

EFFECT OF HUMAN CAPITAL DEVELOPMENT ON ECONOMIC GROWTH IN NIGERIA: A CASE STUDY OF TARABA STATE

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ABSTRACT

This study examined the Effect of Human Capital Development on Economic Growth in Nigeria A Case Study Of Taraba State. The study was guided by two specific objectives. Two research questions were raised and answered by the study while two hypotheses were formulated and tested. The study adopted a descriptive survey research design. The population of the study was 76 employees which consist of 42 senior staff and 34 junior staff of Taraba State Universal Basic Education Board Jalingo. The study used questionnaire as instrument for data collection. The instrument was subjected to face and content validity. Cronbach alpha method was used to establish the internal consistency of the questionnaire items which yielded a reliability coefficient of 0.82. Data collected for the study were analyzed using a descriptive statistic, precisely the mean (real limits of number) and standard deviation to answer the research questions while the Pearson Product Moment Correlation Coefficient was used to test the hypotheses at a 0.05 level of significance. The findings of the study revealed that human capital development has a positive significant relationship with quality of service delivery, and quantity of work produce in the Taraba State Universal Basic Education Board Jalingo. The study recommended among others that Taraba State Universal Basic Education Board Jalingo should set up a human capital development programmes and policies that are capable of raising the skills, morale and performance of employees that would guarantee quality service delivery.

Keywords: Effect, Human capital development, Economic growth, Sustainable Development, Taraba State.

Introduction

Education and health are basic objectives of development; they are important ends in themselves. Health is central to well-being, and education is essential for a satisfying and rewarding life; both are fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development (Todaro and Smith, 2011).

No country has achieved sustained economic development without substantial investment in human capital. The role and importance of human capital in propelling the pace of economic growth cannot be overemphasized. The development of human capital has been recognized by economists to be a key prerequisite for a country's socioeconomic and political

transformation. Therefore, human capital is considered as the most valuable asset and needs to be mobilized, developed and empowered to participate fully in all socio-economic activities. To do this, it is first of all required that the stock and mix of human capital in the country be assessed based on the outcome of this assessment, plans are put in place to develop the required manpower to fill the existing gaps while provisions are made for future needs.

It was opined by Adedeji and Bamidele (2013) that the generally agreed causal factors responsible for the impressive performance of the economy of most of the developed and the newly industrializing countries is an impressive commitment to human capital formation. This has been largely achieved through education and training by all the people of these countries. It is important to know that human capital, which gained reasonable attention, started with seminar papers two decades of the last century. It has refined to highlight its endogenous contributions to the growth process (Romer, 1996, 1990; Lucas, 1998). Therefore, all developing countries were advised to invest in human capital formation of which Nigeria also participated. Nigerian government did not only start training people in schools, but formulated educational policies in relation to primary, secondary and tertiary institutions towards making education workable in Nigeria. Nigeria has come a long way in her development planning efforts. A major component of the development planning process is the effect in human capacity building through education and training. Employee performance is a fundamental component that facilitates organizational growth and sustainability, specifically being affected by the reward system employed in an organization (Ntagu&Onuorah, 2020). Over the last few decades, the world business environment has undergone a radical transformation. The world has become smaller, not physically, but in terms of communications, competition and economics due to globalization. This has radically changed the way successful organizations do business and how they look at their employees. This transformation has impacted the private sector significantly and is impacting the public sector as well, both direct and indirect ways. Global organizations are becoming more responsive to their customers, reducing costs and improving quality (Erbasi, 2012). Today's customer demands value in both products as well as services. Even more significantly, customers do not have to tolerate poor performance because they can readily turn to alternative sources that offer faster, cheaper, better and more innovative products and services (Adebanjo 2014). Organizations that are succeeding in this global environment are those that have recognized that their people are the greatest factor in their success. New organizations that are evolving place a greater value on employees than organizations had in the past, and they achieve more by creating a process for employees to training and development. Thus, today's successful organizations match their employee human capital development to their strategies, goals and values (Ballentine, 2017). In the light of the above, every establishment engages several techniques in ensuring the human capital development of their employees. Quite a number of steps which includes training and motivation are taken by organizations to ensure that there is a conscious enhancement of their human capital development and this is with the intention that it is going to have a direct positive impact on their performance. This is because when the performance of employees in a given organization is poor, the entire performance of the organization will also be poor. Employee performance is one of the paramount concerns in the overall management of any company or organization. Without employee performance, the performance of the entire organization would fail to meet its desired aims. In other words, the accomplishment of the mission and vision of an organization

depends primarily on the level of performance of its employees. One of the factors identified in this respect is the extent of training and development given to the staff or members of the organization (Delic et al., 2014).

Management experts also argue that a major function of a manager is to develop people and to direct, encourage and train subordinates for optimum utilization. To Stahl (2016), training helps prepare employees for certain jobs that are unique to the public sector. Okoh (2019) emphasized the importance of human capital development: A result-oriented organization will need to recruit and train specialized personnel. The new public service will require professionals who possess the requisite skills and knowledge to be trained periodically to meet the ever dynamic public sector. Training should be part of a comprehensive education planning programmes because of all the aspects of personnel management perhaps the most important for us in Nigeria is training. Three decades after, pre-colonial public sector reforms on human capital development policies in Nigeria, another reform endeavour (the 1988 civil reforms) emphasized obligatory and periodic training as one of the essential components of enhancing workers' performance in the Nigerian Public Sector. A fundamental question is "what has happened to this important subject matter between 1974 and 1988?" The answer seems obvious. Little or nothing has been achieved. Despite the recognition of the importance of training by management experts and government as expressed in white papers on various reforms in Nigeria, the experience of Human capital development in the Nigeria public service has been more of ruse and waste (Ewuim&Onuorah, 2020). It is against this backdrop that the research seeks to examine human capital development and employee performance in Taraba State Media Corporation (TSMC).

It is unfortunate that most training programmes that have been embarked upon at the various levels of government in Nigeria have not produced the desired results. Even with the existence of human capital development policy in TSMC, it seems not to have been very effective in recent times as this is not really translated into effective performance of personnel. The implementation of Human capital development in TSMC is characterized by many problems which include lack of strategic integration of compensation and reward plan is another challenge. Similarly, the human capital development strategy mission of the organization is not well spelled out and any organization without strategic integration, the implementation of Human capital development policy will become illusive. Furthermore, it has been observed that human capital development funds are usually inadequate, which have scuffle the human capital development process in TSMC. Also primordial factors plays vital role in the approval process for even staff that are willing to improve their performance by training and development. Sadly enough, even those who poses the capacity to train themselves, getting an approval for self-training depends largely on who you know, having a "god father", tribal affiliation and to a large extent ethnicity. These are issues that are affecting human capital development in TSMC. Corruption has also been identified as one of the big problems affecting the effective use of funds meant for Human Capital Development in TSMC (TSMC Bulletin, 2014). The challenge before us therefore is to introduce new orientations on training and development that will address training contents; training evaluation; attitudes to training and training utilization. These should be geared towards improving the employee performance of staff, economic and social growth in the country. It is against these factors that

the study seeks to understand the effects of Human Capital Development in Nigeria a case study of Taraba State.

The broad objective of this study is to investigate the effect of human capital development on economic growth in Nigeria a case study of Taraba State while the specific objectives are:

- i. To investigate the Human capital development in Taraba State Universal Basic Education Board Jalingo;
- ii. To determine the quantity of service delivery in Taraba Universal Basic Education Board Jalingo.

Literature Review

An appraisal of the Nigerian economy has become quite appropriate at this point in Nigeria's economic development process to better understand more comprehensively her human capital development process. It will enable us to verify the claims of the government on many contradictions of macroeconomic variables and the reality of the effect of human capital development on the economic growth against the claims by some scholars. According to some scholars, lack of growth in the Nigerian economy is tied to the lack of human capital development in Nigeria. Harbison (2013) opined that Human capital is referred to as the abilities and skills of human resource while human capital development refers to the process of acquiring and increasing the number of persons who have the skills education, and experience which are critical for the economic growth of the country.

It is therefore important that the most important issues of empowering and mobilizing people and economic surplus into productive investment channel is brought to the fore. There is also the need for the Nigerian economy to eliminate or minimize those constraints towards human capital development so as to enhance rapid economic growth. In the view of Ogunjuiba, (2013), achieving long term economic growth, the amount of Research and Development (R&D) in human capital development and technology alongside other determinates are highly needed. Besides knowledge needed sectors like IT, the desire of improving R&D in the productivity sectors, such as health sector, manufacturing sector, and most importantly educational sector should be given priority if economic growth is desired by any country.

