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Abstract

This study investigated the relationship between human capital development and academic goals achievement of kwara state tertiary institutions. The study was a correlation research design. Stratified random sampling technique was used to select 250 respondents comprising heads of departments, college bursars, librarians, directors of work, registrars, students affairs, academic planning officers and student representatives. The respondents were selected from five out of seven Kwara State tertiary institutions. Four operational hypotheses were generated to guide the study. Human Capital Development Questionnaire (HCDQ) and Academic Goals Achievement Questionnaire (AGAQ) were used to collect relevant data. Both the HCDQ and AGAQ instruments were validated and

reliability coefficients of .72 and .78 were obtained using test-retest reliability methods for the two. Pearson product moment correlation statistics was used to test all the null hypotheses at .05 significance level.

The findings of the study however indicated that human capital development, have significant relationships with academic goals achievement (calculated r-value $0.63 > \text{critical r-value } 0.198$), students academic performance (calculated r-value of $0.65 > \text{critical r-value } 0.195$). Teacher level of research publication (calculated r-value of $0.67 > \text{critical r-value of } 0.195$). Based on the finding, it was however recommended that there should be regular organization of training and retraining for the teachers on the job, that lecturers be adequately sponsored for seminars, conferences where their capacity and capabilities will be adequately built in the interest of enhancing effective academic goals achievement especially in the Kwara State tertiary institutions.

Introduction

Human resources constitute a vital position in an organization. In any formal organization, there are structures, rules and regulations, courses of study guideline, principles and policies. These components become more effective when there are people to manage them. Human resource management is very important when they are relevant and developed toward effectiveness in the organization. Human capital development in any organization can also be referred to as staff development, staff training, human capacity building and in-service training.

Ekpo (1995) noted that it is essential for the staff in any institution to grow in age, experience as well as professional knowledge. Adaeze (1990) also envisaged that no matter the effectiveness and efficiency of training of the human resources, there will surely be areas of inadequacies and discrepancies. The human resources is an essential key to organization goals achievement. It is important therefore, for the institution to develop their human capital towards enhancing effective goals achievement.

Human capital development can be defined as a deliberate and systematic means of changing positively the behaviours and attitude of the available personnel in any organization towards the achievement of organizational goals and to improve the performance of the workers. Adesina (1990) opined that the goal of any educational system is to provide the society with the needed man power.

The Federal Republic of Nigeria (NRN) (2004) described tertiary education as the education that is given after secondary education in Universities, Collèges of Education, Polytechnics, Monotechnics and those institutions that are offering correspondence courses. FGN (2004) also stated that the major purpose of tertiary institution in Nigeria is to contribute to national development through the development of high level relevant manpower training that will aid development and inculcate proper values for the survival of the individual, and society.

Developing intellectual capacity of individual will also aid understanding and appreciating local and external environment.

Acquisition of both physical and intellectual skills will enable individuals to be self-reliant and useful members of the society, promote and encourage scholarship and community services that will forge and cement national unity, promote national and international understanding and interaction. It should be observed that these goals can not be achieved without adequate human capital development in the tertiary institutions. Akinsolu (2005) saw human capital as the acquisition of trained and skilled men for further productive activities Human development takes place through workshops, seminars, retreat, refresher courses, capacity buildings, sandwich and distance learning programmes.

Ndu (1991) is of the opinion that before tertiary institutions could achieve the stated goals, there is the need for capital development. Ndu (1991) however stated the importance of human capital development in the educational institutions as to correct deficiencies in training received, to help experienced lecturer to develop further teaching skill and to upgrade their skill so as to meet the requirement for an administrative position and challenges of the society.

Finally, human capital development will assist the available human resources in the tertiary institutions to keep abreast of the current trends in their area of specialization. The rationale for this study is to investigate the strategies adopted by the tertiary institutions in Kwara State to develop the available human capitals, and impact or influence of these human capital developments on the goal achievement on these institutions

Statement of the Problem

In recent times, the expansions and unprecedented demand for higher education, is worthy of note. Human capital development is necessary so that tertiary institutions goals could be adequately achieved. Aghato (1991) identified different types of human capital development that various institutions adopted especially in Kwara State towards enhancing goal achievement. These include like job rotation internal courses, and external courses. Effectiveness of these training to human capital development are essential for the effective achievement of the institutional goals. Specifically, this study examines the problem by answering the following questions.

1. What are the available types of human capital development in Kwara State Tertiary Institution?
2. What is the influence of human capital development on the students' academic performance?
3. What is the influence of human capital development on the lecturers' level of research performance?

