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HUMAN CAPITAL DEVELOPMENT AND ENHANCEMENT OF TEACHER EDUCATION: AN ESSENTIAL INGREDIENT FOR NATIONAL DEVELOPMENT

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Abstract

This paper discusses human capital development and enhancement of human capital as an imperative for acquisition of national development in Nigeria. The paper defined human capital development as the process of acquires and increasing the number of persons who have the skills, education and experience that are critical for the sustainable growth and development of a country. It also identified the importance of human capital development for the actualization of national development and highlighted strategies for human capital development like on-the-job training and study programmes for adults that are not organized by firms including extension programmes notably in agriculture. The challenges for human capital development were also identified and critical success factors for achieving national development; leadership commitment and effective strategic plan and framework. It concluded that effective human resources utilization should be made so as not waste the investments made in human capital development and recommend among others that, education and health care delivery system have to be given priority through increased budgetary provisions, maintenance of minimum standards by regulatory bodies in education to ensure that the right type of skilled manpower are produced and the provision of good working conditions to minimize the brain drain.

Keywords: Human Capital; Development; Teacher Education; National Development.

Introduction

Education had been recognized as veritable tool for sustainable economic growth and national development. Great world economies have used education as the spring-board to social mobility as well as socio-economic growth and development. The obvious realization to this fact, have made many national leaders to exploit quality education as one of the means of achieving greatness in their economics through enhancement and innovation in education (Shobhana, 2010).

Nigeria's target on human capital development are based on a dynamic comparative analysis of the country's potential growth rate and economic structure vis-à-vis those countries in the top 40 economies in the world. This means that Nigerian economy must grow at an average of 13.8% during the time horizon, driven by agriculture and industrial sectors over the medium term while a transition to a service-based economy is envisage from 2018 (Presidency, 2009).

The major objective of human capital and development is the transformation of the social, political, economic and technological life of the society. Human capital and development, on the other hand, implies to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for the sustainable growth and development of a nation. It is generally believed that capital is the most vital factors of production. It is the human capital that coordinates the other factors production to produce gods and services meant for man consumption. Babalola (2003) human capital is the most active catalyst of economic growth and development.

Similar, education had been recognized as veritable tool for sustainable economic growth and national development. Great world economics have used education as the spring-board to social mobility as well as socio-economic growth and development. The obvious realization of this fact, have made many national leaders to exploit quality education as one of the means of achieving greatness in their economies through enhancement and innovation in education (Shobhana, 2010).

Therefore, teacher education was to be confined to colleges of education and university levels with heavy emphasis functional literacy, remedial, continuing

vocational, aesthetic, cultural and civic education throughout the country. It is important that if one wants to be a teacher, he/she has to possess both the knowledge of subject matter and the method of teacher it. Therefore, teaching because of profession even through it is often invaded by untrained individuals or persons who operate in the sector as quacks because teacher are inadequate in many countries Nigeria inclusive.

Similarly, teacher education is that form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively, in primary and post-primary level of schooling. In its extended dimension, it encompasses the preparation of administrators, supervisors and guidance counsellor (Nwana in Okeke and Offem, 2016). It is unfortunate that teaching which is concerned with moulding human beings t acquire the appropriate knowledge, skills and attitudes which the society requires for its survival and development is treated with such un-seriousness by both the policy makers and other professionals who have at certain point in time come under the tutelage of teachers (Enukoha, 2006).

Human capital according to Dauda (2010) is a knowledge, skills, attitudes, physical and managerial effort required to manipulate of capital, technology and land among other things, to produce goods and services for human consumption.

Human capital is the most active catalyst of economic growth and development. There are major objective of human capital and development which is the transformation of the social, political, economic and technological life of any given society (Babalola in Offem, 2014). In other hand, human capital and development refers to the process of acquiring and increasing the number of persons of acquiring the skills, education and experience that are critical for the sustainable growth and development of a nation. It is of believe that capital is the most vital factors of production. Hence, human capital that coordinates and organizes the other factors of production to produce goods and services for human consumption. Generally, human capital for teachers education can easily be categorized into two; human and materials that is why

Undie and Nwosu in Okeke and Offem (2016) opined that government is expected to supply the learning materials, the teachers are also expected to improvise some materials they need in teaching. This is the whole essence of exposing prospective teachers to a course in educational technology. However, it is only the teachers who have acquired the proper teacher education that can carry out this task of development.

Babalola (2003) view the linkage between education and the economy, and consequently the emergence of economics of education as a distinct branch of economics is a development of the 1960s through enhancement and innovation in higher education in Nigeria. Prior to the second world war (1939-1954) academic discourse on the symbiotic relationship between education as a means of human capital development and economy was significant. However, later studies by Allele-William (1992), Ajayi (1998) and a lot of other economists in Babalola (2003) confirmed that the economic development depended on human capital development which quality education fostered.

