

Gender Disparity Issues and Sustainable Human Capital Development in Nigeria: Educational Planning Thoughts

Akorede Serifat ODUMADE

Department of Educational Management,
College of Specialized and Professional Education,
Tai Solarin University of Education,
Ijagun, Ijebu-Ode, Ogun State.
odumadeas@tasued.edu.ng

Abstract

This study revealed that promoting gender equality can be an economic game changer. This can be achieved by closing the gender gap which would mean higher growth and productivity, and greater economic stability. This study examined gender disparity issues and sustainable human capital development in Nigeria. Based on the findings, it was recommended that government should: Make a strategic plan supporting the adoption of legal reforms, policies and regulations to advance women's empowerment; Promote and increase women's voice, participation and leadership in decision-making in the home, the economy and in society at large. There should be a strategic plan in supporting capacity to implement multi-sectoral approaches to mitigate the impacts of gender discrimination; women should be supported to gain ownership and management of economic and environmental assets and ensure that all legislations and political actions must support gender equality.

Keywords: Gender Disparity, Human Capital, Human Capital Development, Issues, Sustainable Development.

INTRODUCTION

Achieving a sustainable development in the twenty-first century is not an option but an imperative that is required for both now and the future generation. According to Shah (2008), sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The concept of needs goes beyond simply material needs and includes values, relationships, freedom to think, act, and participate, all amounting to sustainable living, morally, and spiritually. Observations have revealed that most of the challenges facing humankind, such as climate change, water scarcity, inequality and hunger can only be solved at a global level and by promoting sustainable development.

A news report from Leadership News Paper (2018) indicated that despite Nigeria's population growth, the economy is yet to unlock the full potential embedded in human capital. As the most populous country in Africa and the seventh in the world, the nation's economy ought to be resting on a gold mine of human capital. But this potential has remained rather untapped owing to a lack of adequate investment and policy blueprint on the part of the government. It was reported that the Economic Recovery Growth Plan (ERGP) focuses on

investment in physical infrastructure with little attention on addressing the urgent needs of the people, such as education, health, jobs and skill acquisition.

It is against this backdrop that the Institute for Health Metrics and Evaluation (IHME) at the University of Washington, United States in a recent report on countries' investments in health care and education ranked Nigeria 171st out of 195 countries sampled in the world for her investments in education and health care as measurements of its commitment to economic growth. Nigeria's ranking of 171st in 2016 represents a drop from its 1990 ranking of 155th. These findings, according to the report, "show the association between investments in education and health and improved human capital and Gross Domestic Product (GDP) – which policymakers ignore at their own peril – and added that as "the world's economy grows increasingly dependent on digital technology, from agriculture to manufacturing to the service industry, human capital grows increasingly important for stimulating local and national economies".

It was equally recalled from the report that a World Economic Forum's Global Human Capital Index 2017 had similarly ranked Nigeria low in 114th position out of 130 countries. This dismal global ranking is not surprising as UNESCO in 2014 said Nigeria had the worst education indicators globally, as it led 37 countries with a system that had "education without learning," meaning that both the federal and state governments "spend on" education rather than "invest in" education. This can be graphically captured within the context of its building of modern classroom blocks without qualified teachers. For example, in 2010, a survey by the government revealed that 207,818 unqualified teachers were working in the primary schools across the six geo-political zones of the country.

The litany of woes in the education sector are replicated in the secondary and tertiary institutions as basic facilities like pipe-borne water, electricity, modern and conducive lecture halls and libraries and laboratories, as well as adequate and well trained teachers are grossly lacking. This is why the Academic Staff Union of Universities (ASUU) embarked on the present ongoing strike since 5th of November, 2018 over the non-release of the N200 billion promised to universities annually, as outlined in the 2009 renegotiated FG-ASUU agreement (Leadership News Paper, 2018). The above scenario is considered unacceptable and government and educational planners must, as a matter of urgency, come out with a blueprint that will return the education sector to its glorious past.

