



## THE CHALLENGES OF HUMAN CAPITAL THEORY IN THE MANAGEMENT OF TEACHER EDUCATION, FOR EDUCATIONAL DEVELOPMENT IN NIGERIA

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### ABSTRACT

The paper looked at the challenges of using Human Capital Theory in the management of Teacher Education IN Educational Development in Nigeria. Education as the acquisition of the right type of knowledge, Attitudes, and Skills, has been viewed as an instrument per excellent and important instrument for national development. Teacher Education accelerates the growth of national income (GNP). The basic idea behind the Human Capital Theory is that an educated population will be more productive and contribute to the economic development of a country. Some of the challenges that have limited the ability of teacher education to contribute to the development of Human Capital in the country include; Government policies, Globalization, and low technological advancement. Religious and socio-cultural Demand, level of enrolment and mismanagement and corruption, Review of Curriculum, provision of job training and re-training, and Restructuring of Teacher Education, among others, and solutions to the problems. The implication of the Human Capital Theory is the allocation of resources to teacher education for educational development is also highlighted. The paper concluded that there is a need for professional training teachers as the engine of Human Capital Development for educational development, and education is an engine of growth and essential capital goods. It recommended the continued training and retraining of teachers in line with professional ethics, to meet up with the dynamism in society, particularly the changing school context in terms of Discipline, Pedagogies, and Contents through workshops, seminars, and conferences on job training.

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**Keywords:** *Human Capital, Human Capital Theory, Management, Teacher Education, and Educational Development*

## **INTRODUCTION**

Education is the acquisition of the right type of knowledge, Attitude, and Skills as an instrument of Excellence and an important instrument for National Development. It is generally accepted that Education equips the individuals with appropriate Knowledge, Skills, and Attitudes needed for the personal development of individuals in particular and the Nation as a whole. Eseyin Uchendu and Bright, (2014), opined that purposeful Education is the necessary prerequisite for the overall Social Economic, and Political Development of Society. And this could only be possible with the availability of professional fractures. The focus points of the teaching profession are well-trained and experienced teachers. It is imperative to note that Educational Management according to Sunday, (2016), is a Scientific organization of human (teachers) and material resources available for Education and using them systematically in achieving educational goal. Teachers are at the heart of the Learning Process; teachers strongly influence both the quality of Education that Students receive at School and eventually their learning outcomes. Effective Teacher Education Management is therefore essential to the success of any Education System. Cost-efficient Teachers' Management is important given the fact that Teachers account for a significant share of Civil Service Staff and that their wage bill represents over two-thirds of Public Education spending in most Countries, in addition to the production of the needed human resources (Eseyin, et al, 2014).

This means that the quality of labour depends on how skilled people are. and Economists use a special name for Human Skills as Human Capital. Human capital is the knowledge and skills that people obtain from Education, on-the-job training, and work experience. According to Oyedepo in Olaseni and Alade (2012), qualitative education is a major determinant of the stock of human capital. It has proved to be the vehicle for national transformation in human history and no nation ever rises above her investment in education. Physical strength is therefore not a yardstick for development; rather the quality of knowledge acquired through education is important for Educational Development to take place.

Oyedepo, Olabeni, and Aleke further defined Human Capital as, the skills that are embodied in workers through experience, Education, and on-the-job training. This implied that the economic prosperity and

functioning of a nation, depend on its physical and human capital stocks. In general terms, human capital represents the investment people make in themselves that enhances their economic productivity. The human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. This is because an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of formal education and training is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or more worthwhile than that of physical capital.

However, the Nigerian Government has faced increasing challenges in recent years while managing their teaching Staff in the Production of Human Capital needed for Educational Development as exemplified by the current conflicts in parts of the country. Therefore, to examine how well the current Nigerian Education System prepares its teachers for the production of products that will effectively integrate into the labor market in Nigeria and other parts of the World for Educational Development, it means the production of Human Capital through Teacher Education.

### **Teacher Education**

Teacher Education (TE) refers to the Policies Procedures, and provisions designed to equip teachers with the Knowledge, Attitude, Behaviors, and Skills they require to perform their tasks effectively in the Classroom, School, and wider Community. There is a longstanding and ongoing debate about the word training as the most appropriate term to describe Teacher Education activities. The term 'Teacher Training' which may give the impression that the activity involves training Staff to undertake relatively routine tasks, seems to be losing ground, to 'Teacher Education', with its connotation of Preparing Staff for a Professional role as a reflective practitioner. The professionals who engage in these activities are called teacher educators. Despite this promising enhancement of teachers' quality in Nigeria opined Alen, (2017), there are still indications that suggested faulty implementation of the policy thrust toward the replacement of the teacher's Grade II Certificate with the NCE as the Minimum Basic Qualification for entry into the teaching Profession in Nigeria. The phasing out of the teachers in Grade II