The principal institution mechanism for developing human capital (skills) and knowledge in formal education system.Most developing countries, having accepted the notion of human capital development ad engine of enhancement and innovation in higher education and growth have, therefore, invested heavily in education. Abdulwahab and Tafida in Augustus (2010) also stated that the training, production of adequate and competent manpower is crucial to any industrial, technological and economic development. Similarly, the World Bank (1999), also in (2010) observed that the acquisition of knowledge and information is becoming increasingly critical to economic growth as science and engineering findings proliferate and takes on ever greater importance in the production process becomes increasingly complex, the ability to acquire, adopt and adapt new knowledge will be an important determinant of economic growth. This perhaps must have lightened the need to take human capital development as important in the enhancement of

education and economy growth in Nigeria.

Nigeria's target on human capital development are based on a dynamic comparative analysis of the country's potential growth rate and economic structure vis-à-vis those countries in other top 40 economies in the world. This implies that Nigerian economy must grow at an average of 13.8% during the time horizon, driven by agriculture and industrial sectors over the medium term while a transition to a service-based economy is envisage from 2018 (Presidency, 2009).

Human Capital Development

Human capital has been defined by Omoregie (2007) as human beings who possess skills, knowledge and attitudes which are utilized in the production process. The concept of human capital refers to the knowledge, skills, attitudes, physical and managerial effort required to manipulate off capital, technology, and land among other things, to produce goods and services for human consumption. The key objective of human capital development is the transformation of the social, political, economic and technological life of the society.

Human capital, formation or development, on the other hand, refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for the sustainable growth and development of a country. It is generally believed that capital is the most important factor of production. It is the human capital that coordinates the other factors of production to produce goods and service meant for human consumption. Human capital is the most active catalyst of economic growth and development (Babalola, 2003).

Rational for human capital development enhancement

Justifying the need for government's vision in development of Nigeria as a nation, the presidency (2009) states that, the need for a holistic transformation of the Nigerian state has assumed an urgent and critical dimension in the course of the last two decade, notable is the increasing relevance of Nigeria as a leading emerging market albeit with under-

utilized potential. With the reform of democracy in 1999, and the gradual rebuilding of civil institutions and a vibrant market economy, the possibility of Nigeria assuming a key position as a global economic power and a catalyst hub for development in in Africa has become more profound. Using an all-inclusive consultative process involving over 1,000 of the nation's leading professionals and thinkers, vision 20-2020 is an adequate projection of a blueprint by Nigerian government in the setting of a target to transform the lives of the average Nigerians, and by implication the Nigerian economy.

The idea of the Nigerian government according to the presidency (2009) is that by 2020, Nigeria will be one of the 20 largest economies in the world that will be able to consolidate its leadership role in Africa and establish itself as a significant player in the global economic and political arenas in the world.

Fundamental to the vision are two broad objectives: optimizing human and natural resources to achieve rapid economic growth and translating the growth into equitable social and economic development for all citizens. These aspirations are defined across four (4) dimensions: socio-political, economic, institutional and environmental dimensions. To attain these overarching goals of reaching the top 20 economies by the year 2020, the country will need to enhance her economic development performance as illustrated by the under listed key parameters which includes:

i. Macro-Economy: A sound, stable and global competitive economy with a Gross Domestic Product (GDP) of not less than $900 billion and a per capital income of not less than $4000 per annum and hoping will be able to exceed or at least equate with the rapid development of the Asia tigers that had the same economic and social rating with Nigeria in 1960 we attained independent.

ii. By 2020, it is expect that Nigeria will become a stable polity through the operation of a democracy that guarantee the right of all its citizenries through the operation of a democracy that respects all the ingredients of a free system or country.

iii. Education: Modern and vibrant education system which provides for every Nigerian the opportunity and facilities to achieve his/her maximum potential and provides the country with adequate and competent human capital (manpower).
iv. Infrastructure: Adequate infrastructure service that support the full mobilisation of all economic sectors.
v. Health: A health sector that supports and sustain a life expectancy of not less than 70 years and reduces to the barest minimum the burden of infection diseases such as Ebola virus disease, HIV/AIDS, malaria and other debilitating diseases.
vi. Agriculture: A modern technologically enabled agricultural sector that fully exploits the vast agricultural resources of the country ensures national food security and contributes significantly to foreign exchange learning.
vii. Manufacturing: A vibrant and globally competitive manufacturing sector that contributes significantly to the country GDP with a manufacturing value added of not less than 40%.