Historical Perspective

The pioneering work regarding human capital development and economic growth is the growth rate of human capital, which also depends on the amount of time allocated individuals to acquire skills. Rebelo (1991) later extended the model by introducing physical capital as an additional input in the human capital accumulation function. However, the model of endogenous growth by Romer (1990) assumes that the creation of new ideas is a direct function of human capital which manifest in the form of knowledge. As a result investment in human capital led to growth in physical capital which in turn leads to economic growth. Other studies that supported human capital accumulation as a source of economic growth include (Barro & Lee, 1993; Romer, 1991; Benhabib& Spiegel, 1994). Some studies have examined different ways through which human capital can affect economic growth.

The endogenous growth literature captures the insight that the crucial force behind positive growth rates is the elimination of the tendency of diminishing returns to investment in a broad

class of capital goods, including human capital. Antecedents of this literature utilize theories of technological progress, innovation and imitation (Romer, 1989; Grossman & Helpman, 1991), learning by doing (Stokey, 1991), and population change, fertility and human capital investment (Becker & Barro, 1988) in order to introduce increasing or constant returns to scale to the cumulative factor of production. Recent advances in the new growth theory identify among many others, the degree of educational attainment as a crucial determinant of the long-run rate of economic growth (Gallipoli et al, 2011; Canton, 2007). Following the lines of Uzawa (1965) and Lucas (1988), many theories have been developed to explain the process of human capital accumulation via investment in education, both public and private. In Uzawa (1965), and individual's productivity depends on how many time she devotes to education. In Lucas (1988), human capital is the engine of growth and is produced by a technology where the only input is human capital itself.

Studies of the effects of human capital on growth, such as Mankiw, Romer and Weil (1992) and Barro (1991), were based on data sets pertaining to a very diverse array of (more than 100) countries during the post-1960 era. They used narrow flow measures of human capital such as the school enrolment rates at the primary and secondary levels, which were found to be positively associated with output growth rates. Barro reported that the process of catching up was firmly linked to human capital formation: only those poor countries with high levels of human capital formation relative to their GDP tended to catch up with the richer countries. While there is persuasive evidence about the positive relation between initial human capital levels and output growth and (weaker) empirical support for the relation between changes in human capital and growth, it is not all clear that this implies a causal relationship running from human capital to economic growth. Motivated by the fact that schooling has increased dramatically in the last 40 years while the "productivity slow down" became manifest in many of the higher income economies, Bills and Klenow (2000) suggest that the casual direction may run from growth to schooling. That relationship would be predicted by a Mincerian model in which high anticipated growth leads to lower discount rates in the population, and so to higher demands for schooling. Of course, both variables might be driven by other factors. From the results of different empirical tests, Bills and Klenow conclude that the channel from schooling to growth is too weak to explain the strong positive association found by Barro (1991), and Barro and Lee (1993), as described above. However, they argued that the "growth to schooling" connection is capable of generating a coefficient of the magnitude reported by Barro.

Again Mincer (1984) and Temple (1999) separately reported that, the quality and structure of education matter on its impact on growth. It has the tendency to stunt growth if the quality is low and resources allocated to it are not well-targeted. Growth theories have always treated human capital development as given in the growth process. Classical theory emphasizes the importance for capital accumulation, while Neo-classical extended Keynes (1936) analysis of static equilibrium by looking at what will happen if changes in income produce investment (Harrod, 1945 & Domar, 1946).

An empirical review of the theory by Garba (2002) showed that cross-country regressions have shown a positive correlation between educational attainment and economic growth and development. Odekunle (2001) affirms that investment in human capital has positive effects

on the supply of entrepreneurial activity and technological innovation as an investment has future benefits of creation of status, job security and other benefits in cash and in kind. However, Ayara (2002) reported that education has not had the expected positive growth impact on economic growth in Nigeria. Hence, he proposes three possibilities that could account for such results which are:

- i. Educational capital has gone into privately remunerative but socially unproductive activities.
- ii. there has been a slow growth in the demand for educated labour.
- iii. The education system has failed, such that schooling provides few (or no) skills.

Foster and Rosenziweig (1995) demonstrate that increased education is associated with faster technology adoption in Green Revolution India. Similarly, higher education levels have been shown to increase innovation in business in Sri Lanka. In this sense human development may also enter into an Uzawa-Lucas type endogenous growth model as a factor affecting growth rates through its effect on technological change. Statistical analysis of clothing and engineering industries in Sri Lanka (Deraniyagala, 1995) showed that the skill and education levels of workers and entrepreneurs were positively related to the rate of technical change of the firm. Education alone, of course transform an economy.

Theoretical Framework

Economic development theorists generally agree that the quality of human resources has a significant impact on economic development and growth. This body of thinking is of the opinion that the quality and quantity of labour determines production by virtue of it being a factor of production. Moreover, improving the quality of the labour force yields implicit and non-economic outputs which are related to the generation of ideas and decisions which have significantly positive impacts on investment, innovation and other growth opportunities (Roux, 1994). Due to this relation numerous scholars over time have propounded the theories of interrelationship between growth and human capital development. These theories represent various scholars conceptualizations of the factors that determine economic growth based on capital development. Some of these theories are discussed briefly below:

Neoclassical Model

Neoclassical growth theory seeks to understand the determinant of long term economic growth rate through accumulation of factor inputs such as physical capital and labour. At the heart of the neoclassical model lies an aggregate production function exhibiting constant returns to scale in labour and reproducible capital. This can be written in general form as follows:

$$Y = F(K, L)$$

Where Y is output (or income), K is the stock of capital, and L is the labour force. The function expresses the output Y under a given state of knowledge, with a given range of available techniques, and a given array of different capita, intermediate goods and consumption goods. With constant returns to scale, output per worker (i.e. labour productivity) $y \equiv Y/L$ will depend on the capital stock per worker (i.e. capital intensity) $k \equiv K/L$. Under the assumption of constant returns to scale, the relationship each unit of labour has with capital in production does not change with the quantity of capita or labour in the economy. A crucial property of

the aggregate production function is that there are diminishing returns on the accumulation of capita. In other words, each additional unit of capital used by a worker produce a decreasing amount of output. The crucial tenet of the neoclassical model is that, under decreasing returns on capital, output per worker does not increase indefinitely. An obvious limitation of the Solow-Swan model is its failure in accounting for the causes of technological progress. Another issue of the Solow-Swan model is its assumption of constant returns to scale. There is some evidence that suggests increasing returns in long term economic growth.

The Frankel-Romer Second Model (1990)

Romer takes a different approach to accounting for technological progress in his article published in 1990. While he saw knowledge as part of the aggregate capital K and related technological progress to an increase in capital/labour ratio in his 1986 article, Romer focused this time on the production of knowledge of research workers. This model assumes that technological knowledge is labour-augmented, enhancing their productivity.

The production function is expressed as:

$$Y = K^{\alpha}(AL)^{1-\alpha} \quad 2.4$$

So that AL denotes a knowledge adjusted workforce. It is plain to see that the more researchers, the more new ideas are created, and the larger the existing stock of knowledge A , the more new ideas are produced (i.e. effect of externalities). Equation (2.4) shows that the rate of technical progress will be determined by the stock of human capital of research workers. In other words, an economy with a larger total stock of human capital will grow faster (Romer, 1990). The Frankel-Romer second models show some ways in which knowledge enters production. One is the contribution of new ideas (or designs in Romer's term) to producing new goods. Research workers employees employed by firms undertake the production of new designs. New designs are non rival but excludable as their property rights are protected by patents.

Schumpeterian Growth Model

Introducing the rival property of knowledge protected by property rights, the Frankel-Romer second model adopts a Schumpeterian view of innovation and explicitly assumes market power. The idea was furthered in the 1990s by those models that assumed imperfect competition and elaborated more on the process of innovation. Among those early attempts was that of Segerstrom et al. (1990), who modeled sustained growth as arising from a succession of product improvements in a fixed number of sectors. However, Segerstrom et al. did not integrate the uncertain nature of innovation in their model. The introduction of uncertainty had to wait for the model proposed by Aghion and Howitt (1992). Aghion and Howitt assumed the creation of innovations through research as a stochastic process in which the innovation quantity is expressed as flow probability. Aghion and Howitt (1998) extended the model to include more than one economic sector and to consider technology spillovers across sectors. In the model, there is one final good that is produced from a continuum of intermediate goods. Each intermediate good can be used to produce the final good independently of the other intermediate goods, with no complementarities between them. Each intermediate sector is monopolized by the holder of a patent to the latest generation of that intermediate good. Also each intermediate sector has its low research sector in which firms compete to discover the next generation of that particular good. This is a research and

development (R & D) model. With the model, innovations in research sectors all draw on the same pool of shared technological knowledge that exist beyond sectoral boundaries.