According to Adenike & Sherifdeen (2017), health is regarded as being fundamental to economic growth and development. It is one of the key determinants of economic performance both at the micro and macro levels and a direct component of human well-being that increases the individual's capabilities. Also, literature has argued that population quality is the crucial factor of production and emphasized the merits of investing in education and health (Bloom & Canning, 2013).

Studies have commented on the contribution of human capital to economic growth over the years. In the theoretical literature on growth and development, human capital in terms of education and health has been claimed as a major contributor to growth (Barro, 2009; Mankiw, Romer & Weil, 2012). Likewise, studies have enormously assessed the contributions of education and health expenditure in the empirical literature. However, these studies have divergent opinions. In Nigeria, studies like Garba (2012), Adamu (2013), Dauda (2010) and Mba, Mba, Ogbuabor and Ikpegbu (2013) concluded that expenditure on education and health as measure of human capital positively influenced growth. Meanwhile, Lawanson (2009) argued that government expenditure on health and primary education enrollments have

negative influence on growth. In the same vein, the issue of gender disparity cannot be sidelined as one of the major hindrance to sustainable human capital development in Nigeria.

The problems of gender inequality in Nigeria has been raising on for decades, as the modern society has redefined the role of a woman, which is vastly different from what it is used to be in the middle ages. However, patriarchy and gender inequality is always a touchy topic when it comes to Africa because it is largely influenced by religious beliefs and the diverse cultures. Nigeria is not left out. In the Northern part of Nigeria, Women are still largely considered to be lowly to men, as women are only seen fit to be home keepers and child bearers. Likes, the traditional Yoruba gender roles in particular dictate that women are to be submissive, care for the children, and take care of the house and their husbands. On the other hand, men are supposed to be the educated breadwinners of the family and occupy the public sphere. Unfortunately, this pattern of thinking justifies women's underrepresentation in several fields, particularly politics. According to London School of Economics alumna Nwamaka Ogbonna (2018) who asserted that women make up about 49 per cent of the Nigerian population but only 4 percent of lawmakers.

Promoting gender equality can be an economic game changer. The International Monetary Fund (IMF) latest economic review of Nigeria's economy in 2018 says closing the gender gap would mean higher growth and productivity, and greater economic stability. In this report, IMF economist and coauthor, Monique Newiak, says Nigerian women could help transform the economy given the chance. The report shows that Nigeria suffers from wide-spread gender inequality and is therefore missing out on a key ingredient to economic success. Newiak (2018) says reducing gender inequality could boost growth by one and one-quarter percent on average.

Despite the numerous studies on the relationship between human capital and economic growth that are theoretically backed-up with a significant positive relationship; some studies like Lawanson (2009); and Jaiyeoba (2015) using Nigerian data were against these assertions. Moreover, these studies either theoretical or empirical have also left unresolved the interactive effect of the correlation among public education, health, growth and gender disparity in Nigeria. Yet, literature has been unable to identify robust mechanisms through which education and gender contribute to economic growth. The thrust of this study therefore is to examine gender disparity issues and sustainable human capital development in Nigeria. This will enable educational planners, scholars, policy makers and government to formulate and implement policies required for sustainable development.

CONCEPTUAL REVIEW

The Concept of Sustainable Development

The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society. All too often, development is driven by one particular need, without fully considering the wider or future impacts. We are already seeing the damage this kind of approach can cause, from large-scale financial crises caused by irresponsible banking, to changes in global climate resulting from our dependence on fossil fuel-based energy sources. The longer we pursue unsustainable

development, the more frequent and severe its consequences are likely to become, which is why we need to take action now.

Sustainable development is commonly defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. It is generally conceived as resting on three pillars: economic development, social development and environmental protection. Looking more closely into the term “sustainable”, it is defined as something that is “able to be upheld or defended” (New Oxford American Dictionary, 2005). The first part of this definition indicates that sustainable development is the development that can be maintained over time, while the second part indicates that sustainable development is the development that can be safeguarded from the impact of negative events and processes. These two parts are closely related, as it is not only events and processes that may impact development, but the means for development may also increase or create new events and underlying processes that in turn make it difficult to maintain development over time. For instance, our dependency of fossil fuels for energy has allowed for great developmental leaps of many societies since the industrial revolution, but is at the same time the main cause of climate change and ocean acidification that are now threatening the sole existence of all societies.

