Human Capital Development. This study therefore, seeks to examine the extent to which Delta State have channeled her resources into Human Capital Development. This study is necessary because most States and countries of the World are heavily investing in Human Capital development, while others are yet to take advantage of this. This study is necessary because Delta State is one of the oil producing States in Nigeria, and by this receives huge allocation from the Federal government. However, Delta State is blessed with huge financial, material and human resources. Three research questions guided this study they include: What are the contributions made by the Delta State Ministry of Education on Human Capital Development between 2007 and 2013? This study seeks to address this question using documentary sources.*

Key words: *Herbicides, Earthworms, Viability Human Capital Development, Education, Delta state, Development Challenges & Human Development Index*

INTRODUCTION

One of the challenges facing Nigeria in general and Delta state in particular in the 21st century is the challenge of development. Nigeria is endowed with abundant human and natural resources, yet it remains one of the poorest countries in the world, with seven out of every ten Nigerian living on less than \$1 dollar per day equivalently below poverty line (NPC, 2004). The country needs to attain at least 85% literacy rate before it can achieve appreciable level of development that is envisioned by vision 20-20-20 (Nwogbo, 2013:16).

Despite Nigeria's' endowment with abundant human and material resources, Nigeria's economic growth has stagnated. Except in the early 1960s when robust growth was achieved which competed favourably with the economies of Malaysia, Singapore, and Indonesia in terms of high annual per- capital income, the country's economic growth since then has been disappointing and grossly inadequate. The economy just grew at 2.2 % between 1990- 2003, with a GDP of \$45 billion dollars in 2001 and a per capital income of about \$300 a year, Nigeria is one of the poorest countries in the world, with oil accounting for 95% about of foreign exchange earnings, the country's economic structure remains largely unproductive and undiversified.

Consequently, manufacturing industries account for less than 1% of GDP, the agricultural sector is weak as production in the sector is largely based on subsistence agriculture. All these are some of the consequences of non development of Human Capital. Furthermore, the high level of insecurity in Nigeria and in Delta State in particular will continue to increase if the issue of Human Capital Development is not given full attention and

properly addressed. The level of insecurity in Delta state is high and can be only be avoided when the Human Capital of the State is developed. In other words, when the issue of Human Capital Development is not given adequate attention in Delta State, there will be inadequate manpower and insufficient personnel that can represent the State in positions of national concerns allocated to the indigenes of Delta State. If Delta State is left in its current state where there is high level of insecurity and corruption, it will not attract foreign investors who are always willing to take advantage of the commercial deposit of natural resources in the area. Gratton & Ghoshal, (2003) argued that literature to date provide a wide range of Human Capital Development concepts and definitions yet still lacks insight into how the concept Human Capital Development are embraced and turned into practice.

The justification for the choice of Delta State Ministry of Education as our case lies in the fact that Delta State is one of the highly populated States in Nigeria, with abundant human and material resources. In addition, Delta State has broad land mass including crude oil, yet the State in recent times has been known for its high rate of crime of various kinds like kidnapping, armed robbery and cultism. This has provoked national attention in Nigeria as a result of its resultant effects on various capital plights and chase of investors from the area. On this note, the research question that will guide this is study: What are the contributions made by the Delta State Ministry of Education on Human Capital Development between 2007 and 2013?

Contextualizing Human Capital

Human capital according to Schultz (1993), the term “Human Capital has been a key element in improving a firm’s assets and employees in order to increase productivity as well as sustain competitive advantage”. To sustain competitiveness in the organization, Human Capital becomes an instrument used to increase productivity. Marimuthu, Arokiasamy, & Ismail (2009) sees Human Capital as a process that relates to training, education and other professional initiatives in order to increase the level of knowledge, skill, abilities, values, and social assets of an employee which will lead to the employees satisfaction and performance, and eventually on a firms performance. Rastogi (2000), Stated that Human Capital is an important input for an organization especially for employees’ continuous improvement mainly on knowledge, skill, and abilities. Thus the definition of Human Capital is referred to as “the knowledge, skill competencies and attributes embodied in individuals that facilitates the creation of personal, social and economic well being (Organization for Economic Co operation and Development; OECD, 2001: 18)