4. What is the influence of human capital development on the lecturers' level of research publications?
5. What is the influence of human capital development on community services in kwara state tertiary institutions?

Purpose of the study

The purpose of this study is to investigate the relationship between Human Capital development and Goals Achievement of Kwara State tertiary institutions. Specifically the purposes of the study are to:

1. determine the influence of the human capital development on the lecturers' job performance.
2. investigate the impacts of human capital development on the lecturers research publications
3. examine the influence of human capital development and students academic performance
4. find out the impacts of the human capital development on the institutional community services.

Research Hypotheses

The following hypotheses were generated and tested.

- H₀1: There is no significant relationship between human capital development and academic achievement of Kwara State Tertiary Institutions.
- H₀2: There is no significant relationship between human capital development and students' academic performance in Kwara State Tertiary Institutions.
- H₀3: There is no significant relationship between human capital development and lecturers' research publications in Kwara State Tertiary Institutions.
- H₀4: There is no significant relationship between human capital development and institutional community services in Kwara State Tertiary Institutions.

Research Method

This study is a descriptive survey of a correlational type. The study was carried out in *expo facto*. It attempts to investigate the influence of human capital development on the goals achievement of Kwara State tertiary institutions. The independent variable is Human Capital development while goal achievement of tertiary institutions in Kwara State is the dependent variable. A descriptive survey method was used because the study examined the various aspects of Human capital development, the reasons, the implications and the strategies as it-affects the lecturers job, student academic performance, research publications and community services in Kwara State tertiary institutions

Sample and Sampling Techniques

The study covers the seven tertiary institutions in Kwara State. Academic and non-academic as well as students of those institutions were the population for this study. Stratified sampling techniques were used to select five tertiary institutions which represent 71% of the total number of institutions. In the institutions 250 Academic staff and non-academic staff were randomly selected while 150 final year students' results were also randomly selected.

Research Instrument

Human Capital Development Questionnaire (HCDQ) and Academic Goals Achievement Questionnaire (AGAQ) were used to collect relevant data. The instrument tagged Human Capital Development Questionnaire (HCDQ) was used to elicit necessary information relating to the available types of training that lead to human capital development as they affect goal achievement of tertiary institutions. Academic Goals Achievement Questionnaire (AGAQ) was also used to measure the level of lecturers' job performance, community services. Students' academic performance and lecturers' research/publications in Kwara State tertiary institutions.

Data Analysis and Results

The Statistical Package for the Social Science (SPSS) computer programme was used for data analysis. The hypotheses formulated for the study were tested using Pearson product moment correlation statistics and tested at 0.05 alpha level of significance. The results are as presented in following tables.

H₀₁: There is no significant relationship between human capital development and goals achievement of Kwara State Tertiary Institutions.

Table 1:
Human Capital Development and Goals Achievement of Kwara State Tertiary Institutions

Variables	N	$\bar{X}$	S.D	D.F	Calculated	Critical
Decision					r-value	r-value
Human Capital H ₀₁ Development	250	18.53	6.72			
Goal Achievement	250	16.55	6.32	248	0.63	0.196
						Rejected

Table 1: shows that the calculated r-value of 0.63 is greater than the critical r-value of 0.196 at the degree of freedom of 248 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between human capital development and goals achievement of Kwara State Tertiary Institutions is however rejected. The result indicates that high significant relationship exist between the human capital development and academic goal achievement. This result was supported by Ogundele (2010) which stated that effective goals achievement could be enhanced through effective job satisfaction and motivation of teachers, through good salaries, in-service training and job security, will go a long way in developing human capital in the educational system. Human capital development therefore becomes a veritable tool for effective goal achievement in Kwara State institutions

H₀₂: There is no significant relationship between human capital development and students' academic performance in Kwara State Tertiary Institutions.

Table 2:
Human Capital Development and Students' Academic Performance in Kwara State Tertiary Institutions

Variables	N	$\bar{X}$	S.D	D.F	Calculated	Critical
Decision					r-value	r-value
Human Capital H ₀₂ Development	250	18.53	6.72			
Students' Academic Performance	150	8.69	7.53	248	0.63	0.196
						Rejected

Table 2 indicates that the calculated -value of 0.63 is greater than the critical r-value of 0.196 at the degree of freedom of 248 and tested at 0.05 significance level.