Regardless of whether they are sudden and dramatic, or gradual and obscure, negative events and their underlying processes may cause deviations from our preferred expected development scenario, limiting the sustainability of our development. Hence, sustainable development is the development that can be maintained over time and be safeguarded from the impact of negative events and their underlying processes. It is important to note that any events or processes resulting in more positive development of the defined set of variables, than initially preferred and expected, would automatically lead to the preferred expected scenario being updated from there, and not be considered a deviation.

Development and Sustainability

Two fundamental elements of the concept of sustainable development, i.e. development and sustainability, preceded the creation of the concept itself. According to Sharpley (2016), development and sustainability could be in the juxtaposition, where both could have possible counterproductive effects, while neoclassical economists emphasize that there is no contradiction between sustainability and development (Lele, 2011). Sachs (2010) also suggests how there is no development without sustainability or sustainability without development. The notion of development is related to the past western concept of imperialism and colonialism, and in that period it implied infrastructure development, political power, and economic policy, serving imperialists as an excellent tool for marginalization and diminishing the power of certain countries (Tangi, 2015). Certain authors link the meaning of development to economic development and the term “underdeveloped areas” (later called “Third World Countries”), which US President Harry Truman introduced in the mid-20th century, signifying areas with the significantly lower standard of living than developed areas (Estevo, 2010).

Classical theories of development consider development within the framework of economic growth and development. According to these theories, development is a synonym for the economic growth that every state in a particular stage has to undergo, driven by the transformation of traditional agriculture into modern industrialized production of various products and services, i.e. shifting from the traditional society to the stage of maturity and high consumption. These theories consider developing countries as countries limited by the poor

allocation of the resources emerging as a result of the firm hand of government and corruption, inefficient and insufficient economic initiatives, but also political, institutional and economic austerity, whereby being captured in dependence and domination of developed wealthy states (Todaro and Smith, 2013). According to several neoliberal and modern development theories established over the past 60 years (Willis, 2015) and the contemporary understanding, development is a process whose output aims to improve the quality of life and increase the self-sufficient capacity of economies that are technically more complex and depend on global integration (Remenyi, 2014). Fundamental purpose of this process is a creation of stimulating environment in which people will enjoy and have long, healthy and creative life (Tangi, 2015). Romer's new or endogenous growth theory suggests that economic growth is a result of the internal state or corporate system, and the crucial role in economic growth is knowledge and ideas (Todaro and Smith, 2013). The endogenous growth theory model consists of four basic factors: 1) capital measured in units of consumer goods, 2) labour involving the individual skills, 3) human capital comprising education, learning, development and individual training, and 4) technological development. In accordance with this model, if countries want to stimulate economic growth, they have to encourage investment in research and development and the accumulation of human capital, considering that appropriate level of the state capital stock is the key of economic growth.

In the literature different taxonomies of the meaning of the term *development* are found, and most often the following meanings are emphasized:

- development as structural transformation,
- human development,
- development of democracy and governance, and
- development as environmental sustainability (Vázquez & Sumner, 2013).

Lele (2011) describes development as a process of targeted change, which includes goals and resources to achieve these goals. According to Thomas (2014), development involves the positive changes that society has experienced throughout history, and still experiences, while Sharpley's (2009) development outlines the plans, policies, programmes and activities undertaken by certain institutions, governments and other governmental and non-governmental organizations. Accordingly, the most acknowledged development indicator is the Human Development Index (HDI) which integrates different categories of socio-cultural, economic, ecological and political development of particular areas (Willis, 2015; UNDP, 2015a; WB, 2015). The term *sustainability* literally means "a capacity to maintain some entity, outcome, or process over time" (Jenkins, 2009) and carrying out activities that do not exhaust the resources on which that capacity depends. Since this is a general understanding of sustainability, this meaning can be placed analogously to all human activities and business processes. Thus, according to the general definition, each activity can be carried out in volume and variations without leading to self-destruction, but allowing a long-term repetition and renewal.