Conceptual Clarification

Concept of Human Capital and Human Capital Development

Human capital development has been regarded as an important factor in the growth process of any nation that is bent on achieving sustainable economic growth and development. No country has achieved sustained economic development without substantial investment in human capital. Growth and development is the macroeconomic goal of nations –developing, emerging and developed.

Thus every nation is driving economic progress at their various capacities. Some are making tremendous economic progress while others are not. The reason for the varying outcomes can be traced to the capacity of each nation. Natural scientists opined that the human being is very unique among living things. This is because of the high level of reasoning human beings demonstrate in their relationship within their environments. This reasonableness has made men to rapidly change their living conditions and their societies; hence, many scholars view human beings as capital to organization and nations. Human capital has been defined in various ways. The concept of human capital refers to the abilities and skills of human resources of a country, while human capital formation refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country (Okojie, 2015). It refers to the knowledge, skills, attitudes, physical and managerial effort required to manipulate capital, technology, and land among other things, to produce goods and services for human consumption (UNECA, 1990). It is the stock of competencies, knowledge and personality attributes embodied in the ability to perform labor so as to produce economic value. It is the attributes gained by a worker through education and experience. Many early economic theories refer to it simply as workforce or human resources which is one of the three factors of production, and consider it to be a fungible resource. Human resources are all embracing, that is, it is inclusive of persons who works now, or are likely to be productively employed sooner or later. It is a continuum, a continuing process from childhood to old age, and a must for any society or enterprise that wishes to survive under the complex challenges of a dynamic world.

A glossary of recent attempts at defining human capital would suggest the concept as embodied in:

- {a} human resources; including knowledge, skills, attitudes and motivation belonging to an enterprise or society and engaged in the development of that enterprise or society to fulfil its objectives and to enhance the quality of life of its members;
- {b} human capability and productivity engendered through knowledge and skills acquired from education, training and experience; and facilitated by an enabling environment; and
- {c} that intangible factor of the production process that contributes human intellect, skills and competencies in the production and provision of goods and services.

Human capital has also been categorized as important in itself but also important is the accumulation process. This perspective stresses on knowledge and skills obtained throughout educational activities (De la Fuente&Ciccone, 2002). According to Schultz (1995), Human

capital refers to the stock of skills, knowledge, ideas, talent and health status of individuals which are relevant in the production process. Odusola (1998) stated that the concept of human capital development refers to a conscious and continuous process of acquiring and increasing the number of people with requisite knowledge, education, skill and experience that are crucial for the economic development of a country. According to Okojie (2015), human capital development is associated with investment in man and his development as a creative and productive person. It is a continuum, a continuing process from childhood to old age, and a must for any society or enterprise that desires to survive under the complex challenges of a dynamic world. Human capital development is also a means since it enhances the skills, knowledge, productivity and inventiveness of people through a process of human capital formation broadly conceived.

Human capital is seen as one of the factors of production that enhances the capacity to transform input into output. Hence, human capital is the capital possessing the capacity to create and develop other capitals. Human capital Development therefore is the process involved in developing that capacity. It can be referred to as the development of education and health to cultivate and develop human capital (Manning, 2003). In line with the above, Meier (1970) opines that human capital development concerns the two fold objective building skills and providing productive employment for non-utilized or under utilized manpower. Both stem from investment in man in the form of education and training which are known to be institutional mechanisms for enhancing people's knowledge, skills and capabilities. The economic benefits of human capital development arise from making people more productive by improving their nutrition, health, education and other social indices through adequate and proper investments (Dauda, 2010). It is the view of Burneth et al (1995), that investing in human capital development raises per capital GNP, reduces poverty and supports the expansion of knowledge. Education, it is argued, reduces inequality. Fishlow (1995) agrees that inequality is negatively related to growth. In addition to the above, Stiglz (1998) states "successful development entails not only closing the gap in physical or even human capital, but also closing the gap in knowledge".

In the development of human capital of a nation, education and health are essential. As noted by Adamu (2013), human capacity can be acquired and developed through education, training, health promotion, as well as investment in all social services that influence man's productive capacities the justification for health and education as the most essential for human capital formation is that most what we call consumption constitute investment in human capital and direct expenditures on education, health care, and internal migration to take advantage of better jobs opportunities are clear examples. So people use their leisure time to improve their skills and knowledge, which in turn enhances the quality of the human efforts and its productivity. These efforts are capital because they are substantially products of deliberate investment. According to Becker (2009), they are called human capital because people cannot be separated from their knowledge, skills and health or values in the way that can be separated from their financial and physical assets. Shultz (2011), therefore, asserted that investment in human capital is probably the major explanation for their differences observed in the productive (output) levels in the various economics of the world. He identified five ways of developing human capital as follows:

- (a) Investment in health facilities and services broadly conceived to include all expenditures that affect the life expectancy, strength and stamina, and the vigor and vitality of the people;
- (b) On-the-job training including old type apprenticeship organized by firms;
- (c) Formally organized education at the elementary, secondary and higher levels;
- (d) Study programme for adults that are not organized by firms, including extension programmes notable in agriculture;
- (e) Migration of individuals and facilities to adjust to changing job opportunities.

The world idea of human capital emanate from the fact that the acquisition of utilitarian skills, talents, knowledge, and the maintenance of the acquirer during his/her education, study, or apprenticeship, always costs a real expense, which is an investment in the person, hence such investment is conceived to be a capital. The point being stressed here is that the improved skills of a workman may be considered in the same light as a machine or instrument of trade, which facilities and abridges labor and which, though it costs a certain expense, repays that expense with a profit over time. The essence of human resources development becomes one of ensuring that the workforce is continuously adapted for, and upgraded to meet, the new challenges of its total environment (Yesufu, 2000). This implies that those already on the job require retraining, reorientation or adaptation to meet the new challenges. Thus special human capacity can be acquired and developed through education, training, health promotion, as well as investment in all social services that influence man's productive capacities (Adamu, 2013).

Human capital development otherwise called human capital formation refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for sustainable growth and development of a country. The economic benefits of human capital formation arise from making people more productive by improving their nutrition, health, education and other social indices through adequate and proper investments.

According to Okojie (2015), human capital formation is associated with investment in man and his development as a creative and productive person. It is a continuum, a continuing process from childhood to old age, and a must for any society or enterprise that desires to survive under the complex challenges of a dynamic world. The development of human capital has been recognized by economist to be a key prerequisite for a country's socio-economic and political transformation. Among the generally agreed causal factors responsible for the impressive performance of the economy of most of the developed and the newly industrializing countries is n impressive commitment to human capital formation (Adedeji and Bamidele, 2003; World Bank, 1995, Barro, 2011). This has been largely achieved through increased knowledge, skills and capabilities acquired through education and training by all the people of these countries.

It has been stressed that the differences in the level of social economic development across nations is attributable not so much to natural resources and endowments and the stock of physical capital but to the quality and quantity of human resources. According to Oladeji and Adebayo (2016), human resources are a critical variable in the growth process and worthy of development. Human resources constitute the ultimate basis for the wealth of nations. 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. Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

Government Expenditure

Government expenditure remains an important demand management tool and, if well-managed, it could put an economy on a long-term sustainable growth and development trajectory. Government expenditure involves spending on infrastructure, direct investment in production, provision of essential infrastructural facilities, maintenance of law and internal/external security and initiating of national plans for even economic development. Prudent government spending, through an efficient allocation of its resources to the different sectors of the economy, translates into an inclusive and sustainable growth pattern, which serves as a driver for eradicating poverty and inequality within society. Empirical findings show that an increase in government purchases which equals one percent of GDP reduced unemployment, and impacted significantly on poverty reduction (Holden and Sparrman, 2013). This shows that a direct relationship exists between government expenditure on human capital investment and economic growth.

Research & Development

Research and development give birth to innovations and the eventual new business ventures. The discovery of new way in doing the same thin improves the quality and quantity of products produced in the manufacturing industry. This innovation ensures the updating of the existing technology to enhance the new economy (Huang & Pozzolo, 2000). According to Frantzen (2000), R&D play a very crucial role in economic growth because it fast track the production process through new discovered technologies and leads to increased in production which is the summary of economic growth. However the impact of R&D in richer countries is more pronounced than in the poor countries like Nigeria.