Loroche, Merette, & Ruggeri (1999) posit that Human Capital includes the innate abilities as well as the knowledge and skill that individuals acquire through their lifetime which depends partly on their initial abilities. This potential is an important aspect of the Human Capital concept. Laroche, et al (1999) identified five aspects or characteristics of Human Capital that merits attention. They are (1) Human Capital is a non tradeable good embodied in human beings, although the flow of services generated by Human Capital is marketed; (2) individuals, particularly the young ones, do not always control the channel or pace by which they acquire Human Capital; (3) Human Capital has a qualitative as well as a quantitative aspect reflecting the quality of the educational inputs (4) Human Capital can be either general in nature or specific to a firm or sector; and (5) Human Capital generates individual and specific social externalities.

This study has reviewed literature on “Human Capital”. It was established that Human Capital is basically the development of the value, knowledge, dexterity and competence of the individual through education and vocational training. The above mentioned areas have in no small measure been researched upon by scholars. Notwithstanding, scholars are yet to research on the challenges to Human Capital Development in Delta state, in addition, no study has been done on the assessment of Governor Uduaghan’s administration in terms his commitment and investment in Human Capital Development in Delta State, within the time frame under study, this study therefore fills this gap.

METHODOLOGY

Paraboo (1997: 142) describes a research design as a plan that describes how when and where data are to be collected and analyzed. Furthermore, Polit (2001: 167) defined a research design as the researcher’s overall for answering the research question or testing the research hypothesis. Before stating the research design to

be adopted in a study it is important to be clear about the role, purpose or meaning of research design (De vaus, 2001).

The descriptive research design was used in this study. Good description provokes the “why” question of explanatory research. The descriptive research provides any basis for generalization. The descriptive research design seeks to know what is going on. This is in line with the essence of this study, that is, to know what is happening in Delta State or rather the extents to which Delta State government is developing its citizens in terms of Human Capital development. The study draws extensively from already published materials and face to face interviews with both the beneficiaries of Delta State Human Capital development programmes and other people concerned.

The study utilized a method that conformed to the nature of our study. This study employed the quantitative and documentary analysis. The study is descriptive and explanatory; it describes and explains data generated from face to face interview with our respondents. Therefore, content analysis as a tool of analysis was utilized in critically examining and analyzing the result generated from the interviews with a few individual who have benefited from the Delta State Human Capital development programme, notwithstanding questions were also posed to the management of the programme. Consequently conclusion and generalizations were made from such analyses.

Theoretical Framework of Analysis

The Human Capital Theory is employed as the theoretical framework for this study. The Human Capital theory is rooted from the field of microeconomic development theory. British economists, Sir Williams Petty (1623-1687) and Adams Smith (1723-1790) are regarded as the primary proponents of the Human Capital Theory. Although there are a few contemporary scholars who have contributed to the Human Capital Theory, examples are Backer (1993) & Schultz (1993). Adam Smith established the basis of economics of Human Capital, Petty examined the role of the State in the economy and emphasized the value of labour.

The tenets of the Human Capital theory are as follows:

- ❖ Argued that there are different kinds of capital.
- ❖ Formal education is highly instrumental and even necessary to improve the production capacity of a population. In short, the Human Capital proponents argue that an educated population is a productive population (Olaniyan & Okemarkinde, 2011).
- ❖ Education increases the productivity and efficiency of workers, by increasing the level of cognitive stock of economically productive capability, which is a product of innate abilities and investment in human beings.
- ❖ The rationale underpinning investment in Human Capital is premised on three critical assumptions: (a) that the new generation must be given the appropriate part of the knowledge which has already been accumulated by previous generations (b) that the new generation should be taught how existing knowledge should be used to develop new products, to increase new processes and production methods and social services; (c) that people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches.
- ❖ Human Capital considers labour as a commodity that can be traded in terms of purchase and sales. Unlike the meaning traditionally associated with the term labour, Human Capital refers to the knowledge, expertise, and skill one accumulates through education and training.
- ❖ Human Capital is an important agent for boosting firm’s performance.
- ❖ Health care and education constitute the key to improving Human Capital development and ultimately increasing the economic outputs of the nation (Backer, 2010). Because the people constitute the greatest asset of any nation, Human Capital development constitutes the most formidable weapon for transforming the economies of nations.

- ❖ Human resources constitute the ultimate basis for the wealth of nations (Harbison, 2010). Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development.

Figure 1. presents the key relations in human capital theory and the assumptions underlying these relationships.

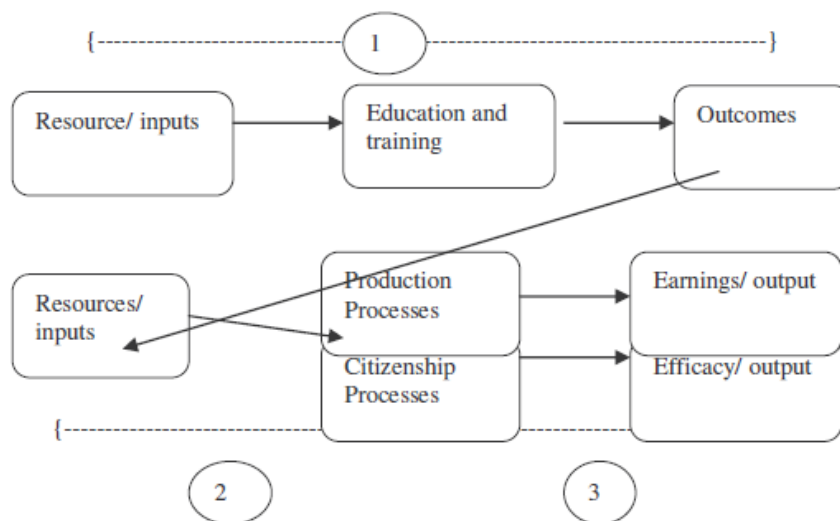


Figure 1: A Model of Human Capital Theory (Swanson, 2001: 110)

Relationship 1 represents the concept of production functions as applied to education and training. The key assumption underlying this relationship is that investment in education and training results in increased learning.

Relationship 2 represents the human capital relationship between learning and increased productivity. The key assumption underlying this relation is that increased learning does, in fact, result in increased productivity.

Relationship 3 represents the human capital relationship between increased productivity and increased wages and business earnings. The key assumption underlying this relationship is that greater productivity does, in fact, result in higher wages for individuals and earnings for businesses. As per conclusion, human capital does contribute to the organizational advantages and profits.

Application of the Human Capital Theory to the Study

There are various capitals in Delta State; these capitals ranges from financial, human and material capitals, these capitals must be adequately galvanized with the instrumentality of education in order to achieve maximum productivity. To achieve this, it should be linked to the various educational schemes provided by the Delta State government to the people. The high credence Human Capital development theory lays on human beings becomes an essential reason why Delta State government has made Human Capital Development, one of its three point's agenda of Dr Uduaghan's administration. An essential aspect of Human Capital Development as a tenet of our anchored theory is the "development of the education sector" nonetheless much has not been done by the Delta State government on the health of its citizens. One of the beliefs of our anchored theory is on how to teach the new generation ways to produce new products. This is exactly what the Delta State government is doing through it cash transfer scheme which finances beneficiaries on creating value chain (creating new products from already known raw materials). Education and training are regarded as a basic raw material through which there can be acquisition of knowledge, skill and expertise. This is the reason why education and skill acquisition has been emphasized by Delta State

government. Education and training which are frequently emphasized has led to the sponsoring of Some Deltans to study abroad; this is an indication of the suitability of the Human Capital Development Theory to our study.

