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**HUMAN CAPITAL DEVELOPMENT AS STRATEGY FOR
EFFECTIVE PERFORMANCE IN EDUCATION SECTOR**

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ABSTRACT: The development of human capital has been considered an issue of utmost concern and a subject of increasing study by scholars, management and administrative experts. Federal and state governments instituted development programmes and made provisions for its implementation, yet little or no significant result has been achieved towards effective performance in education sector. This calls for proper research on why ineffectiveness has persisted and to continuously emphasis on the need to develop human capital in Imo State University. It is from the foregoing that the objectives of this study were drawn. Four objectives guided the study and four research questions treated, descriptive and historical design was employed. The work was based on human capital theories propounded by McClelland, Smith, Bowles and Becker. Their theories hinges on investment in human capital, formal education and motivating forces that helps in developing human capital for effective performance. Previous works on human capital development were reviewed to find out the opinions of eminent scholars in Administration. Information was gathered through personal observations, library sources such as textbooks, newspapers, journals, internet, and unpublished dissertations/thesis. The findings shows that human capital development programme do exist but in an insufficient manner. The administration and implementation of the existing ones are haphazardly done and the problems recorded. The study also revealed that the few ones in existence that were implemented have a very high positive impact on the performance of both staff and students of Imo state university. Recommendations for more human capital development programmes were made and its importance recorded to actually show that development of human capital is the best strategy that can lead to effective performance in the Education sector.

KEY WORDS: Human Capital, Effective Performance, Staff Training, Effective Management, Human Capital Formation and Human Capital Development

INTRODUCTION

Institutions of learning was established to build, nurture, mend, grow and sustain human capital for co-operate existence and development of the society at large. Among the institutions, competitions exist including the internal and external environmental expectations that surround intellectualization in these institutions. These call for effective performance of the human capital in the institutions for the realization of the attitudinal change that will lead to the development of the educational system, and indeed transform all other systems in the society.

Unfortunately, the education sector has been experiencing a state of infrastructural decay, ineffectiveness and inefficiency in fulfilling its objectives, in spite of little effort from government to ensure progress and success in the institutions. The fact remains that human capital is the major instrument for the establishment and reinforcement of the educational sector and for the achievement of its noble task. The planning, creation, coding, decoding, transfer and management of the knowledge in institution of learning rest directly and indirectly on human capital. In fact, it is the pivotal element on which the wheel of educational institution, including socio-economic and political progress of any society rotates, and also the coordinator of all other capitals for the realization of national development.

In confirmation of the above view, Harbison and Myer (1965: 4) opined that, “.... if a country is unable to develop its human resources, it cannot build anything else, whether it is a modern political system, a sense of national unity or a prosperous economy”. Based on the above it has become a matter of utmost concern for scholars to emphasis more on human capital development to be devised as a means to improve the situation.

Hence this study will focus more on the topic in order to reiterate on the strategy as a means of achieving effective performance in the Education sector with particular reference to Imo State University.

Brief History Historical Background of Imo State University

Imo State University was born at Madonna High School, Etiti in 1981 by Chief Sam Mbakwe Administration. It was relocated to its permanent site at Uturu, Okigwe in 1986 by Ike Nwachukwu Administration. When Abia State was created from the old Imo state, the location of the University became part of Abia state and the physical facilities of the university was ceded to Abia State, but the soul of the university was reborn at Owerri in May 1992 by Evan Enwerem Administration. It was nursed and nurtured at Alvan Ikoku College of Education, bred to maturity at Lake Nwaebere campus from 1993, where it inherited the physical facilities vacated by the Federal University of Technology, Owerri (FUTO) that subsequently moved to their permanent site at Ihiagwa. After the translocation, the first set of admitted students of 1992/1993 session resumed academic activities in 1993. Late Hon. Justice Chukwudifu Akunne Oputa became the first Chancellor, late Prof. Augustine N.U. Njokuobi as the Pro-Chancellor and Prof T.O.C. Ndubizu as the vice-Chancellor.

Statement of Problem

Prior to President Ibrahim Babangida’s regime that began in 1985; the rate of decay in the education sector in Nigeria was alarming, so that most of the institutions of learning were at the verge of collapse. There existed dilapidated buildings, lack of adequate facilities; lack of proper funding; absence of conducive learning environment; and worst still, unqualified staff, inefficient and ineffective human capital filled the totality of the public service system. Staff are recruited and immediately placed on the job with no orientation and/or workshops

necessary to prepare them for responsibility ahead. They are rarely sent on conferences and leave of study. There existed lack of motivation and proper development of human capital in the institutions. Their salaries are barely enough to cover their living expenses in terms of fulfilling civic obligations, including feeding, training of children, owning a house during or after service, and medical related expenses for their households. At the same time salaries are not paid regularly, they are hardly promoted, converted or reinforced positively. There seem to be a low morale amongst teachers and lecturers, and a resultant brain drain that has become so manifest that some high qualified staff now find it fashionable to leave for greener pasture overseas.