The relationship between R&D and economic growth is expected to be positive because innovation breed increased output which is economic growth defined. According to Fakhfakh & Taymaz (2001) findings, the significance of human and technological capital in the determination of firm's productivity cannot be overemphasized. The rate of return for R&D was found 38% and 32% in industrial countries.

The Meaning of Growth and Development

A major goal of poor countries is economic development or economic growth. The two terms are not identical. Growth may be necessary but not sufficient for development. Economic growth refers to increases in a country's production or income per capita. Production is usually measured by gross national product (GNP) or gross national income (GNP), used interchangeably, an economy's total output of goods and services. Economic development refers to economic accompanied by changes in output distribution and economic structure. These changes may include an improvement in the material well being of the population; a decline in agriculture's share of GNP and a corresponding increase in the GNP share of industry and services; an increase in the education and skills of the labor force; and

substantial technical advances originating within the country. Growth involves a stress on quantitative measures (height or GNP), whereas development draws attention to changes in capacities (such as physical coordination and learning ability, or the economy's ability to adapt to shifts in tastes and technology). As Marder (1970) noted, while growth is about things, development is about people. A simple definition of development as change or a transformation into a better state may perhaps be a helpful starting point. Development is a process concerned with people's capacity in a defined area over a defined period to induce and manage positive change that is to predict, plan, understand, and monitor change, and reduce or eliminate unwanted or unwarranted change. Thus, the more people develop themselves, the more they would become instrument for further change (Obasanjo and Mabogunje, 2011). In other words, development entails:

- i. Knowledge and understanding;
- ii. Information – statistical and non statistical;
- iii. Technological creativity; and
- iv. The right kind of organization and skill

It is the combination of these four factors that ensures the capacity of a people to achieve sustainable growth and development (Obasanjo&Mabogunje, 2011). Hoogvelt (2007) presented a working definition of development as a process of induced economic growth and change in an internally stratified world. This conception of development, according to her, contains three focal elements: development as process – that is an evolutionary process of growth and change of man's social and cultural organization (society). Development as interaction – that is as a process of growth and change of societies under conditions of interaction with other societies; and Development as action – that is a consciously planned and monitored process of growth and change. Development as action is particular relevant to developing countries like Nigeria because it underscores pragmatic planning. In this regard, development is treated as strategy, that is, an interrelated set of socio economic and political decisions, presumable taken or intended by national governments in order to achieve a sustained improvement in the living conditions of the masses of the population. Development as action has come to mean the deliberate engineering of both economic growth and social change. Seers (1969) raised three salient questions pertaining to development what has been happening to poverty?

What has been happening to unemployment; and what has been happening to inequality? According to him, if all three of these indices have declined from high levels than beyond doubt there has been a period of development for the country concerned. But if one or two of these central problems have been growing worse especially if all three have, it would be strange to call the result development even if per capita income had doubled (Seers, 1969). This implies that development is only meaningful if it translates to improvement in the living conditions of the people as reflected in reductions in poverty, inequality, and unemployment.

Overview of Educational Development in Nigeria: Pre-Colonial Era to the Present Day

Education is regarded, globally, as a potent instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education is regarded as a key to social reconstruction (Ukeje, 2014), and an instrument for conserving, transmitting and renewing

culture (Erder, 2016). Education imparts knowledge, teaches skills, and instills attitudes to the recipients. Imparting knowledge means putting across facts, current thinking, theories, principles or laws; teaching skills is imparting practical skills, comprehension and ability to see implications or solve problems; instilling attitudes include inculcating tolerance, open-mindedness, scientific detachment and healthy skepticism (Langer, 2007). These are requisites for social integration, performance of productive tasks, and for effecting national development (FRN, 2014). To educate the mind is to liberate it from the shackles of fear, prejudice, ignorance, superstition etc, and to develop a free, independent and responsible citizenry. Knowledge, attitude, skills and aspiration changes through education constitute blocks for human capacity building. Education is, however, loathed in primitive societies where it is believed that learning brings disobedience and heresy into the world.

In Nigeria education has evolved through different stages origins. The three main educational frameworks, the Indigenous, Islamic and the western, are known to have flourished at various times in Nigeria. Each type of education served its purpose for its consumers but also had its problems. Indigenous education represents the type of education offered in the pre-literate era, within the community, by community members who possessed specialized skills or abilities in various fields of human endeavor. In most communities, prior to the introduction of formal education, boys were brought up to take to whatever occupation their fathers engaged in. In some other cases, the boys were sent to other masters as apprentices to learn various vocations and life etiquette.

Although occupations varied according to the geographical areas in Nigeria, the major ones were farming, trading, craft work, fishing, cattle rearing, wine tapping, traditional medicine and black smith. The boys also engaged in such other training activities as archery, tree climbing and wrestling. Intellectual training for them consisted of their sitting quietly beside their fathers at meetings and listening attentively to learn the process of such tasks and skills as arbitration of cases, oratory, wise saying and use of proverbs. Girls were often expected to stay back at home to learn domestic and other chores such as cooking, sweeping, weeding the farmlands, hair weaving, and decorations of the body, dye production; and the like from their mothers. As in the case the boys, the girls did almost exactly what their mothers trained them to do. Generally, therefore, in spite of geo-political variations, traditional or indigenous education in most parts of Nigeria trained individuals to fit usefully into their society by learning and practicing economic skills for self-sustenance; adapting to their role expectations and contributing to the development of their society.

Although the traditional education offered by the community was comprehensive such that it provided training in physical, character, intellectual, social and vocational development, it however had its limitations. For one thing, in the absence of writing, people depended on the power of their memories to facilitate the retention and transmission of all learned ideas to future generations. But memory could fail, and in the event of the death of a custodian of some useful information or skill, all was lost. There were, however, little or no cases of unemployment.

Records show that Islam was first accepted by as Kanem ruler, Ummeilmi (1085-1097). Subsequent rulers, Dunama 1 (1097-1150) and Dunama II (1221-1259), continued the tradition

of Islamic learning such that by the end of 13th century, Kanem had become a centre of Islamic learning (Fafunwa, 1974). In the early 14th Century, Islam was brought into Hausa land by traders and scholars who came from Wangarawa to Kano in the reign of Ali Yaji (1349-1385). Before long, most of what later became the Northern Nigeria was Islamised.. Islamic education brought along with it Arabic learning since Arabic is the language of the Quran and was therefore perceived as having great spiritual value. Arabic and Islam were taught simultaneously in primary schools as a result of the political and social influence which Islam and Quranic learning conferred on those who possessed it, many rulers employed Islamic scholars as administrators.

The Jihad by Uthman Dan Fodio helped to revive, spread and consolidate Islamic studies and extend access to education also to women. Thus, before the arrival of Western education in Nigeria, Islamic learning had been established. Islamic studies had also penetrated the Western parts of Nigeria before the arrival of the Jihadists; but the Jihad strengthened the religion where it was weak. Support for Islamic education came from some Northern Nigerian leaders, especially Abdullahi Bayero, (Emir of Kano), who, on his return from Mecca in 1934, introduced new ideas by building a Law school for training teachers of Islamic subjects, an Arabic as well as English and Arithmetic.

The school continued to grow and expand in scope such that before long, and with the support the then Northern Region Ministry of Education, it had growth in the popular Bayero College, Kano, which became a part of Ahmadu Bello University and later the present Bayero University, Kano. The institution helped to expand the scope of Islamic studies in Nigeria. Many institutions have sprung up over the years, in many part of the country for the purpose of teaching Islamic ideas and practices. However, one major problem of this education tradition is the focus on Arabic which, in many parts of Nigeria is not the language of literature, instruction and correspondence.

The Western-Type Education began seriously in Nigeria with the arrival of the Wesleyan Christian Missionaries at Badagry in 1842. It has obviously been the most successful in meeting the overall form educational needs of the consumers for the present and the future. Between 1841/1914, about ten different Christian missions had arrived and begun intensive missionary and educational work in Nigeria. Schools were built and the missions struggled for pupils/members such that there was a proliferation of primary schools established by different missions. Although literary education in reading, writing, arithmetic and religion was predominant, this new missionary education prepared the recipients for new job opportunities, as teachers, church evangelists or pastors for new job opportunities, as teachers, church evangelists or pastors, clerks and interpreters. Emphasis was also on character training. Most of the missions established primary schools and, initially, little emphasis was laid on secondary and higher education. But following agitations by influential church members, rich merchants and emigrants living in Lagos, the CMS Grammar School Lagos, for example, was established in 1857. The Western-Type education developed faster in the south than in the North of Nigeria because of the skepticism of the Muslims about the impact of Christian Missionary education. By 1914, it was estimated that about 25,000 Quranic schools were already in existence all over Northern Nigeria. Thus, the arrival of Christian Western

education met stiff opposition. However, in some parts of Northern Nigeria, the Christian Missionaries did succeed to establish schools, at times, in collaboration with Government.