Hypothesis I: Delta State Ministry of Education has contributed to Human Capital Development by retraining teachers and providing manpower for skill acquisition programme between 2007 and 2013.

FINDINGS AND DISCUSSION

The following findings were made from the study.

(1) Delta State government has three point agenda which are

(1) Peace and Security, (2) Human Capital Development and (3) Infrastructural Development. The present administration of Governor Uduaghan has publicized these three point agenda.

(2) There are other agencies or directorates that have Human Capital Development as its programme. These agencies or directorates' has affiliation with the Ministry of education. These other agencies or Directorates includes: (a) Millennium Development Goals office Delta State, (b) Directorate of Poverty Alleviation, (c) Delta State Scholarship Board, (d) Directorate of Establishment and Pensions, (e) Delta State Micro Finance Credit Programme. The (DMCP); teach and help people build entrepreneurial spirit and assist them with finance to establish their various businesses and DSME provides manpower for the training.

(3) Free education at the primary and secondary levels of the State.

(4) Delta State Bursary and Scholarship Board gives financial assistance to students.

(5) Students from technical colleges and colleges of education were used to teach beneficiaries on skill acquisition programmes.

Delta State Ministry of Education has contributed to Human Capital Development by retraining teachers and providing manpower for skill acquisition programmes between 2007 and 2013. Tables 1 & 2: shows the various categories of students that have been empowered financially by the Delta State Ministry of Education. The amount of money that has been spent by the Delta State government on various aspects of Human Capital Development within 2009 and 2013 were specified in the diagram bellow. From the tables 1 & 2, one can see that bursary is given to students in higher institutions of learning across the country as a financial incentive. In addition, there are special programmes for the children of deceased civil servants to enable their children acquire formal education and their adequate upkeep. The various scholarship scheme (first class, aviation, local Ph.D, abroad post graduate) are all evidence that Delta State government through its Ministry of education is committed to Human Capital Development. In addition it has been remarked that there is high rate of drop out of students at the primary and secondary level in Delta State (Duze, 2011). In response to this, the government has been providing free enrollment at both the primary and secondary school levels of the State. Other contributions to Human Capital Development by the Delta State Ministry of education other than retraining of teachers and providing manpower for skill acquisition programme are as follows

- Standardization of private schools within the state.
- Steady improvement in external examination results
- Improved performance by teachers
- Establishment of new secondary schools and technical colleges.

Table 1 below shows the various training programmes carried out by the Directorate of Establishment and Pensions, which is charged with the responsibility of training and capacity building of civil servants in the State. However the ministry of education is charged with the responsibility of assessing the quality of such training programmes. These training programmes, educate Civil Servants in the State on modern practices and new trends. Furthermore, teachers are also often times sent for such trainings and this has led

to improvement in the performance of Delta state students in external examinations. Ministry of Education has also provided manpower for the various technical institutions in the state to teach beneficiaries on various skill acquisitions thereby enhancing Human Capital development in the state.

This shows that Delta State Ministry of education has made substantive effort in empowering people and in Human Capital Development. Therefore, the hypothesis is rejected, and concludes that substantive effort have been made by the Delta State government on Human Capital Development.