Colleges had taken place rather prematurely because Teachers in Grade II Colleges served as a veritable source of candidates for the College of Education. The loss of these feeder sources seems to have exacerbated the paucity of candidates seeking entry into Colleges of Education to a certain extent, compounding the shortfall in the nation's supply of school teachers. The National Policy on Education, on Teachers Education, provides that all teachers needed in Educational Institutions from Pre-Primary to Tertiary, shall be professionally trained teachers. In practice, however, teaching has remained an all-comers trade, and real professionalization is yet to be attained. The situation is more distressing at the tertiary educational level where the practitioners prefer not to be classified as teachers but as lecturers (Nkechi, Robinson & Eucharia, 2014).

### **Human Capital Theory**

Human Capital is people's innate abilities and talents combined with the knowledge, skills, and experience that make them economically productive. Human Capital can be increased by investing in health care, education, and job training. Human Capital is connected with human resources defined as the total quantity and quality of human effort physical and mental available to produce goods and services. Human resources consist of raw labor; determined mostly by the number of people in a country's labor force combined with human capital. The modern human capital theory is mainly based on the level of education acquired and therefore uses Education as a proxy for human capital.

Researchers like Krus, Peterson, and Gastrow, 2015 stated that not only include education, but also include other qualities like; qualities of character in the nation's populations, and family background prevailing in the country. The human capital theory is based on the notion that education increases workers' productivity, which then accelerates the growth of the national income [GNP]. The impact of formal education on earnings has been found positive by researchers and equally, education has been distinguished empirically as a filter and screening device for sorting out people with higher productivity [Fagerlind, and Saha, 2016].

To Fagerlind and Saha, the rationality behind investment in Human Capital is based on three reasons:

1. The new generation must be given the appropriate parts of the knowledge that has already been accumulated by previous generations.

2. The new generation should be taught how existing knowledge should be used to develop new products, introduce new processes and production methods and social services, and
3. People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

It could be seen that the human capital theory, provides a basic justification for large public expenditure on Education both in developing and developed nations. The theory was consistent with the ideologies of democracy and liberty progression found in most Western societies. Effort to promote investment in human capital is seen to result in rapid economic growth for society. For individuals, such investment is seen to provide returns in the form of individual Economic productivity success and achievement. It could be therefore agreed that it is the human resources of the nation, not its Capital nor its Material Resources ultimately the character and pace of its Economic and Social Development. Simply put, it is assumed that individuals' productive capacity and contribution to National Development can be developed through the provision of appropriate formal education that develops the individuals, attitudes, skills, and knowledge. Therefore, Education is a vital instrument through which the noble goal of Human Resource Development of any nation can be achieved, (Vanda Rarm, 2010).

### **Human Capital Theory and National Development**

Human Capital remarked Sotope and Aremo, (2013) and Oppediseno, (2014) that formal education is critical and highly instrumental for the improvement of the productive capacity of a population. Human Capital theory implies that Education renders people more productive, and it raises the marginal product of educated workers relative to those not so educated (Holden & Biddle, 2016). This statement has two meanings; it asserts that each job entails a certain complement of cognitive skills that can only be acquired by formal schooling; and it also assumes that the marginal product of an individual worker can be exactly identified. Moreover, research shows that Education raises Human Capital, which raises productivity, conforming to the efficiency rationale for Education (Blimpo, Evan & Lahire, 2015).

Blimpo, Evan & Lahire further stated that Education is often considered Human Capital, and the cost associated with it is therefore, considered as a form of investment that can lead to an increase in the value of labor

productivity. In this sense, Education is treated as an Economic good because it offers the consumers of education with utilities and also serves as an input in the production of other goods and services. As a capital good, Education can be used as a tool to enhance human resources which are necessary for economic and social modernizations.

The basic idea behind the Human Capital theory is that an educated population will be more productive and contribute to the economic development of a country. The Human Capital theory is based on the assumption that Education is highly instrumental and is a vital factor that is necessary to improve the production capacity of a population. Barr (2009) argues that, according to the Human Capital Theory, expenditure on Education is treated as an investment and not as a consumer item. According to Holden and Biddle, (2016), the accumulation of Human Capital plays a crucial role in economic growth, the three areas are relevant to Education, on-the-job training, and health care. It is believed that Education, on-the-job training, and good health field high rates of return on the average age greater than several years a person remains in School, the higher that person's earnings. A University graduate earns more on average than a college graduate, who in turn earns more than a high school graduate. Again, on average, a person with ten years of working experience earns more than an otherwise identical person who has no work experience. Similarly, on average, the better a person's health, the more productive is that person.