The phenomenon of brain drain leaves the system with dumb and half-baked graduates who perform only with minimal efficiency thereby taking a toll on quality of education in Nigeria. Some intelligent students drop out of school as a result of non- payment of school fees or the inability of parents to provide basic needs for the child's education. Most student involve themselves in cult activities, armed robbery, prostitution, thurgry and depend on examination malpractice, sorting, and use of electronic devices to pass their examinations without painstakingly studying to acquire requisite knowledge. Many view education as a waste of time, there by preferring to go into business of buying and selling or train in skilled work in order to make it on time.

Although the Federal government had made a slight attempt to ameliorate the situation through the institution of the *Education Trust Fund (ETF)/ Tertiary Education Trust Fund (TETFund)*, yet paucity of funds, inadequate human capital development programmes and its poor implementation in the education sector have grossly contributed to the persistent poor performance that led to lack of educational development in most institutions of learning in Nigeria. This in turn has led to the poor and under achievement of academic performance of most students across the nation.

It should be known that human capital is the king-pin in the entire developmental spectra; the most important assets among all the factors of production; the other factors in the chain of production are redundant without human capital putting them into use. Infact, it is the instrument for the establishment and achievement of the institutions' objectives. Therefore its development should not be overemphasized.

Based on the above, the researcher deemed it necessary to recap the situation and emphasize more on the need for human capital development programmes as a prerequisite for the achievement of effective performance in the Education sector with particular reference to the Imo State University, Owerri.

Objective of the Study

In consideration of the modern innovative changes in political and socio-economic conditions that surrounds development; human capital must be empowered with adequate skills and enhanced knowledge to promote innovativeness and requisite knowledge. Flowing from these identified problems, the objectives of the study are therefore in order:

- 1) To examine the process of human capital formation in Imo State University.
- 2) To examine the existing human capital development programmes, their implementation and its impact on student and staff.
- 3) To highlight the problems militating against effective human capital development in Imo State University Owerri.
- 4) To make appropriate recommendations needed for effective human capital development.

Research Questions

The following four (4) theoretical questions will guide the study.

- 1) What are the processes of human capital development at Imo State University?
- 2) What are the human capital development programmes that existed and what are its impact on students and staff?
- 3) What are the causes of hindrances confronting effective human capital development in Imo State University?
- 4) What should be done to provide for effective human capital development in tertiary institutions in Nigeria/

THEORETICAL APPLICATION

This work is guided by human capital theories propounded by eminent scholars like Samuel Bowles and Gary S. Becker (1993) 3rd edition, Adam Smith (1976), David Clarence McClelland (1961). To that effect, they stated as follows:

- 1) Investment in human capital will lead to greater economic outputs.
- 2) Formal education is highly instrumental and necessary to improve the productive capacity of a population.
- 3) Every person has one of three main driving motivators: the need for achievement, affiliation or power; these motivators are not inherent: we develop them through our culture and life experiences.

Adam Smith (1976) as the first proponent of human capital theory in his book, *The Wealth of Nations*; where he formulated the basis of what later became the science of human capital. This was followed by other modern economists and psychologists theorist such as Bowles, Becker and McClelland. The work of Bowles cited portrays the reasons for inefficiencies in the modern educational system. Becker opined that education and health care is the key to improving human capital and ultimately increasing the economic outputs of the Nation (Becker 1993). While McClelland a psychologist equally propounded human motivation or three needs theory that influences people to a positive action which every person must be in need.

In the first theory, the referenced “investment” will actually lead to human capital development that will in turn lead to effective performance. Secondly, it is through formal

education that the stock of knowledge, habits, social and personality attributes, including creativity embodied in the ability to perform labour so as to produce economic value are acquired. In addition, “motivation” in the third theory includes investing through education that will in turn lead to acquisition of those needs that satisfy one to perform effectively or according to standard.

The interconnectedness and relatedness of the above theories shows that the central tenet of human capital theories lies in the argument that an educated population is a productive population. Therefore investment on human capital through education and health will motivate the workforce in education sector to an effective performance.

It is evident that human capital theory will be most appropriate for the coordination of numerous facts that will be involved in this work. In the forgoing, the researcher found the theories suitable for the study as it stresses that investment, education and motivation of human capital is the panacea for the achievement of effective performance in education sector.

Literature Review

The development of human factor in the society is very vital to educational and economic development. Its importance to institutions and the society at large has long been realized and stressed by experts to the extent that its overwhelming value led to the proposal by experts for it to be regarded as an “asset” hence the term human capital (Anderson 2015, p.18).

It should be known that other inputs for production are redundant except human capital puts them into effect. Nwachukwu (1999, p.167) has this in mind when he noted that, “People are the target and the instrument of development at the same time”.

No matter how sophisticated and good a capital and technology may be, it is of little relevance to the society when managed and operated by undeveloped human capital. Therefore as the most important asset in the chain of production, it should be adequately developed, else it will not only lack capacity but equally the motivation to use other resources efficiently towards effective performance and the development of the society will remain a mirage, (Ugbaja 2005, p.62).