Most of the educational work in Southern Nigerian, prior to 1882, was done by the missionaries alone without government assistance. However, from 1882, the Government began a bold intervention by promulgating codes and regulations, guidelines and policies on organization and management of schools. Government also began to appoint inspectors and to make grants to schools to ensure quality. Thus, between 1882 and 1950, many codes and regulations were issued by government to regulate the quality of education in various parts of the country. Between 1952 and 1960, each of the then three regions enacted and operated new education laws (the West in 1955, both the East and North in 1956). The initial experiment at Universal primary Education programme started in the West and East in 1955 and 1957 respectively.

The West African Examination Council, (WAEC) was set up in 1952 as a corporate body charged with the responsibility of conducting examinations in the public interest in West Africa. Such examination was to qualify candidates for certificates which were equivalent to those from similar examining authorities in the United Kingdom (Adeyogbe, 1992). Furthermore, in 1959, the Federal Government set up the Sir Eric Ashby Commission to identify the high-level manpower needs of the country for the future. The Ashby Report prescribed that education was indeed the tool for achieving national economic expansion and the social emancipation of the individual. It recommended the establishment of four Federal Universities in the country, and presented some vital courses for them. Five universities, instead of four, were subsequently opened as follows: University of Nigeria, Nsukka (1960) Ahmadu Bello University, Zaria (1962), University of Ife, Ile-Ife (1962), University of Lagos, Lagos (1962), and University of Ibadan; first established as University College Ibadan in 1948, University of Benin was later established (1972).

As of 1999, Nigeria had forty-one universities made up of twenty five Federal, twelve State and four private owned. Among them are specialized universities, including three Universities of Agriculture, seven Universities of Technology, as well as a military university, the Nigerian Defense Academy, Kaduna. These have been established in the bid to address specific areas of national needs. Other tertiary educational institutions such as Colleges of Education, Polytechnics and Colleges of Technology were also set up during the years. The National Universities Commission (NUC), established in 1962, has the task of coordinating the orderly development of the Nigerian university system and maintaining its academic standards. In 1977, the Joint Admission and Matriculation Board (JAMB) was created to regulate the admission of students into the universities, taking cognizance of available spaces and federal character. Student enrolment in universities has risen from a mere 1,395 in 1960 to over 250,000 by 1998/99 session.

Current Problems of Educational Development in Nigeria

Development of education in any given society is hampered by a variety of problems some these problems are associated with the responsibility and control of the society's education, the diversification of the educational system, the need to relate the schools' curricula to

national man-power needs, and the society's economy. All these problems are retarding the pace of educational development in Nigeria today.

The issue of Responsibility and Control of the Society's Education: Conflicts between the Federal, State and Local Governments: The greatest problem of educational development all over the world is the responsibility and control. In this exercise, the various agencies of education are actively involved, at times in unhealthy rivalry or competition, but the pattern of this rivalry or competition is often determined by the nature and problems of development itself. Since the early 1970s the Federal and State Governments became more sensitive to their roles in the provision of education for the citizens.

The Prevalence of Multiple Systems of Education: Another major problem of educational development in Nigeria today is the prevalence of multiple systems of education. As of today there are thirty-one systems of education in the country: the national system, or Federal (Abuja) system and the thirty one state systems. Each education system is unique, backed up by the Federal or State Education Laws. In a situation like this, uniformity is virtually impossible and this has the potential for disrupting the education of the children of Federal staff moving from one part of the country to the other.

Diversification of the Education System: As a result of the prevalence of multiple systems of education in the country, there is the problem of diversification and control. Education efforts are diversified everywhere. Dual controls and inspection are also common, sometimes leading to conflicts, misunderstanding and retrogression within the school system.

Unstable Curriculum and Subject Syllabuses:

Because of the need for schools and colleges to meet the requirements of certain examining bodies, Nigerian educational institutions, particularly at the pre-tertiary level have to change their syllabuses from time to time. Even when the national subject curricula are constant for some years, the school subject syllabuses are subject to change or modification by teachers, particularly where subject teachers are changed frequently.

Organization of the Health System in Nigeria

Health service provision in Nigeria includes a wide range of providers in both the public and private sectors, such as public facilities managed by federal, state and local governments, private for profit providers, NGOs, community based and faith-based organizations, religions and traditional care givers (WHO, 2002). Nigeria is a federation with three tiers of government – federal, state, and local – and responsibility for health service provision in the public sector is based on these three tiers. The levels of care in the public sector are:

Primary: Facilities at this level form the entry point of the community into the health care system. They include health centers and clinics, dispensaries, and health posts, providing general preventive, curative, promotive, and pre-referral care. Primary facilities are typically staffed by nurses, community health officers (CHOs), community health extension workers (CHEW), junior CHEWs, and environmental health officer. Local Government Areas (LGAs) are mandated by the constitution to finance and manage primary health care.

Secondary: Secondary care facilities include general hospitals providing general medical and laboratory services, as well as specialized health services, such as surgery, pediatrics, obstetrics and gynecology. General hospitals are typically staffed by medical officers (who are physicians), nurses, midwives, laboratory and pharmacy specialists, and community health officers. Secondary level facilities serve as referral points for primary health care facilities. Each district, LGA, or zone is expected to have at least one secondary level health facility.

Tertiary: Tertiary level facilities form the highest level of health care in the country and include specialist and teaching hospitals and Federal Medical Centers (FMCs). They treat patients referred from the primary and secondary level and have special expertise and full fledged technological capacity that enable them to serve as referral centers and resource centers for knowledge generation and diffusion. Each state has at least one tertiary facility.

Primary and secondary level of care is also provided by the largely unregulated private health sector, which includes a wide range of providers such as physician practices, clinics, and hospitals. Faith-based organizations (FBOs) also support health clinics and hospitals. Outside of the modern health care system, traditional herbalists are another frequently used source of care.

The State of Nigeria's Human Capital: a Global Overview

Annually, particularly since 1990, the United Nations Development Program (UNDP) publishes the world human development report to assess the living conditions and well being of citizens in the different countries of the world. This report, generally tagged the human development index (HDI), which is a way of asserting the state of human capital in the different countries of the world, has three dimension of human development:

- (1) Living a long and healthy life (measured by life expectancy);
- (2) Level of education or state of being educated (measured by adult literacy and gross enrollment in education); and,
- (3) Having a decent standard of living (measured by purchasing power parity (PPP) income).

Although these three aspects of human development measurement, embedded in the HDI, excluded important indicators, such as gender or income inequality, human rights, and political freedom, they provide a broadened prism for viewing human progress and the complex relationship between income and well being. We shall now examine the state of Nigeria's human capital, in comparison with other countries of the world, using the world development report statistics.

Current View of Human Capital Outcome in Nigeria

Nigeria is dismally ranked 151 among the 177 countries rated in the 2004 Human Development Report. Malaysia is ranked 59, Thailand 76, Tunisia 92, South Africa 119, India 127 and Ghana 131. A basic interpretation of this is that, Nigeria is only better off than 26 countries in the measurable human development indices (HDI) and by implication in the quality of life of citizens. The major indices considered in the ranking include: economic performance (Gross Domestic Product (GDP), Gross National Product (GNP), and per capita income), life expectancy, literacy rates, water, nutrition and sanitation status, health risks and

technology diffusion and use. It is notorious that life expectancy in Nigeria is as low as 51, that about two-thirds of its citizens are poor; living on under One (1) US Dollar per day, that it is one of the costliest countries to operate industries mainly because of poor infrastructure, that the economy is still largely import dependent and unemployment soar at two digits level; that medical care is at infancy whereas a large number of its citizens are key practitioners in the best health systems abroad, and that confidence in its education system, once among the best in the world, has eroded. The list is on and on. These are symptoms and incontrovertible evidence of the low human capital status of our dear nation, Nigeria.

The 2007 National census puts Nigeria's population at 144.7 million people (Nigeria, 2007). The 2010 Human Development Index (HDI) value for Nigeria was 0.423 placing her in the 142 position among the 169 countries with comparative data. Whereas, Ghana ranked 130 with HDI value of 0.467 while South Africa placed 110 with HDI value of 0.567. In the three broad categories of high human development, medium human development, and low human development; Nigeria was grouped among the countries considered to have low human development (UNDP, 2010). The HDI provides a composite measure of three dimensions of human development namely health, education, and income: living a long and healthy life (measured by life expectancy), being educated (measured by adult literacy and enrolment at primary, secondary and tertiary levels), and having a decent standard of living (measured by purchasing power parity and income). Data obtained are combined into an index on a scale of 0-1 with the following subdivisions: high human development (0.8-1.0); medium human development (0.5-0.79); and low human development (0.0-0.49) (UNDP, 2010).