Relevance of Human Capital Development

The economic benefits of human capital development arises from making people more productive by improving their nutrition, health education and other social indices through adequate and proper investment in man and his development as a creative and productive persons. It is a continuum, a continuing process from childhood to an old age, and a must for any society or enterprise that desires to survive under the complex challenges of a dynamic world. In view of this according toIsola (2002), the following indices were observed as important tools for human capital enhancement for national development.

- Human capital enhancement focuses on all activities directed towards producing people with appropriate skills, knowledge, attitude, motivation and job related experiences which hare required for national development.

Also on the broad sense the economic benefits of human capital development came into existence of making people more productive by improving their nutrition, health, education and other social indices through adequate and proper investment in man and his development as a creative and productive person. In view of this, Isola (2002) identified the following indices as important tools for human capital enhancement for national development.

- Human capital enhancement focuses on all activities directed towards producing people with appropriate skills, knowledge, attitude, motivation and job related experiences which are required for national development.
- Human capital helps to realize organisation and societal objective with the overall intention of promoting national growth and development. The skills, knowledge and attitudes gained through human capital development are a direct result of deliberate investments in human beings.
- Technical innovation that had occurred in the developed countries and a few developing countries are a product of human capital enhancement.
- When the creative potentials of people are developed, their ability to participate in the development process is enhanced.
- Investment in informal education, health facilities and service, on-the-job training, adult education and migration improve the capabilities of human beings and are therefore avenue for promoting human capital development among others. If human capital development is important for achieving national development, then how can we get the right type of human capital?
- The desire is increase the capital of people to do productive work and service as agent of nation growth and development
- Other factors of production such as land, unskilled labour, financial and physical capital need skilled human resources to create wealth.

Mechanism for Human Capital Development

Nigeria's growth strategy will be underpinned by a drive to optimized the

strategic drivers of economic growth for which the nation has already achieved considerable industrial maturity and unlock the potential of other sources of economic growth that currently remain ineffective transformation and the essence of this pillar of national development depends to a large extent on quality of human capital. In view of this, the fundamental objectives of the economic growth requirements are as follows:

- Attainment of high level efficiency and productivity, in order to be globally competitive.
- Transformation of the structure of exports from primary commodities to processed and manufactured goods.
- Economic diversification away from a mono-product, oil-dependent economy.

Mokwenye, (2009) argued that the attainment of these pillars will require adequate human capital. He therefore outlines the following as strategies for human capital enhancement for full actualization of national development.

- Formally organized education at the elementary, secondary and higher levels for the production of high quality human capital.
- On-the-job training, including old-type apprenticeships organised by firms;
- Investment in health facilities and service, broadly conceived to include all expenditure that affect the live expectancy, strength and stamina, and the vigour and validity of the people;
- Study programme for adults that are not organized by firms, including extension programmes notably in agriculture and technology.
- Migration of individuals and families to adjust to changing job opportunities.

From the above, human capital enhancement will involve the two-fold objectives of 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 the institutional mechanism for enhancing people's knowledge, skills and capabilities.

Factors that hamper human capital development

In spite of the efforts of the Federal Government to promote enhancement in human capital development for the actualisation of national development, some challenges have to be overcome, and these include:

- Brain drain;
- Poor curriculum implementation;
- Poor quality of products of education institutions;
- Inadequate funding of programmes; and
- Corruption and mismanagement

Brain Drain is a hindrance to human capital development in Nigeria. This reduces the number of academic staff available in the universities, polytechnics and colleges of education required to train university students. The Federal Government of Nigeria (FGN) therefore set up a presidential committee on brain drain in 1989 to recommend strategies for combating the problem.

Poor curriculum implementation is a problem in Nigerian Education system which is a major producer of human capital. With the dearth of teachers and lecturers; equipment; workshops and other vital resources required for teaching and learning, most vocational and technical subjects in the schools cannot be effectively taught in a large number of public schools. Teaching of science subject is also adversely affected by inadequate resource. Public higher education institutions are not exempted from this general decay. But what critical factors should Nigeria consider in order to actualize the vision of national development.

With the problems of inadequate funding and corruption and mismanagement, the poor quality of products of educational institutions remains suspect because of death of resources to conduct the teaching/learning process.

Inadequate funding of human capital development program is a major problem in Nigeria. For instance, in spite of the recommendation of UNESCO which set aside 26% of their annual budgets for education, Nigeria allocates a low percentage of its annual budget to education. The Federal Government allocated 10.81%, 11.53%, 9.61%, 11.13%, 8.70%, 7.00%, 7.90%, 4.70%, 4.54%, 5.30% and 8.19% of its annual budgets for education in 1996,

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005 and 2007 respectively (Obadan&Iyoha, 2009).