The above reason calls for continuous emphasis, study and replication exercise on the need for human capital development, considering the complex and dynamic situation of the environment.

Conceptualization Clarifications

It is not out of place to study and make reference to different scholars and administrative experts that has discussed, contributed and written much on the issue. Their various views on the concepts involved will help to clarify some blurry areas..

Human Capital and Motivation

In the view of Onah (2015, p.187), human capital refers to, “The stock of competencies, knowledge and personality attributes embodied in the ability to perform labour, so as to produce economic value.” Bontis *et al.* (1999) defined human capital as, “The combined intelligence, skills and experience that gives the organisation its distinctive character.”

The views above shows that human capital are bundle of human attributes required and acquired for particular purposes, therefore regarded as business assets. It also shows the reason an American industrialist, Andrew Carnegie was asked that, “If you were stripped of everything you possess except one thing, what you would choose to keep? He replied, my staff, it is the key to unlock the doors of an enterprise”. It indicates the importance of human capital in the organization, therefore should be highly developed through education as has been stressed by human capital theorists.

Motivation on the other hand, is an instrument for securing effective performance in the organization. In the words of Kelly (1974, p. 274), “it is a behaviour instigated by needs and directed towards the goal that can satisfy these needs”. The act of stimulating the worker to take the course of action desired by management (Ogunna,1999, p.281). Motivation can be positive or negative according to Hicks (1972, p.280). He believed that positive motivation serves as powerful instrument that raises morals to attain greater heights in organisational goals.

Morale, according to Kelly (1974, p.272), “is the degree of satisfaction an individual gets out of his job and the extent of his cooperation in getting job done”. They are two sides of the same coin and the forces that can boost the performance of individuals. Therefore any changes in the performance of employee whether small or drastic can be attributed to motivation the employee received from the co-workers, managers or work place. As a result series of motivation theories has been propounded by eminent scholars such as Maslow (1943) theory of hierarchical triangle, McClelland (1961) theory of need of achievement affiliation and power, Vroom (1964) expectance theory of three factors expectancy, instrumentality and valence, Smith (1965) equity of fair consideration of effort and costs, Locke (1990) goal-setting theory of achieving and accomplishing goals etc. All the above theories of motivation hinges on the “law of effect”, for the achievement of effective performance.

Therefore the theories and its principles should be applied to encourage employee’s development. It should be done through;

- 1) The provision of favourable physical condition of the job such as good offices, infrastructure, equipment and facilities.
- 2) Availability of material needs of workers like increased pay, standard health care system, prompt payment of salaries and allowances.
- 3) Presence of those things that will satisfy the egoistic needs in terms of delegation of powers, participative management, education and training through which

competence, independences, knowledge, self respect, status and recognition can be realized.

- 4) Less friction state of social condition of the job, in terms of leadership climatic, personnel policies, communication system, coerciveness of work group, outings, gatherings, and relationship.

The above should apply to institution of learning if effective performances will be achieved. To compliment the above view, Chester Barnard (1968 p. 12) holds that:

Since the individual is always the basic strategic factor in organisation, the cooperation is very vital for effective management of an organisation and the contributions of personal efforts which constitute the energies of organisations are yielded by individuals because of incentives. Therefore inadequate incentives mean dissolution or negative changes of organisational purposes or failure of cooperation hence adequate incentives should become the most emphasized task in organisational existence”.

Ignoring the above notion shows that the greatest problem hindering the development of the society is that various organisations are not governed by the modern theories and principles of motivation or are not skilfully applied to motivate human capital for efficient performance. What every worker need to get the desired actions out includes incentives, education, experience, effort, energy, health, salary, reward, promotion, verbal recognition and interest challenging work: An effective system must be linked to learning and allow the employees to enhance their capabilities and improve their performance through access to knowledge and experience.

Development and Education

For Nwachukwu (1992, p. 121), “Development is the acquisition of new product or extension of structure and introduction of new idea into the organization.”He further noted that, “It is a course of action designed to enable the individual to realize his potential for growth in the organization. It deals with activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy”.

Todaro (2000, p, 16) defined Development as the, “Sustained elevation of an entire society and social system toward a better or more humane life”. The definitions above geared towards elevation of the entire society and it should be known that human being are those that constitute the society.

Rodney (1972, p. 9) opined that development in human society is a many sided process, at the level of individual, “It implies increased skill and capacity, greater freedom, creativity, self discipline, responsibility and material well-being”.

Again Dudley (1969) suggested that development is when a country experiences a reduction or elimination of poverty, inequality and unemployment. After which he emphasizes that development aimed at one thing which is, “The realization of the potential of the human personality”.

The above opinions stressed on realization of human potentials and if these human personality potentials are not well developed, it cannot be realized. In consonance with the above assertion, Nwachukwu (1992, p. 121) noted that, “no matter how well equipped an organization may be or supported managerially, if human capital are not adequately developed, the productivity will still fall below expected standard”.