Moreover, Nigeria's score on the 2010 Global Competitiveness index (GCI) was 3.38 which gave her a rank of 127 out of the 139 countries surveyed. Comparatively, Ghana placed 114 with a GCI of 3.56 while South Africa ranked 54 with a GCI of 4.32. Furthermore, National Average per capita income, using Purchasing Power Parity (PPP) method, in Nigeria in 2010 was a mere US\$ 900 compared to US\$ 2,190 in Ghana and US\$ 10,270 in South Africa with the corresponding rank of 193,157 and 74 for Nigeria, Ghana and South Africa respectively. In 2010, life expectancy in Nigeria was 48.4 years, below that of Ghana at 57.1 years and South Africa at 52 years. The 2010 Global Hunger Index indicated that Nigeria was the 47th hungriest country in the world (CIA fact book, 2010, Global Competitiveness Index, 2010; Global Hunger Index, 2010; per Capita Income, 2010, UNDP, 2010).

Public spending on social services such as education and health care that are critical to human capital development is generally low in Nigeria. For instance, the average national budgetary allocation to education as percentage of total budget for the period 1999 – 2010 was 8.86% (Federal Ministry of Finance, 2010). The country's budgetary allocations to education is still a far cry from the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended 26% of national budget to be spent on education in member countries, of which Nigeria is one. The outcome of the low spending on education is the continued decline in educational opportunism and standards in the country. According to a survey carried out by the National Commission for Mass Literacy, Adult and Non-Formal Education (NCMLANE), over 47.50% of Nigeria's population or 60 million Nigerians are still illiterates in the 21st century (NCMLANE, 2010). Consequently, it is hardly surprising that the Nigerian Education System was placed a poor 94 position in the world in 2010 (UNDP, 2010). Neglect of the

education sector had placed the country among the least developed countries of the world because of the dearth of human capital (Vanguard, Wednesday February 9, 2011, p. 8).

The health sector in Nigeria is likewise in a state of parlous decay. Budgetary allocation to health as proportion of the national budget fluctuates between 2.70% and 7.00 from 1999 to 2010 (Federal Ministry of Finance, 2010). The country's health system was ranked 191 among 201 countries surveyed by the World Health Organization (WHO) in 2010 (Daily Independent, Wednesday April 21, 2011). However, it is obvious that only a healthy population can be productive as healthcare is not only health producing but also wealth producing. The foregoing is indicative that human capital in Nigeria is severely under-developed. The poor human capital outcome in the country as aptly captured in the editorial of a national newspaper thus: "...everyone is disturbed about the near collapse of the processes that ordinarily should have enhanced human capital development" (Daily Sun, August 25, 2008). It must be re-emphasized that human capital formation should be the vanguard for national development in Nigeria.

Concept of Service Delivery

Service delivery refers to the actual delivery of a service and product to the customers or clients (Lovelock & Wright, 2012). It is therefore, concerned with the where, when, and how a service or product is delivered to the customers and whether this service or product is fair or unfair in nature. Chukwuemeka, Ubochi&Okechukwu (2017), view service delivery as the achievement of targets performance, output and productivity of the tasks assigned to organizations or employees' within particular period of time. Similarly, Riekert (2011) cited in Olalekan, Jide &Oludare (2017), view service delivery as the provision of a product or service by a government body or organizations to the citizens.

According to Oronsaye (2010) service delivery can be seen as the process of meeting the needs of citizens through prompt and efficient procedures. This implies that, the interaction between government and citizens are such that the needs of the citizens are met in a timely manner, thereby making the citizens key in public service delivery. The implication here is that, as the private sector considers its customer as 'king', thereby ensuring quality service delivery, the public should be regarded as 'master' and the beneficiary of enhanced performance of the public service (Aladegbola&Jaiyeola, 2016). According to Ahmed (2005) service delivery has been an old concept which draws attention of organizations to their responsibility to render service to their customers, in the most satisfactory manner. The terminology varies depending on the time, place or context. The concept presupposes that, in public service, there is contractual relationship between the customer (the public) and the service provider (government agency) which obliges the latter to render service to the former in most satisfactory way, be it in terms of utility, quality, convenience, timelines, cost, courtesy, communication or otherwise (Chuks, 2020).

Quality of Service Delivery

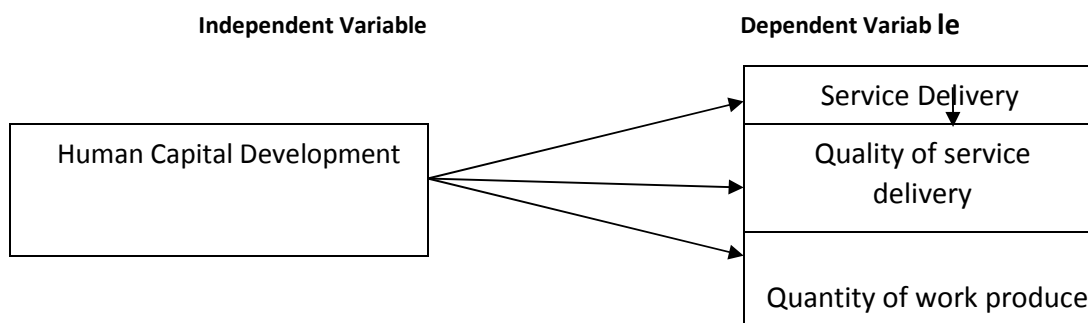
Delivering services of high quality is an important pursuit for service providers that seek to create and provide value to their customers (Grönroos&Ravald, 2011). Through the provision of high levels of quality service, organizations can achieve increased customer satisfaction, loyalty and therefore long-term profitability (Zeithaml & Bitner, 2000). Quality service

delivery refers to accuracy, neatness, thoroughness and compliance with specifications by the employee according to departmental expectations and the requirements of the position. Quality service is a measure of the extent to which a delivered service meets the customer’s expectations. It is determined by the customer’s perception and not by the perceptions of the providers of the service (Gronroos, 1984). It also entails an overall judgment of a service provided and the outcome of the comparison between customers’ perception and expectations (Dadfar&Bregre, 2012). A gap is created if customers’ perceptions of service delivered fails to meet their expectations (RamseokMunhurrum, 2010). Agrawal & Wadhwa (2007) propose a multi-dimensional scale for measuring quality service which includes accuracy and reliability of information, friendly and courteous interaction by employees, integration of services, enhanced accessibility, active service recovery and assurance of services.

Quantity of work produced

Quantity of work refers to the number of works produced by the employees and the employee’s unit (McNamara, 2013). The quantity is measured through the number of products produced or services provided, or as a result of the general goal achieve. It deals with the amount of work accomplished by an employee against the expectations set by the employer (Gronroos, 1984). Thus, it involves the volume of work produced by an employee in relation to the amount of work requiring completion or attention. Quantity of work may be evaluated in terms of the output of an employee in a specific period of time (Jokanović, Tomić&Duđak, 2017). It can also be assessed according to the amount of units of a product or service that an employee handles in a defined time frame (Piana, 2001). It is a number of units produced, processed, service delivered or sold by employee in an organization with the aim of achieving organizational goals (Dadfar&Bregre, 2012).

Conceptual Model of Human Capital Development and Service Delivery



Source: Researcher’s Conceptual model of Human Capital Development and Service

Empirical Review

Ugoji (2012) conducted research on the effect of human capital development on organizational performance. The study used secondary data. Four hypotheses were developed to see the impact of all the independent variables on the overall Organizational Performance. The results show that human capital development have positive significant effect on organizational performance Presented a report on the impact of human capital development investments on

company productivity and other performance indicators using a meta-analysis. The study yields a clear result that investment in training has a positive and significant impact on company performance indicators. This result confirms the key role attributed to the investment in skills in the European strategy for smart and sustainable growth, Europe 2020, and the initiative agenda for new skills and jobs. Provide advance understanding of the effects of human capital development on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes (Ugoji, 2012). The results of meta-analysis from 67 studies suggest that human capital development is positively related to human capital development outcomes and organizational performance but is only very weakly related to financial outcomes. Furthermore, human capital development appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective. Richard (2015) conducted a study to determine human capital development in the Banking Industry in Nigeria. The study relied on both qualitative and quantitative analysis of data, using descriptive and inferential statistics. The entire staff of the 25 commercial public corporations as at 2007 in Nigeria was the population of the study and a total of 320 questionnaires were administered. The study found that productivity is really one of the driving forces for investment in human capital development. Anyanwu (2015) studied the effects of human capital development on employee productivity. The research work provides a review of the current evidence of such a relationship and offers suggestions for further investigation. They reviewed extensive the literature in terms of research findings from studies that had attempted measuring and understood the impact that training have on employee productivity across various sectors. The focal point of their review was on training practices and employee productivity and their relationship. The outcome of their findings varied. While some studies reported a positive association between training and employee productivity, some reported negative and some no association whatsoever.