However, the null hypothesis which stated that there is no significant relationship between human capital development and students' academic performance is rejected. It shows that there is high significant relationship between human capital development and students' academic performance in Kwara State tertiary institutions. The result is in line with the opinion of Opadokun (2004) who stressed the importance of training and retraining of the workers in the tertiary institutions. According to Opadokun the training received go a long way in developing the human capital. Opadokun (2004) however said that the human capital development brings about development of new technology, lecturers productivity and efficiency, staff skills development and acquisition of knowledge that could help in the goals achievement of tertiary institutions

H₀₃: There is no significant relationship between human capital development and lecturers' research publications in Kwara State Tertiary Institutions.

Table 3:

Human Capital Development and Lecturers' Research Publications in Kwara State Tertiary Institutions

Variables	N	$\bar{X}$	S.D	D.F	Calculated	Critical
Decision					r-value	r-value
Human Capital	250	18.53	6.72			
H ₀₃						
Development				248	0.249	0.196
Rejected						
Lecturers Research						
Publication	250	15.33	7.2			

Table 3 indicated that the calculated r-value of .249 is greater than the critical r-value of .196 at the degree of freedom of 248 and tested at .05 significance level. Therefore, the null hypothesis which stated that there is no significant relationship between human capital development and lecturers' research publications is however rejected. It means that human capital development have high significant relationship on the level of research publications. When there is adequate training for the academic and non-academic staff they will be conversant with the current issues in researches. The result is in line with the opinion of Fasiku (2007) which stated that when human resources in tertiary institutions are developed though seminars, conference, workshops refresher courses, distance learning system and sandwich programmes, these training opportunities will surely encourage effective goal achievement in tertiary institutions

H₀₄: There is no significant relationship between human capital development and institutional community services in Kwara State Tertiary Institutions.

Table 4:
Human Capital Development and Institutional Community Services in Kwara State Tertiary Institutions

Variables	N	X	S.D	D.F	Calculated	Critical
Decision					r-value	r-value
Human Capital	250	18.53	6.72			
H ₀₄						
Development				248	0.198	0.196
Rejected						
Institutional						
Community Services	250	8.69	7.53			

Table 4: shows that calculated r-value of .198 is greater than the critical r-value of .196 at the degree of freedom of 248 and tested at .05 significance level. Hence, the null hypothesis which stated that there is no significant relationship between human capital development and institutional community services is however rejected. It indicates that significant relationship exists between human capital development and institutional community services especially in Kwara State Tertiary institutions. Akinsolu (2005) observed that human capital development requires a long period of time to build for the benefit of the community. It should be noted that adequate human capital developments enhance effective community services.

Discussion

The findings of this study show that high positive significant relationship exist between human capital development and academic goals achievement of Kwara State Tertiary Institutions. Human capital development of the lecturer in the tertiary institutions made up of training and re-training of the lecturers though sponsorship to seminars, conference, workshop, symposium and inaugural lectures. The findings of this study are in line with the opinion of Oyedeji (2012) which stated that human capital development of lecturer in tertiary institutions plays vital role in enhancing effectiveness and efficiency, developing new skills, and capabilities and correcting deficiencies. Oyedeji (2012) further stated that developing human capital will improve professionalism and higher qualifications that will aid academic goals achievement of Kwara State Tertiary Institutions.

Conclusion

From the results of this study, it can be concluded that human capital development involves training of staff towards enhancing effective academic goals achievement of tertiary institutions in Kwara State. The result however revealed

that goals achievement of any educational system depend solely on the level of human capital development of the staff. Human capital development aids the development of skills, talents, capabilities, abilities and personalities that are needed for academic goals achievement of Kwara State tertiary institutions

Recommendations

Based on the findings of this study the following recommendations are made. Tertiary institutions should organize various opportunities such as seminars, conference, workshops, symposium and lectures that will enhance human capital development that would aid effective academic goals achievement especially in Kwara State tertiary institutions and Nigeria in general.

All the lecturers that are not professionally trained in education should be encouraged to enroll for diplomas in education. The lecturers with the pedagogical strategies and methods that will no doubt aid effective students' academic performance while lecturers are promoted based on the number of publications made; they should also be trained on the current issues in the research publication writing. The government should also encourage the lecturers to publish in journals, textbooks and conference proceedings by sponsoring such publications that would bring researches for public consumption.

The heads of institutions including the Deans and Heads of the department should be adequately trained on the area of management strategies in the system. If adequately trained; it would bring effectiveness in the institutions. Well-trained staff will also partake actively in community development.

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