The forgoing shows that development and education are two sides of the same coin, the principle mechanism for developing human knowledge is through education. It is characterised by the inculcation of values of social responsibility, political participation, and job orientation, spiritual and moral uprightness of the citizens. In agreement, Nwachukwu (1996, p.13) went on to state that the relevance of staff training and manpower development to effective management of local government affairs requires good education which is a “Process of acquiring background knowledge of a subject...it prepares the individual and classes of individuals for meaningful integration into the society through the acquisition of general knowledge, training and development. It also prepares the person for a career so that he can fit into an organization”.

The above view also shows that there is a strong correlation between an educated population and technological innovative workers needed in the education sector in order to utilize new technologies. It is through education that one can realize human potentials needed, acquire the knowledge, skills and abilities that will lead to development.

Thomas Friedman. (2007) wrote extensively on the importance of education in the new global Knowledge economy. He exposed many people to adopt human capital theory that portrays why people and education are vital to the nation’s economic success. It shows that huge investment on education system is not only to impact knowledge and skills to individuals but also to impact values, ideas, attitudes and aspirations which will be in the best interest of the nation.

Human Capital Development

Sharma *et al.* (2012, p. 29) defined human capital development as, “an effort to develop capabilities and competencies among employees as well as to create an organisational environment conducive to the employees’ development”. The main purpose of the effort was geared towards increasing the skill and effectiveness in the performance of the employees.

Aina (1992, p.74) saw human capital development, “..... as a systematic action which causes people to acquire new skills, knowledge and predetermined behaviour”. In other words, it is a process by which the employees’ of an organisation are helped, in a continuous

planned way, to acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

According to Onah (2015, p.187) human capital development refers to, “A process that relates to training, education and other professional initiatives in order to increase the level of knowledge, skills, abilities, values and social assets of an employee which will lead to an employee’s satisfaction and performance and eventually on the organization performance”.

That is to say, human capital development centred on planned effort by institutions towards their employee to acquire basic skills required for efficient execution of the functions for which they were hired.

Now that it has been established that human capital development involves building an appropriate balance and critical mass of human resource base and providing an enabling environment for all individuals to be fully engaged and contribute to national developmental effort. Therefore the issue should not be regarded as a phenomenon that waste resources rather an investment that will transform the entire workforce and the most valuable assets that will pave way for greater achievements via innovativeness and creativity.

In conclusion, The views of different experts on human capital development shows that human capital should actually be classified as an asset (capital) as has been suggested by other scholars. The literature review shows that there are reasonable strong evidences and agreement among scholars which shows that infusion of human capital enhancement in organisation promotes innovativeness and greater performance leading to the development of the entire system. Therefore enough resources, development programmes and efforts should be made to develop human capital; it will surely release the best potentials in them for effective performance in Imo State University.

Human Capital Formation in Imo State University

Every organisation needs to form human capital that will be responsible for its development. To know how Imo state university form its human capital, it is good to understand what human capital formation is all about. It is according to Jhingan (reprint 2012:424), “The process of acquiring and increasing the number of persons who have the skills, education and experience which are critical for the economic and the political development of a country”.

To achieve a formidable human capital according to the above definition, it must be strategically done through strategic planning;

Kotler and Murphy (1981) defined strategic planning as, “The process of developing and maintaining a strategic fit between the organisation and its changing marketing opportunities”.

Therefore the findings on the process through which Imo State University strategically plans to form or acquire human capital with the required skills, education or qualification, experience and profession needed for the development of education sector are historically noted as follows.

At the inception of the ceded Imo State University to Owerri in 1992, and in consonance with the vision and mission statement of the university, the Vice Chancellor and the Registrar were appointed by the then existing governor of Imo State, Governor Evan Enwerem, to plan and form human capital for the re-establishment of the institution.

Recruitment

The institution started by borrowing staff from already established and functional institutions and ministries that have skilled and qualified personnel who can plan, recruit and train or coach the human capital that will be recruited. The pool of staff drawn from different organisations on secondment used their pool of experience to plan and started advertising for different positions needed especially non-teaching staff. Applications were collected and collated, long and short listed for qualified candidates who were in turn invited for interview through which the qualified candidates were offered regular appointments.

The staff on secondment taught the newly appointed staff through orientation and on-the-job training, after which the newly recruited staff took over from the staff on secondment and they left to their former institutions and ministries. In continuation, more advertisement was done for both teaching and non-teaching staff. The same process was followed to select and appoint qualified personnel. As at 1993, a pool of human capital of both teaching and non-teaching staff had been formed and ready to welcome students. The first set of students were strictly admitted based on merit and was registered in 1993 when academic activities fully resumed in the present Imo State University Owerri.