However, Shiva (2010) points out that the general understanding of sustainability is dangerous because it does not respect the environmental limits and the need for adapting human activities to the sustainability of natural systems. Natural systems enable people to live and support the outcomes of human activities, therefore sustainability can hardly be considered without an ecological aspect (Jenkins, 2009; Sachs, 2010; Shiva, 2010). Accordingly, ecological

sustainability has become a fundamental framework for considering socio-cultural and economic sustainability, but also a subject of arguing in the concept of sustainable development.

Human Capital

The concept of human capital refers to the abilities and skills of human resources of a country, while human capital formation refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country. Human capital refers to the stock of competencies, skills, knowledge and personalities attribute embodied in individuals which facilitate their ability for the creation of personal, economic and social value (OECD, 2001), labour is one of the factors of production and can also be referred to as workforce.

Gyimah-Brempong, Paddison and Mitiku (2006) investigated the effect of higher education human capital on economic growth in African countries using panel data over the 1960–2000 period, a modified neoclassical growth equation, and a dynamic panel. They found that all levels of education human capital, including higher education human capital, have positive and statistically significant effect on the growth rate of per capita income in African countries. Their result differs from those of earlier research that find no significant relationship between higher education human capital and income growth. They also claimed that the growth elasticity of higher education human capital is twice as large as the growth impact of physical capital investment. While this is likely to be an overestimate of the growth impact of higher education, it is robust to different specifications and points to the need for African countries to effectively use higher education human capital in growth policies.

Nabil, Simon and Yu (2007) examined the dynamic effects of public investment in human capital in the Canadian context of population ageing using a computable overlapping-generations model (OLG). The decisions of time allocation between learning, working and leisure activity are endogenously determined in the model and react differently to tax policy changes. Learning time and public expenditures on education both improve human capital accumulation and effective labour supply. The simulation results indicated that a tax-financed increase in public spending on education may have significant crowding-out effects in the short run. In the long run, however, higher education incentives may increase the rate of human capital accumulation which in turn could mitigate the negative effects of population ageing. Furthermore, economic and welfare effects analysis shows that the impact depends on the distortions implied by alternative tax instruments and the productivity of public expenditures on education.

Lawanson (2009) in his work used an ordinary least squares model to estimate the role of education and health in human capital investment and economic growth in Nigeria. He found that on the average, human capital actually enhances economic growth in Nigeria although, the government expenditure on health and primary education enrollment have negative coefficients which are inconsistent with a priori expectation. Dauda (2010), in his study on human capital formation and economic growth in Nigeria used the endogenous growth model in his investigation into their relationship, she employed enrolment in the different levels of education, primary, secondary and tertiary as proxies for human capital and found long-run positive relationship between human capital formation and economic growth in Nigeria with a feedback mechanism.

Amassoma and Nwosa (2011) studied the causal nexus between human capital Investment and economic growth in Nigeria for sustainable development in Africa at large between 1970 and 2009 using a Vector Error Correction (VEC) and Pairwise granger causality methodologies. The findings of the Vector Autoregression (VAR) model and pairwise estimate reveal no causality between human capital development and economic growth. The study recommends the need to increase budgetary allocation to the education and health sector and the establishment of sound and well-functioning vocational institute needed to bring about the needed growth in human capital that can stimulate economic growth. Also, the study identified that labour mismatch is an issue that government needs to reckon with in order to accelerate and sustain economic growth. In this regard, policy-makers in conjunction with employers and individuals need to update information on the real labour market value of different qualifications, in order to help them navigate through the increasingly complex education system and make the optimal kinds of educational investment decisions needed to propel economic growth.

Oluwatobi and Ogunrinola (2011) examined the relationship between human capital development efforts of the Government and economic growth in Nigeria. They seek to find out the impact of government recurrent and capital expenditures on education and health in Nigeria and their effect on economic growth. The data used for the study are from secondary sources while the augmented Solow model was also adopted. The dependent variable in the model is the level of real output while the explanatory variables are government capital and recurrent expenditures on education and health, gross fixed capital formation and the labour force. The result shows that there exists a positive relationship between government recurrent expenditure on human capital development and the level of real output, while capital expenditure is negatively related to the level of real output.

