

FACTORS MILITATING AGAINST HUMAN CAPITAL FORMATION IN KATSINA STATE

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Abstract

Education is an important component of human capital formation, which is required for economic development. It is therefore, important if not necessary for countries or state that want to develop to invest heavily in education for the purpose of building strong human capital that will lead to economic development. Katsina State being one of the educationally disadvantaged states in Nigeria, and which is suffering from unemployment caused by mismatch between jobs available and qualification possessed by job seekers must invest heavily in education to provide the required manpower for its development. This paper discussed the concept of human capital, importance of human capital and factors militating against human capital formation in the state.

Introduction

On the part of mineral resources, the state has over 2 million metric tonnes of finest quality kaolin deposit at Kankara. In addition there exists a huge quantity of silica sands, quartz and clay deposit among others that spread across the state. On human resources a survey has indicated that at least 40% of the population or 1.9 million constitute the state labour force (skilled and unskilled) within a group of 15-50 years (Federal Character Commission, 1999).

The idea of capital has long had a strong materialistic bent that is evident in the dominance of material capital in economic thinking. Irving fisher, first established the logical basis of an all- inclusive concept of capital, which includes human capital, in 1906. The concept treats all sources of income stream as forms of capital. These sources include not only such material forms as natural resources and reproducible producer and consumer goods and commodities but also such human forms as the inherited and acquired abilities of producers and consumers. Yet the core economist with respect to this matter concentrates on producer goods particularly on structures, equipment and inventories of human beings, even though human resources are much the larger sources of income stream.

The notion of investment in human capital is of recent origin, in the process of economic growth, it is customary to attach more importance to the accumulation of physical capital. Now it is increasingly recognized that the growth of tangible capital stock depends to a considerable extent on human capital formation.

Human capital according to. World Development Report (1995), "is the skills and capabilities embodied in an individual or workforce, in part acquired through improved health and nutrition, education and training". Meier (1977) defined human capital formation "as the process of acquiring and increasing the number of persons who have the skills, education and experience which are critical for the economic and political development of a country".

The concept of human capital embraces:

- i) The capacity for interpreting (lows of sensory data and structured information required for purposive individual actions and interpersonal transactions among economic agents.
- ii) 'flic capacity for providing a variety of physical labour service- inputs in ordinary production process.
- iii) The cognitive basis of entrepreneurial economic activities.
- iv) The key resources utilized for managing market and non-market production, as well as household consumption activities.
- v) I he creative agency in the generation of new knowledge underly ing technological and organizational innovations.

It is rather unfortunate that Katsina State, a place where the first post primary school in northern Nigeria was established in 1922 for the training of teachers known as Katsina Training

College is Today counted as one 'Of the educationally backward states in Nigeria. The educational standard of the state is declining as evidenced from the student's performance in SSCE.

Katsina State cannot boast of producing the adequate manpower that will fill all vacancies in state not to talk of filling its quarter in the federal civil service, parastatals and state owned companies. This paper discusses the problem of human capital in the state with a view to provide meaningful suggestions.

Human capital can be said to be skills and capabilities that individuals acquired through education, on the job training, information, migration etc. the process of acquisition is referred to as human capital formation as defined by some scholars like Jhingan (2002) stated that "human capital formation refers to the process of acquiring and increasing the number of persons who have the skills, education and experience which are critical for economic and the political development of a country".

Human capital formation is dependent on a number of factors as Schultz in Jhingan (2002:387) identified 5 ways of developing human resources as follows:

- (i) • Health facilities and services, broadly conceived to include all expenditure that affects life expectancy, strength and stamina and the vigour and vitality of the people.
- (ii) On the job training, including old type apprenticeship organized by firms.
- (iii) Formally organized education at elementary, secondary and higher levels.
- (iv) Study programmes for adults that are not organized by firms. including extension programmes notable in agriculture.
- (v) Migration of individuals and families to adjust to changing Job opportunities to this may be added the impact of technical assistance, expertise and consultant.

In its widest sense, investment in human capital means expenditure on health, education and social services in general, and in its narrow sense it implies expenditure on education and training.

Importance of Human Capital Formation

Capital formation is important for economic development of any nation physical capital is not enough. It must be combined with human capital for any meaningful development to take place. It is therefore pertinent for countries wishing to develop to invest heavily in human capital. Meier (1977) stressing the importance of human capital formation maintained that the most critical manpower requirement tends to be for people with secondary education who can be managers, administrators, professional, technicians, (scientist, book keeper, etc.). The rationale behind investment in human capital is based on three main arguments. First that new generation must be given the appropriate knowledge that previous generations have already accumulated, -secondly the new generation should be taught how the existing knowledge can be used to develop new products, to introduce new processes and production methods and improve efficiency of organizations in business, government and social services. Third, that people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches (NFS, 2002).

Jhingan (2002) stated that, "human capital formation is needed to staff new and expanding government services, to introduce new system of land use and new method of agriculture to develop new means of communication to carry out industrialization and to build the educational system. In other words innovation or process of change from static or traditional society, require very large doses of strategic human capital, physical capital become more productive, if the country possesses sufficient human capital. Schultz in Jhingan (2002) stated that in many countries that have experienced substantial increases in agricultural production, the key factor has not been new land or land that is superior for agriculture, nor has it been the addition of reproducible capital, more importantly, the agricultural transformation has been based predominantly upon new skills and useful knowledge require to develop a modern agriculture. Political participation and presumably the quality of political decision might improve with increase literacy and education political processes will function more effectively to the benefit of the entire country.