Table1: Delta State Bursary & Scholarship Board: Performance Outlook For 2009-2013

	2009/2010		2010/2011		2011/2012		2012/2013	
	Amount	No. of Benefit	Amount	No. of Benefit	Amount	No. of Benefit	Amount	No. of Benefit
Student' special assistance scheme	N514,706,035.76	24,333	N555,640,932.20	28,849	N610,134,868.46	27,329	Nil	Nil
Law	No Approval	612	N52,251,005.69	old-612 new-270 Total =882	N88,278,742.73	Old-882 New-354 Total=1,236	N41,080,294.00 Nil Nil	315 Nil Nil
Deceased civil Servant/Physically Challenged	N15,000,000.00	353	N17,441,087.50	442	Deceased Civil Servant N17,408,977.50 403 Physically challenged N12,245,520.00 101 Total- N29,654,397,397.50 Total-504		Deceased Civil Servant N21,492,245.00 459 Physically challenged N8,484,320.00 85 Total- N29,976,555.00 544	
Aviation Scholarship	Nil	Nil	Nil	Nil	N,96,121,972.50	18	N199,994,487.00	38
Overseas Postgraduate Scheme	N54,109,732.85	16	N99,992,113.00	32	Nil	Nil	N147,872,274.00	43
First Class Scholarship Scheme	N193,602,060.00	36	N269,788,995.00	52	N476,086,400.00	93	N1,001,570,785.00	184
Local Scholarship Scheme	N99,992,218.00	527	N73,890,901.00	461	Nil	525	N73,890,901.00	527

Source: Delta State Bursary & Scholarship Board

Table 2: 2013 Monthly In-House Training Programmes Mounted

S/N	Consultants	Topics	No. of Participation	Actual of participant	Head/sub-head	Amount	Date mounted	Remark
1	Lutina and sons nig Nigeria	The benefits and importance of improving administration officer's ability to listen understand and retain what they hear	28 Administration Officers on SGL 09-12	22	B9(iii)	964,000.00	4 th -5 th June	Mounted
2	Sulan services limited	Basic first and CPR Course	28 Officers on SGL10 and above	27	B9 (iii)	964,000.00	11 th - 12 th June, 2013	Mounted
3	Dubi TrustVentures	Emotional Intelligence for personal effectiveness	28 Officers on SGL10 and above	27	B9 (iii)	964,000.00	11th-12th June, 2013	Mounted
4	Makofe Konsult	Total quality service delivery	28 Officers on SGL08 -12	28	B9 (iii)	964,000.00	13 th -14 th June, 2013	Mounted
5	Korporate Dev.konsult	Value for money and sustainable development workshop	28 Service servants on SGL!) and above	21	B9 (iii)	964,000.00	18 th -19 June, 2013	Mounted
6	G & Libie Consults	Team building and leading team for supervisors	28 Administrative officers on SGL 10-13	24	B9 (iii)	964,000.00	20 th -21 st June, 2013	Mounted
7	Peculiar Consult	Modern administrative trends, principles and practice	28 Administrative officers on SGL 10-12	27	B9 (iii)	964,000.00	20 th -21 st June, 2013	Mounted

CONCLUSION

Based on the data analyzed and findings of this study the following conclusions are made. Delta State has experienced enormous Human Capital Development under the administration of Governor Emmanuel Uduaghan. Various Ministries or Directorates are directly or indirectly involved in Human Capital Development and are partnering with Ministry of Education in Delta State. These six Ministries have in no small measure contributed specifically to Human Capital Development in Delta State. Delta State Scholarship Board, Delta State Millennium Development Goal and Micro Finance Programme have contributed immensely to Human Capital Development in Delta State. One of the challenges facing some Ministries is prompt release of fund for its operations. This adversely affects the various ministries and directorates in the discharge of their responsibilities. Based on the above, the paper suggests that: Government should make funds available when needed by the Ministry of education as delays in the release of funds will hampered some of its programmes. Furthermore, government should ensure that all other Ministries which are partnering with the Delta State Ministries of education are adequately funded.

Again, sensitization of the people about the various Human Capital Development Programme available in the State should be intensified, as there are low turn-out of participants in some of the Human Capital Development programmes and devoting public resources to schooling will stimulate and improve Human Capital (Beauchemin, 2001; Blankenau & Simpson, 2004). There should be continuity in the free primary and secondary enrolment fee policy of the present administration in Delta State.

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