Some of the little funds allocated to education program execution in the public sector are mismanaged or corruptly stolen. For instance, the punch new paper of October 31, 2006 claimed that several reports indicated that corruption is the bane of educational development in Nigeria. The problem of mismanagement of resources is so endemic in Nigeria to the extent that the civilian administration that came into office in 1999 had to make eradication of corruption a cardinal objective. It established the Economic and Financial Crimes Commission (EFCC), and Independent Corruption Practices and other related offences Commission (ICP). It also introduces the process in the award of contracts in the education sector.

Critical Success Factors in Human Enhancement for National Development

The following factors were therefore observed as very critical to the successful actualization of human enhancement in national development.

- Leadership commitment: A national vision must be championed and passionately driven by the highest level of leadership. Belief in and commitment to the vision needs to be constantly reiterated and unequivocally articulated by the president and his principal lieutenants and unequivocally articulated by the president and his principal lieutenants and incorporated in every major public address by the president.
- Shared ownership: The vision must reflect the key aspiration of all Nigerians. It is therefore imperatives that the process of articulating the overall goals and key strategies should be and be seen to be transparently inclusive through the involvement and participation of the broadest of representation of stakeholders in national development.
- Integrated strategy: A holistic, coherent and integrated strategy which recognized the interdependencies of the various

facts of national life (economic, political, cultural, technological and educational etc.) should be employed.

- Effective strategic plan and framework: A clear logical frame and strategic plan for achieving the defined goal for national development must be outline which should have the following components: Purpose/key objectives, output, indicators, activities/programme, key assumptions and risks.
- Inclusive Development: There is need to get people involved al tiers in their own way and in a non-regimented manner with clear ownership and accountability (all stakeholders).
- Resources: Apart from resources that would be required to implement the plasn and program for achieving the national development, it is also necessary to ensure that the human financial and institutional resources required to develop the nation and mobilize people behind it are available.

Framework for the actualisation of human capital for national development

The following are ways to actualize the nation's national development through human enhancement:

1. Creating the platform for success by urgently and immediately addressing the most deliberating constraint to Nigeria's growth and competitiveness
2. Forgoing ahead with diligence and focus in developing the fabric of the envisioned economy by:
   - Aggressively pursuing a structural transformation from a mono-product economy to a diversified, industrialized economy.
   - Investing to transform the Nigeria people into catalysts for growth and national renewal, and a lasting sources of comparative vantage: and
   - Investing to create an environment that enables the co-existence of growth and development on an enduring and sustainable basic.
3. Development and deepening the capability of government of consistently translate national

strategic intent into action and result by instituting evidence-based decision making in Nigeria's public policy space.

4. Ensuring that the mission and vision for national development is clearly linked to existing mechanism for execution (medium term development plans and expenditure frameworks, medium term sector strategies and annual budgets).
5. Institutionalizing monitoring and evaluation across all level of government to improve their capability to translate all strategic plans and programs into outcomes and impacts.
6. Development of legislative instruments to ensure adherence to the plan and institutionalize specific reforms recommend in the plan; and
7. Defining a clear strategy for mobilizing the citizenry towards demands for performance and accountability.

Conclusion

This paper has highlighted the concept of human capital, the needs for national development, and the role of Federal Government in human capital development through the provision of formal education, health facilities, on-the-job training programmes, adult education and support for migration.

In spite of the effort made, some challenges that might affect the efficacy of the human capital development process have to be addressed. It therefore concluded that human resources utilization should be looked into so that the investments made in human capital development and enhancement made would not be a waste.

Recommendation

Despite the constraints to human capital development mentioned above, and in addition to the critical success factors identified, the following recommendations were made:

- Effective human capital (resource) utilisation: Government should pay attention to adequate human resources utilization in the country so that the investments made in human capital development would not be waste. This can be done through adequate job creation and skill acquisition training of youths

and schools graduate to make them employable

- Government needs to demonstrate sufficient political will in the implementation of the curricula of educational institutions at all levels through the provision of needed resources. This will ensure that the education system remains relevant to the world work and skills required for job creation are inculcated in the beneficiaries of education.
- Education and health care delivery system have been given priority they deserve through increased budgetary provisions by the Federal Government. Increased parents/students participation in education (especially higher education) financing is needed in view of the high return accruing to individuals investments in education.
- More efforts are required on the part of the Federal Government to stem the problem of brain drain. Basic social services have to be guaranteed and the conditions of works in the public sectors should be made attractive to attract and retain the best brains living the country for greener pastures.
- The EFCC and ICPC have to be more alert to their responsibility of eliminating corruption in the country. They need to beam their search light on all government agencies institutions of learning to eradicate the vice so that resources meant for human capital development projects are judiciously applied. Thus, they should be provided with more legal authority to operate.
- The agencies responsible for quality control in education (for example, inspectorate service, national universities commission and national commission for colleges of education) should ensure minimum standard in all educational institutions, from the primary to the higher education levels are maintained.

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