The formation of human capital as regards to staff and students of Imo State University continued in its normal process. The unit in charge of human capital formation was formerly named personnel but later renamed Establishment unit. Most of the employees are either on casual, part-time, adjunct and temporary basis. Although sometimes staff are recruited and placed on the job, no orientation, no induction course, seminars and workshops, even where it exists; it is rarely organized. Staff are rarely sponsored and encouraged to embark on capacity building, and there is absence of standard and effective medical centre for staff and students. No zeal for the development of the human capital that has been formed. No insight on the opinion of Ajila (1989) that, "Human resources development is crucial enough to dictate the total destiny of the Nigerian Government and indeed the destiny of the national development".

The lapses exist because personnel /establishment unit has not been given its proper name that will portray it as being associated with investment in man and its development. The situation continued until the intervention of the federal government through Education Trust Fund (ETF) which affected the human capital formed positively towards the end of T.O.C Ndubizu's second tenure as the Vice-chancellor and this led to the ranking of Imo State

University as the first (1st) among state universities and tenth (10th) among all the universities in Nigeria by National University Commission (NUC). The result was published during Prof. A.G Anwuka's tenure as the vice-chancellor of Imo State University. Therefore establishment unit should be seen as a unit through which creative and productive human capital are acquired, formed and sustained.

A Comparative Examination of Federal and State Universities' Human Capital Development Programmes

Human Capital Development in education sector has been a national issue as it is the determinant of national development. In the early 1980's, the decay in education sector was at alarming rate. All the institutions and their facilities were at the verge of collapse. In addition, the morals of teaching and non-teaching staff in the education sector were at its lowest state. There existed lack of enabling environment conducive for teaching and learning. The then Imo State University at Madonna high school Etiti was not left out.

President Ibrahim Babangida realized the situation and took positive measures to arrest the ugly situation. He subsequently instituted a review of higher education in Nigeria. The commission recommended a tax of 2% from the assessable profit of all registered companies in Nigeria to be set aside for the funding of the education sector. As a result, the Education Tax Act No. 7 was promulgated in 1993 to restore the lost glory of education and confidence in the system. This act gave birth to the Education Trust Fund (ETF) which was an intervention fund to all levels of public education in the federal, state and local levels.

The mandate of ETF was faithfully discharged between 1993 to 2011 when the education trust act was repealed and replaced with Tertiary Education Trust Fund act of 2011 due to some lapses in the former programme. TETFund Agency that worked through Federal Inland Revenue Services (FIRS) was charged with the responsibility of managing, disbursing and monitoring of the project executed with the funds and other beneficiaries in public tertiary institutions in Nigeria. The act as provided in section 7(1) (a) to (e), of the TETFund act of 2011, is for the provision and maintenance of infrastructure, research, publication, and academic staff development. All these are for the improvement of quality and maintenance of standard in the educational institution of which Imo State University is involved.

But the question is, in addition to this noble effort of the federal government through ETF /TETFund towards the realization of effectiveness in the institutions of learning, is there other developmental programmes initiated and instituted by federal and state Universities to compliment the effort for proper effective performance in the system? Much has not been done by the federal government following the latest information gathered on ranking of nations that invest heavily on research and development from 2012 – 2015. Despite numerous Research and Development Centres in Nigeria, the statistics showed that US came first (1st) on the ranking series of countries that invest heavily on R&D. Hong Kong was the last, while even as at 2015 Nigeria was not inclusive.

Below is the excerpt on government spending but only nations that spend more than hundred million dollars (\$100m) annually were listed in the table one below.

Table I: List of Nation That Spend Heavily On Research and Development from 2012-2015

Country/Region	Rank	Year
U.S.A	01	2013
China	02	2013
E.U	02	2013
Japan	03	2013
Germany	04	2013
South Korea	05	2013
India	06	2013
Israel	18	2015
South Africa	30	2012
Hong Kong	87	2012

Excerpts: Brazil-Wikipedia <https://en.m.wikipedia.org>

The above ranking table shows the last list of countries by research and development spending as per latest data available and Nigeria was not among the nations that normally invest heavily on research and development.

In addition to the effort of federal government in research and development, Information gathered shows that Imo State University complemented the effort in consonance with other higher institutions. There exist career structure as guideline for the formation of human capital, conditions of service for both teaching and non-teaching staff of Imo State University, which among other things includes promotion, discipline, health, housing, study leave with and without pay guidelines, where even the senate of the University in 2012 approved a scholarship for teaching and non-teaching staff involved in doctoral (Ph.D) Programmes in the university. Information and Communication Technology (ICT) and Medical Centres was built, staff development, welfare and motivation unit were created in addition to the Establishment Unit. Different church denominations were built and allowed to fellowship on campus. All the above are an attempt by the Imo State University to have well established development programmes for its employees.