So, by providing subsidized Education, the Government can increase the rate of investment in Human Capital and boost the rate of real GDP growth. By keeping unemployment low, the Government can increase the number of people who have work experience and increase the rate of investment in Human Capital. And by providing comprehensive high-quality healthcare services, the Government can help to build a more productive labor force. Blimpo, Evans & Lahire, (2015), the view that understanding Education and Human Capital linkage with Human Resources – not materials resources – constitutes the ultimate wealth of a nation as Human beings are the active agents who accumulate capital and exploit natural resources. Therefore, a country that is unable to develop the skills and knowledge of its people and utilize them in the national economy, will be unable to develop anything else. While Education, on-the-job experience, and good health, yield higher earnings, why you might be wondering, does the Government need a Policy that increases the

investment in Human Capital? Why can't people simply be left to get on with making their own decisions about how much Human Capital to acquire?

The answer is that the social returns to Human Capital probably exceed the private returns, some of the productivity of Human Capital comes from the interactions of people who are well endowed with human capital. The greater the number of well-educated, experienced, and healthy people, the greater the productivity of each person. When each person decides how much education or on-the-job training is needed to get the benefit, what will accrue to others is ignored. For this reason, free Schooling and heavily subsidized College and University Education are efficient. Tax deductibility of interest on Student loans is also efficient. Nations that provide a good Basic Education and Health care for everyone, have better economic growth performance and national development, (Coppenedisano, 2014). It can be observed from the foregoing that Human Capital Theory entails the development of the human economic productive capacity through education. The theory also places the tasks of economic development on the human more than the natural resources for the nation. Therefore, provision of education is an important instrument through which the productive and functional labour force for the scientific and technological development of the Nigerian society is assured. It could be assumed that for national development in Nigeria, there is a need for the provision of appropriate formal Education by a well-managed teacher education program that develops the individuals' skills and knowledge.

### **Challenges of Human Capital Development in Nigeria**

Despite the position of teacher education in Nigeria as the most important instrument for the development of human capital, much still needs to be done. Some of the challenges that have limited the ability of Teacher Education to contribute to the development of human capital in the country are;

- (i) **Government policies;** The Policies of Government either at the Federal, State, or Local Government, level play a significant role in determining the options and opportunities available for teachers to develop the human capital needed for national development. In the same way, government policies determine to a great extent the type and level of skills and technical

knowledge acquired by the citizens. The establishment of the right atmosphere through appropriate government policies is needed for the development of human capital in Nigeria.

- (ii) **Globalization:** Another factor that influences Human Capital Development is the level of globalization. The amount of report between citizens and other advanced countries also provides an opportunity for enhanced Human Capital Development. Globalization assists in the transfer of new and efficient knowledge for individuals within and outside the country. However, the level of globalization which is contributing to unemployment and capital flight is a serious challenge to Human Capital Development in Nigeria.
- (iii) **Low Technological Advancement:** The unavailability of Internet facilities and other technological gadgets has militated against the ability of individuals to develop. The volume of information and ideas obtained through modern technology helps to increase the relevance of Human Capital which is grossly inadequate in the country.
- (iv) **Religious and Socio-Cultural Demand:** Religious, Social, and Cultural demands also influence Human rights development. Religion, Culture, and social beliefs usually determine willingness and access to the various opportunities utilized by individuals for their development. For example, religion, culture, and social beliefs have been serious challenges to women and girls' education in the Northern parts of the country.
- (v) **Level of Enrollment:** The low rate of enrolment of girls in Primary, Secondary, and Tertiary levels of Education pose a Human Capital problem in Nigeria today.
- (vi) **Mismanagement and Corruption:** One of the challenges that is ravaging most sectors of the Nigerian economy is that of mismanagement. Human, Material, and Financial Resources available in teacher education institutions, are used for other purposes aside from Human Capital Development. Sometimes, resources available for teacher training, salaries, and allowances, are used for selfish interests or misappropriated. This has negatively affected the efforts of the system for the development of Human Capital.
- (vii) **Poverty:** Poverty remains one of the biggest problems confronting Nigerians. Poverty is the inability of a person to

carry out the necessities of life. This includes the inability of a person to acquire enough money required to acquire Formal Education.

- (viii) **Inadequate Infrastructures:** Dike (2012) Stated that “Any person familiar with Nigeria would agree that among the challenges facing the economy is ineffective institutions and dilapidated infrastructure: bad roads, erratic Power supply, limited access to potable water and basic health care, and ineffective regulatory agencies, et cetera: All of these facilities are important in the Human Capital Development. When the appropriate facilities are provided, it will create an enabling environment for Students to acquire the right type of skills. These infrastructures include Computer Laboratories, Workshops, and well-equipped libraries.
- (ix) **Inadequate Funding:** The inadequacy or poor funding, has continued to affect the development of Human Resources in Teacher Education Institutions in the country because more funds are not allocated to universities. It is necessary therefore to find solutions to these challenges.