Other studies also explored if there is a relationship between skills and other organizational outcomes.

Haskel (2015) found that higher skill (qualification) levels support innovation and more sophisticated production processes and were associated with the production of higher quality products. Green, Mayhew and Molloy (2013) have also found a strong relationship between different levels of UK workforce skills and the sophistication of products. Colombo (2014) found connections between more training and higher labour productivity across a number of UK sectors; while Adeniji (2014) found that increasing investment in training reduces the chance of firm closure. Grip (2013) found that training of agents had significant effects on the productivity of workers in the organization. In the same vein, Nwachukwu (2014) are of the opinion that labour productivity growth appears to be enhanced by the joint introduction of training and innovation. Harel (2013) attempts to find out whether staff training has any implication in job performance, behaviour, attitudes, skills, knowledge and achievement of the goals of a business organization in Nigeria. The sample size was determined on the basis of three categories of staff namely: general staff, senior staff and management staff. He uses chi-square to test the postulated hypothesis. He shows that effective training leads to acquisition of skill and knowledge required for employee to perform effectively on the job.

His result reveals that training has a high positive impact on employee and reduces the nature of hazards on the job in the accomplishment of corporate objectives.

A recent study in the related area also provides some insightful information about the heterogeneity effect on firm performance (Maran, 2018). Undoubtedly, heterogeneity (in the form of human capital) can be a significantly important input to human capital development and enhancement as it makes organizations to be more creative and innovative for long term survival in their international and global markets (Grossman, 2010). In light of this, the competency of TMT is supported by the input-based international human capital, transformational human capital and output-based international human capital (Huang et al., 2012). However, some even argue that the relationship between innovative human resource practices (though human capital practices are not directly involved) and organizational performance could be described as 'non-linear' (Becker & Barry, 1996). Oribabor (2010) submitted that human capital development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2011) postulated that the process of human capital development is a continuous one. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods. Adeniyi, (2019) have drawn the attention of the entire sundry to the inestimable value of human capital development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientist and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance.

Oladeji (2015) conducted research on the relationship between human capital (through education and effective health care services) and economic growth in Nigeria, using annual time series data from 1980 to 2012. The paper employs OLS methodology. The result shows that considering the magnitude, 1% increase in GDP is brought about by 22% increase in human capital. This postulates that an increase in allocation to education and health will lead to increase in GDP. The estimated value of R^2 (goodness of fit) of 0.80 or 80% and it show that the independent variables explain about 80% of the variation in the dependent variable. The findings have a strong implication on educational and health policy in Nigeria.

Paul et al (2016) carried out a research on the impact of human capital development on economic growth in Nigeria using time series data spanning from 1980 to 2013 which were sourced from the World Bank Indicator and National Bureau of Statistics. It was set out to explore the relationship between human capital indices (education and health) and economic growth. The study employed ARDL Co-integration analysis to estimate the relationship among the variables used in the study. The study established long-run co-integration among the variables. The findings from the study revealed that there is positive long-run relationship among secondary school enrolment, public expenditure on education, life expectancy rate, gross capital formation and economic growth but it is statistically insignificant. The results also showed that there is negative long-run relationship among primary, tertiary school

enrolment, public expenditure on health and economic growth. In line with the findings, the study recommended that government should put in place the required education and training policy that would guarantee quality schooling for primary and tertiary education. Government should also commit more funds to health sector to enhance human capital development.

Matthew (2018), conducted research on impact of human capital formation on economic growth in Nigeria from 1981 to 2014 using time series data of thirty-four (34) years. The empirical analysis begins with an investigation of the stationarity of the variables specified under the model specification. Upon which the study used the ARDL bound estimation techniques to examine the existence of long run and short run dynamic relationship between human capital formation and economic growth in Nigeria. Our results show that a long run dynamic relationship exists between human capital formation and economic growth in Nigeria. It is therefore recommended that in order to achieve economic growth, policymakers should inter-alia increase not just the amount of expenditure made on the education sector, but also the percentage of its total expenditure accorded to the sector.

Research Gap

Various literatures on the effect of human capital development on economic growth were examined. Some studies such as Ugoji (2012) and Isyaku (2011) reported a positive relationship of human capital variables on growth while others such as Fishlow (1995) and Oladeji (2015) reported negative relationship between human capital variables and growth. The various studies also examine the causes, effects and implications of their results on the economy and proffer possible solutions for the benefit of Nigerians and the world at large. But for every economy to achieve sustainable development, her human capital development objective should be made a priority, most studies concluded. In all the review none has made references to Taraba State this is gap this research tends to fill. Also no one used primary data but this research will use primary data. None of the studies reviewed in the empirical analysis has been able to look at the impact of each of these human capital developments on economic growth in the short and long run using Nigeria as their case study. Some studies focused on just the impact of these human capital development variables but not the combination of both. The present study is up to fill this gap.

Methodology

The paper shows the methodology that was used in carrying out the study. The items include research design, the population, data collection methods, sampling Size, sampling methods, research instrument as well as validity, reliability of the instruments and the data analysis were discussed.

The research design adopted for this work is survey design. According to Ogutu (2012), a survey research method is probably the best method available to social scientists who are interested in collecting original data for purposes of describing population which is too large to observe directly.

This method of research design has been established to be an effective tool in determining the opinion, perception and in describing and explaining relationships amongst phenomena. It involves using a self-designed questionnaire in collecting data from the respondents.

Population is a group of individual, objects or items from which samples are drawn for measurements. It refers to the entire group of persons or elements that have at least one thing in common (Kombo and Tromp 2006). The population of the study was 76 employees which consist of 42 senior staff and 34 junior staff of Taraba State Universal Basic Education Board Jalingo.

Sampling techniques is a procedure a researcher uses to get people, units or other elements for a study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo and Tromp, 2006).

Simple random sampling technique will be employed in the study so that every member of the population can have an equal chance of been selected for the study. Simple Random sampling technique is a part of the sampling technique in which each sample chosen indiscriminately is meant to be an unbiased representation of the total population (Cresswell, 2008).

Many a time, an entire population would not be studied due to time and resource constraints. The usual approach in this situation would therefore entail taking a sample.

The sample size should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility (Kothari, 2004). The entire population constituted the sample for the study, hence there was no sampling because the population is small and was managed by the researchers.

Data was collected from primary source. Primary data was obtained through questionnaire. This method was adopted to enable detailed and independent information not covered by the questionnaire to be expressed by the respondents. Secondary data will be obtained from published reports, books, internet, journals, newspapers and magazines. For analytical comparison of facts and proper compilation of facts and figures, survey of existing documents was deemed necessary.

These are the tools or methods used in getting data from respondents. In this study, questionnaires and interview are research instruments used. Questionnaire is the main research instrument used for the study to gather necessary data from the sample respondents. The questionnaire is structured type and provides answers to the research questions and hypotheses therein. This instrument is divided and limited into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research question and hypothesis in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

The study made use of primary and secondary source of data. Concerning the primary source, questionnaire was used to gather the data. The questionnaire was designed in such a way that every question in the questionnaire related to the research questions and hypothesis of the study. Also the result was use to answer the research questions and test the relevant hypotheses.

Quantitative method was adopted for data generation. Hence questionnaires were employed to obtain data from the respondents. The questionnaires were administered to the respondents in the Jalingo. The instrument used for data collection was a structured questionnaire titled: Human Capital Development and Service Delivery Questionnaire (HCSDSQ) developed by the researchers from the literature reviewed.

The response of each item in the questionnaire were based on a 4-point rating scale of Very high extent, high extent, low extent and Very low extent with a corresponding nominal value of 4,3,2 and 1 respectively. The instrument was subjected to face and content validity. Cronbach Alpha method was used to establish the internal consistency of the HCSDSQ items which yielded a reliability coefficient of 0.82 indicating that the instrument is highly consistent, and hence reliable for the study. Results from the pilot study were analyzed to get the reliability of the instrument.