Concerning the students, there existed JAMB guidelines and NUC benchmark for admission process and for academic planning. In addition to that, there existed Student Affairs Unit that conducts orientation programmes, student union government, Academic Planning Unit, Alumni Office, Medical Centre, Field and indoor sports hall, ICT centres, cultural and religious activities for socialization were all allowed on campus. Libraries were built even at the departmental level. In addition a radio station got installed on campus, offering prizes and jobs for the best graduating students on motivating grounds. Also Imo State University established ten faculties, one college, one school, Institute for continuing Education

Programme (ICEP), Sandwich, Pre-degree and Joint University pre-education Board (JUPEB). All the above are the programmes of Imo State University that compliments the effort of the Federal Government for the development of staff and students.

Implementation of Development Programmes in Imo State University

The question remains, how effective is the implementation of Federal and the University's developmental programmes since the inception of Imo State University here in Owerri?. Are they well implemented so as to yield effective performance from students and staff of Imo State University? The implementation of the little effort the federal government made through TETFund and available developmental programmes from internal and external sources are sometimes neglected or not well implemented, staff are employed and immediately placed on the job without adequate orientation for adjustment in the new environment. Sometimes when it is carried out, it is haphazardly done.

The data available shows that Imo State University has a total number of staff which when compared to the number of staff that has benefited from the ETF or TETFund academic training and conferences is nothing to write home about. Recently stringent conditions have been attached in accessing the TETFund, few approvals are made for training of academic staff and those for conferences, for instance information from establishment revealed the statistics as shown below on staff strength.

Table II: Staff Statistics (Academic Staff with Rank)

	Male	Female	Total
Professors	91	21	112
Readers	39	15	54
Senior Lecturers	44	25	69
Lecture 1 & Below	81	122	203
Grand Total	255	183	438

Source: Establishment unit of Imo State University

Table III: Non-Teaching Staff

	Male	Female	Total
Senior Non-Teaching Staff	190	293	483
Junior Non-Teaching Staff	266	178	444
Grand Total	456	471	927

Source: Establishment unit of Imo State University

The above table shows that Imo State University has academic staff from the rank of Senior lecturer and above as two hundred and thirty five (235) of both male and female. While those on lecturer 1 and below as two hundred and three (203) both male and female,

totalling four hundred and thirty eight (438). Information shows that those employed as lecturer I and II has Ph.D on appointment except those that attained the rank through promotion. Those on that rank both male and female were eighty-two (82) in number while the assistant lecturers and those that reached the rank of lecturer I and II without Ph.D were one hundred and twenty-one (121) in number. Consequently, out of Senior Non-teaching of four hundred and eighty-three (483) staff only seven (7) has gotten Ph.D. Information from academic planning unit shows that seventy-four (74) number of staff benefited from TETFund sponsorship from 2011 – 2017 which is among the three hundred and seventeen (317) academic staff with Ph.D in the university, apart from the information on the past years which was not made available. In summary, the total number of academic and non-teaching staff with Ph.D in Imo State University was three hundred and twenty-four (324) out of eight hundred (800) staff that are supposed to be Ph.D holders within the period.

More so, from 2011 – 2017 only one hundred and seventy (170) staff both academic and non teaching staff has benefited for conferences out of the total number of one thousand three hundred and sixty five (1365) staff comprising male and female of academic and non teaching staff of Imo state university.

Again information gathered from the staff welfare and motivation unit established in December 2015, revealed that, the unit was also a moribund. Only pension documents are received in the unit for filing. Members of staff are not often motivated. Promotions are not done at when due, staff always receive a belated promotion even when it is done; the arrears are not paid but comes with technical terms such as financial effective date and promotion effective date. Sometimes the promotions are given in principle not in practice, which is without implementation.

Furthermore, information from Staff Development Unit also shows the dead state of the unit. The Deputy Registrar of the Unit only acts as the secretary representing the Registrar in a TETFund committee which its provisions are lopsided as it only cares for academic staff development. Nothing generated from the unit is considered by the management. Even the establishment unit has become a unit that acts only on “I am directed”, no initiative and discretion in training and re-training of staff, no enforcement of discipline. Laxity in the discharge of duty is now at the alarming rate in the whole system. Information gathered from Bursary Department shows that from 1992 – 2015 only fifty-one (51) members of staff have retired and are being paid pension, but recently from 2016 till date about twenty-two (22) staff also retired but could not receive their pension monthly since their retirement. All these lapses and laxity were as a result of lack of human capital development. In the 2017 ranking of universities, Imo state university that came first (1st) in 2000, now ranked fifty-eight (58) out of one hundred and eleven (111) universities in Nigeria. Most of our graduates are jobless because of the system of curriculum in existence. Almost all benefits accruing to staff are not paid; the zeal to work is no longer there. In short, the totality of the system is affected adversely.

Non-teaching staff sparingly embark on administrative training and very few benefits on conference sponsorship. Discipline is not properly enforced; it is only for those without

godfather and those that cannot buttress their point personally, through union, or law court. The established Medical Centre is not up to standard, there is evidence of few nurses, attendants and one doctor, few equipment available are not functional, there is lack of adequate facilities, little or no drugs and absence of equipped laboratory. Worst still, when you are referred by Imo State University Medical Centre to another hospital to receive outside treatment, it is usually difficult for the institution to sponsor or refund the bill. Staff and students are not properly taken care of health wise. Welfare and Motivation are neglected.