The creation of an enabling environment for teacher education programs to enhance the development of human capital in the country is critical for Educational Development. It is therefore important that the challenges limiting teacher education from contributing to the development of human capital required for Educational Development in the country could be solved if the following strategies are religiously implemented;

**Review of Curriculum:** The Curriculum of Nigerian Education, should compare the Human Capital of our children to the skills required by the jobs of the twenty-first-century global economy. However, for the skills and abilities of students to be developed, the curriculum of the higher institutions in the country needs to be reviewed to meet contemporary economic demands. This will help in enhancing the relevance of students in the 21st century.

**Provision of on-the-job training and re-training:** The need for constant training and retraining of Teachers in any Formal Education is critical in the development of skills and competencies required to be productive. On-the-job training is one of the avenues through which the expertise of workers can be improved. Seminars, conferences, workshops, and other

training programs should be provided for teachers to improve their capacity in the development of human capital.

**Provision of Information and Communication Technology [ICT]Facilities:**

The use of ICT in improving the quality-of-service delivery in the various sectors of the economy is gaining increasing attention. ICT serves as an instrument that assists in increasing productivity and improving service delivery. It is therefore important that adequate ICT facilities be provided for the training of students and teachers for effective human capital development

**Job Enrichment:** The work environment should be equipped with modern and important facilities and equipment that will allow teachers and students to go on a knowledge search. Higher institutions in the country should be provided with the necessary Human and Material Resources that will assist in the development of all educational stakeholders within the environment of the institution.

**Restructuring Teacher Education:** The structural arrangement of an organization can contribute to the success or failure of the organization. The various Faculties and departments in Teacher Education Institutions should be properly structured in such a way that they can inculcate the expertise required by human capital.

**Implication of Human Capital Theory for Management of Teacher Education:**

The contribution of Education and Training to Economic growth and development occurs through its ability to increase the productivity of an existing labor force in various ways. However, economic evaluation of educational investment projects should take into account certain criteria;

1. Direct economic returns to investment in terms of the balance between the opportunity's costs of resources and the expected future benefits.
2. Indirect economic returns in terms of external benefit affecting other members of society.
3. The private demand for education and other factors determines individual demands for education.
4. The geographical and social distribution of educational opportunities; and the distribution of financial benefits and

burdens of education. Teacher education plays a significant role not only in the economy of a nation but also in ensuring Educational Development. Therefore, educational expenditures are found to constitute a form of investment. This leads to greater output for society and enhanced earnings for the individual worker. It increases their chance of employment in the labor market allows them to reap pecuniary returns and gives them opportunities for job mobility.

### **Implications of Human Capital Theory for Peaceful Sustainable Development**

The basic implication of the Human Capital model is that the allocation of resources to teacher Education for Educational Development should be expanded to the reasonable point where the present value of the streams of returns to marginal investment is equal to or greater than the marginal costs. Nigeria invests huge sums of money in Education not only as an attempt to impart knowledge and skills to individuals but also to impart values such as discipline, ideas, attitudes, and aspirations which may be in the nation's best development interest for Educational Development. In addition to Manpower planning needs, parents strongly feel that in an era of scarce skilled Manpower, Poverty, and Conflict, the better their chances of getting well-paid jobs and being disciplined members of Society, because the poor look at their children's Education as the best means of escaping from Poverty, Disease, and Conflict, hence need to ensure teacher productivity.

It could be seen that the concept of Human Capital has provided a useful bridge between the theoretical concerns of Students of the developmental process and the practical requirement assistance to Education planners and managers. It is also worth noting that, the relationship between Education and earning has important implications for public policy. If Human Capital theorists are correct in arguing that Education is the Primary cause of higher productivity and earning, then it makes sense to provide more Education to low-income groups of society to reduce Poverty and conflict and ensure societal discipline.

### **CONCLUSION AND RECOMMENDATIONS:**

The need for professional training as the Engine of Human Capital Development for National Development is hinged on the fact that Education is an engine of growth and essential capital goods. School

discipline is a necessary condition for a conducive learning environment for productive School work by both the teachers and Students thus teachers' productivity is are product of both the teacher's professional training and School discipline, it is therefore recommended that: -

1. The continuous training and re-training of teachers in line with professional Ethics to meet up with the dynamism in society, particularly the changing School context in terms of discipline, pedagogies, and contents through workshops, Seminars, and Conference on the job training.
2. Teachers should be trained in new technology like Information and Communication Technology (ICT) and provided adequately to enhance teachers' productivity.
3. Funding of Education should be strictly supervised and monitored by honest people to ensure that all monies made for Education are spent on Education and
4. There is a need for adequate enforcement of School rules and regulations, particularly those rules that instil discipline in teachers and Students which will create an enabling learning environment for high productivity and performance.

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