Data collected for the study were analyzed using both descriptive and inferential statistics. Descriptive statistics of the mean (real limits of numbers) and standard deviation was used to answer the research questionnaire, while the Pearson Product Moment Correlation Coefficient was used to test the hypotheses at a 0.05 level of significance.

In answering the research questions, the real limits of numbers was used for decision making as follows; 3.50 - 4.00 = Very high extent 2.50 – 3.49 = high extent; 1.50 – 2.49 = low extent; 1.00 – 1.49 = very low extent. The decision rule for testing the hypotheses was based on the p-value and alpha value. A hypothesis of no significant correlation was not rejected for any cluster of items whose p-value was equal to or greater than (\geq) the alpha value of 0.05 while it was rejected for any cluster of items whose p-value was less than the alpha value of 0.05.

Presentation and Discussion of Findings

The data obtained during the field survey in the Taraba State Universal Basic Education Board Jalingo was presented and analyzed in this part of the paper using a descriptive statistic of the mean (real limits of numbers) and standard deviation.

Table 1: Descriptive statistics of the analyzed data (Human capital development)

S/N	Variables	N	Minimum	Maximum	Mean	Std. Deviation	Remark
1.	High priority is given to training programs relevant to the service delivery	69	2.00	4.00	3.52	.573	Very high extent

2.	Employees are given the opportunity to further their education	69	1.00	4.00	3.74	.654	Very high extent
3.	Employees are normally given on the job training	69	2.00	4.00	3.55	.533	Very high extent
4.	Management are highly committed to human capital development	69	2.00	4.00	3.79	.651	Very high extent
5.	The organization involves in job rotation training for employees	69	2.00	4.00	2.54	.769	High extent

Source: Field survey data, 2023.

A bench-mark of 2.50 was used for the study. Since the mean values of all the questionnaire items for the variables of human capital development in the Taraba State Universal Basic Education Board Jalingo were above 2.50, it shows that all the questions were highly acceptable for the study. Hence, they were all used for the study.

Table 2: Descriptive statistics of the analyzed data (Quality of service delivery)

S/N	Variables	N	Minimum	Maximum	Mean	Std. Deviation	Remark
6.	Delivering of accuracy service that meet public specification in terms of quality	69	2.00	4.00	3.64	.584	Very high extent
7.	The organization deliver effective service to the public	69	2.00	4.00	3.78	.732	Very high extent
8.	My organization produced quality service that meets public expectations	69	2.00	4.00	3.75	.531	Very high extent
9.	The organization provides quality service of high standards	69	1.00	4.00	3.53	.645	Very high extent
10.	My organization provide reliable and tangible service that enhance it service delivery	69	1.00	4.00	3.82	.717	Very high extent

Source: Field survey data, 2023.

A bench-mark of 2.50 was used for the study. Since the mean values of all the questionnaire items for the variables of quality of service delivery in the Taraba State Universal Basic Education Board Jalingo were above 2.50, it shows that all the questions were highly acceptable for the study. Hence, they were all used for the study.

Testing of Hypotheses

In testing the stated hypotheses of the study, the Pearson Product Moment Correlation Coefficient was used at a 0.05 level of significance.

Hypothesis one

H₁: There is a positive significant relationship between human capital development and quality of service delivery in the Taraba State Universal Basic Education Board Jalingo.

To test hypothesis 1 above, the mean ratings of respondents were analyzed using the Pearson Product Moment Correlation Coefficient with the aid of Micro-Soft Excel and presented in Table 4.

Table 4: Relationship between human capital development and quality of service delivery in the Taraba State Universal Basic Education Board Jalingo

Variables	Human capital development	Quality of service delivery
	Pearson Correlation	1
Human capital development	Sig. (2-tailed)	.874 **
	N	69
	Pearson Correlation	.874 **
Quality of service delivery	Sig. (2-tailed)	1
	N	69

Source: Field survey data, 2023.

Data presented in Table four above shows the relationship between human capital development and quality of service delivery in the Taraba State Universal Basic Education Board Jalingo. The correlation coefficient (r) value of .874 obtained indicates that there is a strong positive relationship between human capital development and quality of service delivery in the Taraba State Universal Basic Education Board Jalingo. The table further revealed a pvalue of .000 which was less than the alpha value of .05 indicating that there was a statistical significant relationship between human capital development and quality of service delivery in the Taraba State Universal Basic Education Board Jalingo; hence the alternative hypothesis stated above was not rejected.

Hypothesis two

H₁: There is a positive significant relationship between human capital development and quantity of service delivery in the Taraba State Universal Basic Education Board Jalingo.

To test hypothesis 2 above, the mean ratings of respondents were analyzed using Pearson Product Moment Correlation Coefficient with the aid of Micro-Soft Excel and presented in Table 4.

Table 4: Relationship between human capital development and quantity of work produce in the Taraba State Universal Basic Education Board Jalingo

<u>Variables Human capital development</u>		<u>Quantity of Delivery services</u>	
	Pearson Correlation	1	.543**
Human capital development	Sig. (2-tailed)		.000
N		69	69
	Pearson Correlation	.543**	1
Quantity of work produce	Sig. (2-tailed)	.000	
N		69	69

Source: Field survey data, 2023.

Data presented in Table five above shows the relationship between human capital development and quantity of work produce in the Taraba State Universal Basic Education Board Jalingo. The correlation coefficient (r) value of .543 obtained indicates that there is a positive relationship between human capital development and quantity of work produce in the Taraba State Universal Basic Education Board Jalingo. This clearly shows that one can associate human capital development and quantity of work produce in the organization. The table further revealed a p-value of .000 which was less than the alpha value of .05 indicating that, there was a statistical significant relationship between human capital development and quantity of work produce in the Taraba State Universal Basic Education Board Jalingo, hence the alternative hypothesis stated above was not rejected.

Discussion of the Findings

The study was conducted in order to assess the relationship between human capital development and service delivery in the Taraba State Universal Basic Education Board Jalingo. In view of the research questions and the subsequent testing of the two stated hypotheses the study in Table 1 has revealed that, the respondents rated the variables of human capital development in the Taraba State Universal Basic Education Board Jalingo to a very high extent. In Table 2, the study also revealed that, the respondents rated the variables of quality of service delivery in the Taraba State Universal Basic Education Board Jalingo to a very high extent. The findings from Table 1 and 2 was further supported by findings from hypothesis 1 in Table 4 which revealed that, there is a strong positive significant relationship between human capital development and quality of service delivery in the Taraba State Universal Basic Education Board Jalingo.

The finding of the study in Table 1 has revealed that, the respondents rated the variables of human capital development in the Taraba State Universal Basic Education Board Jalingo to a very high extent. In Table 3, the study also revealed that, the respondents rated the variables of quantity of work produce in the Taraba State Universal Basic Education Board Jalingo to a

very high extent. The finding from Table 1 and 3 was further supported by finding from hypothesis 2 in Table 5 which revealed that, there is a positive significant relationship between human capital development and quantity of work produce in the Taraba State Universal Basic Education Board Jalingo. The findings of the study were in conformity with Michael & Zaid (2014) they found that there is a significant relationship between human capital development and organizational performance.

Conclusion

Given the size of Nigerian economy and her natural and human capital resources, the country ought to be the gateway to Africa in terms of development for both domestic and foreign investment to thrive for anticipated national savings. Therefore in order to play this important leadership role, Nigeria's economy must move on the right direction of sustainability of growth and development.

In order to achieve this, the bed rock of economic growth which is laid on the development of its human capital must be encouraged, therefore, the key policy challenge for Nigeria is to take decisive steps to tackle problems of human capital deficiency and take the role of the leading light in Africa in terms of strategically expending resources on training its human resources. The implication of all these for Nigeria is that she will now become human capital training hub in Africa. That in its self is a plausible economic gain.

Recommendations

In view of the results obtained from the study, the researcher drew a conclusion that human capital development is an essential factor in achieving effective service delivery in an organization and there is a positive significant relationship between the variables of human capital development and the service delivery variables in the Taraba State Universal Basic Education Board Jalingo.

Relative to the findings of the study, the following are recommended to serve as a means of improving on the human capital development in the organizations for effective service delivery:

1. Management of Taraba State Universal Basic Education Board Jalingo should allocate more resources for human capital development programmes that are capable of raising the skills, morale and performance of employee that would guarantee quality service delivery.
2. The organization should encourage on-the-job training, and further education that employees require to improve their performance and capabilities, which consequently will increase effective service delivery in terms of quantity of work produce.

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