Isola and Alani (2012) examined the contribution of different measures of human capital development to economic growth in Nigeria. The study used data from Nigeria and adopted the growth account model which specifies the growth of GDP as a function of labour and capital. The model also included a measure of policy reforms. Based on the estimated regression and a descriptive statistical analysis of trends of government commitment to human capital development, the study found that though little commitment had been accorded health compared to education, empirical analysis showed that both education and health components of human capital development are crucial to economic growth in Nigeria.

Adelowokan (2012) examined the effect of education and health expenditures on economic growth in Nigeria between 1970 and 2010 using a static regression model. He also established the long-relationship between human capital spending and economic growth using the Engle-Granger two-step cointegration procedure. The study found that public investment and public consumption (in education and health) exerted positive influence on economic growth, while, private investment exerted negative effect on economic growth in Nigeria. Similarly, the study showed that there was long-run relationship between economic growth and expenditure on education and health in Nigeria.

Akbari, Moayedfar, and Jouzaryan, (2012) investigated the effect of human capital on the economic growth of Iran in the long run and the short run using the auto-regressive distribution lag model. The results obtained from the estimation of the model under study are indicative of positive and significant effect of human capital on the economic growth of Iran. Thus, it is hoped that the results obtained from this study can attract the attention of authorities to the development and improvement of the human capital of the country.

Onyeagu and Okeiyika (2013) investigated the interaction between foreign direct investment and human capital on growth in Nigeria and tried to ascertain the long run sustainability of Foreign Direct Investment (FDI-) induced growth process using error correction mechanism. They found that FDI in Nigeria, had a negatively significant relationship to growth in the long run, meaning that the contribution of FDI in Nigeria is small and human capital had negative significant effects on growth in the long-run. The study claimed that this was due to shortage of skilled labour in the country. Linda (2013) investigated the common opinion on the positive relationship between human capital development and economic growth using simple production function to estimate the human capital impact on labour productivity. The study proxied human capital with average years of schooling from 2000 – 2010 and human capital stock and found that female human capital has positive impact on labour productivity during the period 2000 – 2010.

Mba, Mba, Ogbuabor and Ikpegbu (2013) examined the relevance of human capital development on the growth of the economy using the ordinary least squares (OLS) technique. In the study, the GDP was used as a proxy for economic growth; Per Capita Real Gross Domestic Product, primary school enrolment, public expenditure on education and health, life expectancy and stock of physical capital as proxy for human capital. The study found that there was a strong positive relationship between human capital development and economic growth.

Jaiyeoba (2015) empirically investigated the relationship between investment in education and health in Nigeria, using time series data from 1982 to 2011. The paper employed trend analysis, the Johansen cointegration and ordinary least square technique. Empirical findings however indicated that there is a long-run relationship between government expenditure on education, health and economic growth. The variables: health and education expenditure, secondary and tertiary enrolment rate and gross fixed capital formation appear with the expected positive signs and are statistically significant (except government expenditure on education and primary enrolment rate). The findings of this work have strong implications on education and health policies and considering that they are of great debate in the country. Therefore, the study recommends that in order to accelerate growth and liberate Nigerians from the vicious cycle of poverty, the government should put in place policies geared towards massive investment in the education and health.

Human Capital Development

Human capital development is described as an end or objective of development. It is a way to fulfill the potential of people by enlarging their capabilities, and this necessarily implies empowerment of people; enabling them to participate actively in their own development. Human capital development is also a means since it enhances the skills, knowledge, productivity and inventiveness of people through a process of human capital formation broadly conceived. Thus, human capital development is a people centered strategy, and not goods centered or production centered strategy of development. What really matters is the empowerment of people to identify their own priorities and to implement programmes and projects of direct benefit to them. This in turn implies the active participation of people in the development process and the consequent need to construct institutions that permit and indeed encourage that participation.