The research discoveries of highly educated people might yield a large and widely disbursed benefit to society. It is well known that more educated workers have lower unemployment rate than the less educated workers, society might benefit more from investing in education by having to pay less taxes for social welfare programmes, crime prevention and law enforcement. Types of education offered could influence attitudes, attitudes to moral or agricultural work.

Factors Militating Against Effective Human Capital Formation in Katsina State

Capital formation as pointed out in this paper involves investment, in education and training, health and nutrition. The provision of these components of human capital formation require heavy investment of funds, that is why with the increase in enrolment and number of schools government is calling on parents to contribute in the finance of education as government alone cannot shoulder it. For example Katsina state by 1996 has 1791 schools with a total number of 657689 pupils out of this 460,383 were boys while the remaining 197,306 were girls and the state had 99 post primary schools with the total of 67,409 students out of this figure 49,883 were males while 17,526 were females, this shows an increase in both enrolment and number of schools compared to previous years (Gidauniya, 1997). Certainly calling on parents to contribute in the finance of education of their children beyond the present contribution is a serious problem to human capital formation in the state, because the major part of the population lives in the rural areas on subsistence agriculture, with little or no surplus to exchange for other basic necessities of life. Many people cannot afford financing the education of their children because of poverty, for example Gidauniya (1997) states that the committee set up by state government in 1992 to look into the problem of falling standard of education in the state reported there were some primary schools with between 300 and 500 pupils but hardly 10 pupils come to school during rainy season., what this indicates is that even when government is financing education some people especially in the rural areas cannot afford sacrificing the labour of their children for education not to talk of financing their education. The report also shows not only lack of competent teachers but also shortage of teachers to the extent that the student-teacher ratio is 72:1 as against 40:1 as per National Policy on Education (1998) not to talk of UNESCO 30:1. In terms of facilities, it was reported that about 200 schools out of 1779 take their lessons under the shade of trees and places provided by ward heads (Gidauniya, 1997). Another problem is the rate of drop-out for example the committee reported that in 1991 about 12000 pupils left school, 50,000 in 1993 and 84,000 in the year 1996. the committee projected 120,000 by the year 2000 (Gidauniya, 1997). Adeyemi (2001), explaining the pass-out rate in the country stated that the pass-out rate for primary schools, i.e. the proportion of pupils who completed their primary education, dropped from 62.6% in 1987 to 43% in 1991, leaving a drop-out rate of about 67% which may be explained by the fact that parents were being called upon to bear an increasing share of the cost of primary education in an environment of highly continued economic hardship. Another indicator of falling standard of education is students' performance in SSCE Examination, the report of the committee shows that out of 2897 that sat the examination in 1988 only 10 students or 3.4% passed with five credits and above, in 1991 about 78 students or 1.4% out of 5263 and in 1995 only 28 students or 0.5% out of 5462 students passed (Gidauniya; 1997). In terms of facilities, it was reported that about 200 students out of 1779 takes their lessons under the shade of trees and places provided by ward heads.

Adeyemi (2001) stated that the constraint at secondary school level was the gross inadequacy of laboratories and workshops facilities, in most schools, a situation that has largely contributed to the poor performance of students in science subjects. Most schools in the federation were unable to implement the introductory technology programme, despite the emphasis on vocational and science subjects by the national policy on education.

To show the extent of backwardness in the capital formation Katsina is one of the 15 states that have not met the 1996 national average of 28% for transition from primary to three years of junior secondary education. Katsina had only 16.8% others are Jigawa 6.7%. Borno 10.7%, Adamawa 11.7%, Kano 11.7%, Taraba 11.9%, Yobe 11.9%, Sokoto 14.4%. Kebbi 14.3%. Nasarawa 18.1%, Bauchi 18.8%. Zamfara 22.4%, Benue 24.3%, Plateau 24.7%, and Kogi 26.7%.

Major problem is in the level of tertiary education where Katsina state department of

higher education Planning Research and Statistics (P.R.S) unit analysis of Katsina state students, enrolment in tertiary institution 1999/2000 shows only 8751 students of Katsina are in tertiary institution of higher learning nation-wide and the worst is that out this figure only 620 students were admitted in science for 1999/2000 as against 248 and 184 in 1997/98 and 1998/99 (Handbook, 2002).

Recommendations

- I. This paper recommends that planning board or committee should be established to be charged with the responsibility of determining areas of manpower needs and recommends the direction of educational investment to build the manpower required.
2. Government should provide adequate teaching and learning facilities to enable the state improve the quality of its teachers'.
 1. Teachers in vocational and technical education department of schools should be encouraged to go for industrial training in order to match theory with practice as done in developed nations.
 2. Various measures of alleviating poverty are introduced to enable the rural populace allow and support the education of their children.

Conclusion

Considering the importance of Human capital formation to economic development of our nation and of course our state Katsina. It became necessary for the state to invest heavily in education and other component of human capital formation to enable it tackle some of its manpower problems and in this respect tertiary education with bias in science and technology is very important.

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