In terms of housing Imo State University have just few buildings as staff quarters and these are only allocated to few academic and principal officers of the university. Indeed even the land allocated to Imo State University staff by the state government has not been developed by the management after over twenty six (26) years now to the extent the extant state government has revoked the land for state use.

On study leave and scholarship, those who want to embark on further studies are sometimes highly discouraged with intimidatory languages such as, it will affect your job, conversion is subject to vacancy. Most of the computer in ICT centre meant for staff and student to be computer literate or compliant are outdated and mostly meant for some section, or category of staff. These inadequate human capital development and lack of proper implementation of the ones on ground is seriously affecting both staff and student in the university.

The Impact of Human Capital Development on Staff and Students of Imo State University

A brief study of the effect of human capital development in Imo State University shows that, the attempt to develop human capital years back by the federal and Imo state university administration ameliorated the ugly situation at that time. The records below are eloquent testimonies which showed that, the little effort positively influenced both staff and students of Imo state university.

After the intervention and implementation of education trust fund (ETF/TETFund) in Imo state university under the tenure of Prof. T.O.C. Ndubizu as the first vice-chancellor, the result of university's ranking was published in 2000, immediately Prof. A.G. Anwukah became the vice- chancellor of the university and it was rated the first 1st among state universities and tenth 10th among the whole universities in Nigeria as was recorded in Imo State University newsletter of June (2004;20) In the same year 2000, a student from the university scored 1st class in the Nigerian Law School, including others that have repeatedly demonstrated excellence there. Students in high numbers score 1st class in their respective disciplines in Imo state University and secure good jobs, and admission to further studies within and outside Nigeria. Lecturers make frantic efforts to attend classes and have unequalled commitment on the discharge of their duties; they set exams, mark scripts and submit results on time. The non-teaching staff that were sent on workshops, ICT training and conferences were able to wake up from slumber and are highly dedicated. There was high level of discipline among staff then, committees accomplish their work successfully

and submitted their report on time. Results are prepared on time and sent for NYSC from 1992-2001 and 2004 to 2017.

Furthermore, reports from Imo State University Newsletter show that students were committed to their studies and excelled in their academic work. Most of them who graduated with good grades, occupy important positions in some national and international establishments and their records are outstanding. In sporting activities, Imo State University has excelled in both national and international levels. The university was adjudged the best participating institution at the 3-day summit on teacher registration and professionalism held at the Federal College of Education, Okene in Kogi State in February, 2005. The little effort positively influenced both staff and students of the university. Therefore, the need to emphasize human capital development as a strategy for effective performance in the University is in order.

Problems Hindering Effective Human Capital Development in Imo State University

There are factors that impose some inhibitions against issues of life depending on the nature of the matter in question. The issue of human capital development and the factors militating against its effective existence and implementation includes;

- 1) **Perception of the asset:** In a situation where human capital are just perceived as personnel, establishment of human resource or means of production like others, the entrepreneur or the organisation will not see the extreme need for investing much on human capital or regarding it as an asset; therefore investing on it will be seen as a waste and it will be left as it is.
- 2) **Inadequate Manpower:** When there is an embargo on employment leading to shortage of staff, the organisation finds it difficult to release the few ones for further development. This is perhaps why Ayida (1977) has asserted that, “There is the problem of reluctance to release staff, especially the valued ones for any external training and development”. As a result skills and knowledge will be stagnated and there will be no capacity building.
- 3) **Poor Funding:** The truth remains that finance is the life wire of any organization. Without adequate fund for sponsorship and implementation, the beneficiaries will be discouraged and the lofty programme will not be well implemented.
- 4) **Poor Administration and Political Interference:** When the administration of the programme constitutes corrupt practices, godfatherism, self aggrandizement, embezzlement and highly politicised or totally neglected, nothing positive will be achieved. In agreement, Ibekwe (1984:58) quoted a training consultant as saying; “Despite the indigenization decree, Nigerians were not yet in effective control of the Nigerian industries because of poor attitude to human capital development in our organisation which has resulted to lack of skilled manpower”.
- 5) **Training Facilities:** Lack of training equipment will distort the proper implementation or lead to uncoordinated, haphazard or unsystematic approach to the activities involved.

- 6) **Inadequate Skilled Trainers:** There is an acute shortage of professionals, skilled and knowledgeable instructors, available ones sometimes are not encouraged or motivated, as a result they become frustrated or they look for greener pasture outside and the trainee will receive insufficient training which will not actually develop the individual.
- 7) **Stringent Conditions Attached to the Training opportunities:** Workers interested to apply for further development are discouraged when conditions attached to the approval cannot be met by them, it brings discouragement.
- 8) **Misappropriation of Funds:** Funds meant for human capital development programmes are sometimes diverted to personal purse or other means of production.
- 9) **Inadequate Supervision:** Some of the beneficiaries channel the funds approved for them for further studies or conferences to their personal needs and cover it up with forged receipts and honour certificates.
- 10) **Ineffectiveness of Disciplinary Committee:** The funds released are not well monitored and supervised to ensure judicious use and avoid misappropriation.

SUMMARY AND CONCLUSION

The issue of poor performance that has bedevilled the education sector in Nigeria has been traced to lack of adequate human capital development. Many scholars have researched, written, suggested and recommended on the way forward; yet the problem of ineffectiveness and inefficiency are still on the increase in the system. Hence this study aimed at finding out why the situation has persisted in Imo State University and to reiterate that early acknowledgement, provision of more developmental programmes and proper implementation of human capital development is an unavoidable strategy for effective performance in institutions of learning particularly Imo State University.

The institution was relocated to Owerri in May 1992 and human capital strategically formed. In addition to that developmental programmes and policies that will foster capacity building which will take the institution to a greater height were initiated. Federal Government complimented the efforts through the Education Trust Fund (ETF) now known as Tertiary Education Trust Fund (TETFund). Information gathered shows that *ab initio* when the policies and programmes were religiously implemented, it yielded positive result on the performance of the institution. At a point, it lost the focus of the need to persistently develop its human capital. Some of the programmes were abandoned or neglected. Few ones that are functional are not well implemented, lopsided and are haphazardly done. The unit responsible for human capital development was not well instituted and functional. At a stage, it became difficult to properly fund the institution by the state government including political interference which led to the menace of admitting wrong set of students and recruiting staff without due procedure and training. These generated the problem of mass exodus of many qualified staff and students from the institution either to another university or abandon the system for another life challenging programmes.

The institution that came first among state universities started retrogressing to the extent that it now came 58th position in the ranking order of universities in 2017. Staff and students

perform below expectation. The study revealed that developmental programmes do exist in an insufficient manner. Some are obsolete, neglected and abandoned. Few ones in use are not well implemented. The factors that contributed to the situation revealed among other things poor funding, absence of proper perception of human capital in Imo State University, political interference, poor administration, lack of skill, etc.

In conclusion, the above findings have established that the cause of ineffectiveness in the performance of the education sector was as a result of negligence to continuously develop its human capital. Kreitner (1995, p. 347) was in agreement when he opined that, "... No matter how carefully job applicants are screened, typically a gap remains between what employees do know and what they should know".

Its development is inevitable and the knowledge gap must be filled to build more capacity. Therefore human capital development should be compulsorily regarded as a strategy for organisational ethics, re-orientation, induction and capacity building of staff and students of Imo State University.

RECOMMENDATIONS

The examination of the situation of human capital development, its developmental programmes, implementation and performance in Imo State University and its findings did actually input new ideas on the researcher that suggestions have to be made for further replication of this study. Therefore the following recommendations are made in the hope that if they are religiously implemented will ameliorate the situation of ineffective performance in the system.

1. The establishment, staff development, staff welfare and motivation units should be merged to form a centre, re-named to incorporate their functions. Probably a name such as "Human Capital Development Centre" that will handle human capital developmental programmes effectively and the centre fully equipped and made viable, so all category of staff in that establishment can benefit from the staff development programme without discrimination.
2. There should be an attitudinal change by the institution on human capital development, it should be seen as an asset that should be invested upon through motivation, and continuous training and re-training geared towards developing the entire system.
3. The federal, state, Local Government, communities and the public should intervene on paucity of fund issue. Government alone cannot adequately fund university Education. Therefore various segments of the society should mobilize to complement the efforts of government towards realizing the goal in the Education sector.
4. The effort of the federal government should be intensified towards building more research centres and sponsorship. In addition, state and the university administration should be fully involved in creating more developmental programmes and ensuring proper implementation of the available ones. TETFund only took care of academic staff on Research and Development, non-teaching staff should be accommodated by the agency and through alternative means from the university.

5. Staff recruitment and students admission should be strictly based on merit and strict adherence to JAMB guidelines and curriculum drawn according to NUC bench mark.
6. Staff offices and lecture halls should be well built, furnished, air conditioned and equipped with modern facilities that will make it conducive for working and learning.
7. The financial involvement in human capital development should be seen as an investment for the development of the Education sector.
8. 'Godfatherism' sentiments, divide and rule should not apply in the implementation process; rather all those needed to be developed should benefit adequately.
9. Human capital should be motivated through prompt salary payment, housing, regularization, confirmation, conversion, appraisal and promotion done at when due.
10. The Medical Centre should be well equipped and made functional with qualified Doctors and Nurses, adequate facilities and drugs, laboratory and scientists. Considering that a healthy human factor is productive personnel.
11. The beneficiaries should be well supervised to avoid mismanagement of funds or diverting the fund to other activities of one's choice.
12. Any misappropriation should be queried and disciplined.

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