In human capital development, education and health are essential. Education is concerned with the cultivation of “the whole person” including intellectual, character and psychomotor development. It is the human resources of any nation, rather than its physical capital and material

resources, which ultimately determine the character and pace of its economic and social development.

According to Harbison (1973), human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else. Education occupies an important place in most plans for economic and social development. Whichever way one looks at it, the education sector is important in human development as a supplier of the trained manpower and it is a prerequisite for the accomplishment of other development goals. Also, it is the main sector through whose national identity goals and aspirations are given meaning and reality among the people.

Bases of gender Disparity in Nigeria

There are ideologies behind gender disparity in Nigeria, whether it is cultural or religious, it stems from somewhere, and its lengthy existence simply means the causes are as strong as the impacts. Below are some of the common causes of gender inequality in Nigeria.

1. Improper Education

“Knowledge is power.” It might not be a strong point, but this is pointing more towards some parts of Nigeria that are rejecting western views on women, to stick to cultural ones. Education is nothing if you leave all you learn in school and still behave like a savage when you get back home / society. In other words, it must be obvious that you are educated. There are two ways to this, a community that is poorly educated can never know the worth of women and a woman that is not educated cannot know her rights, not to talk of the myriad of things she is capable of contributing to the modern society. Gender Institutions and Development Data Base (GID-DB) statistics show that about 65% of women are educated in Africa, behind a higher percentage of 70% of men.

It has also been noticed that parents don’t usually encourage the education of their female children because they believe it will be of no benefit to them, as any money or success she earns in the future, due to her education, will be of her husband’s, not theirs.

2. Tradition and Culture

Tradition is said to be the custom of a particular society, while culture is simply the way of life. When was the last time you heard about a female traditional ruler among the ethnic groups? The reason it has never happened is that it is deemed an abomination in almost every ethnic group. “Why should a woman be leading when there are able men that could lead?” such is the typical cultural dogma that has plagued many thrones and political seats in Nigeria. Do not even dare suggest female leadership to the elders of the community; you might lose your head.

3. Mentality

It is hard to keep “mentality” as a standalone point, as it is largely influenced by culture and tradition. However, if you look at it subjectively, from a woman’s view, it stands alone, how? Many women are not ambitious because they believe top positions are not meant for women. Even some ladies complain about having a female boss simply because they are used to having a male boss. It almost seems clandestine for women to want to occupy a political position or the hot sit in a company. Such a mentality is usually created and forged by a woman’s immediate environment. If you have never seen a woman lead, you would think that it is normal for women not to lead even if you were not directly told, right?

4. Religion

It is not a secret that religion is one of the top contributors to gender inequality in the world. Should religion be erased? No. In fact, religion is one of the many things that guide the masses in living a good and peaceful life. Religion is one of the biggest contributors to peace on earth. However, some religions or religious practices restrict the role of women to just domestic roles, making it impossible for them to even think about holding a political post.

CONCLUSION

There are large records of studies which propose the imperative and positive effect of human capital on economic growth. The effect, however, differs significantly among various studies depending on the model, the data and the case country. Studies which are based on growth calculation methods result in less powerful effect of human capital on the output while cross-country studies in which Solow’s adjusted method is used suggest a more powerful effect of human capital. Finally, empirical studies of endogenous growth imply the crucial effect of human capital on economic growth in different countries.

Based on this study, the following recommendations were made that government should:

- Make a strategic plan supporting the adoption of legal reforms, policies and regulations to advance women’s empowerment;
- Promote and increase women’s voice, participation and leadership in decision-making in the home, the economy and in society at large;
- There should be a strategic plan in supporting capacity to implement multi-sectoral approaches to mitigate the impacts of gender discriminatory
- women should be supported to gain ownership and management of economic and environmental assets.
- Ensure that all legislation and political action must support gender equality.

REFERENCE

Adamu, P. A. (2013). The impact of human capital formation on economic development in Nigeria: An error correction approach. Human Resource Development in Africa. Selected Papers for 2002 Annual Conference. *Nigerian Economic Society*, Ibadan pp. 53-78

- Adawo, M. A. (2011). Has education (human capital) contributed to the economic growth of Nigeria? *Journal of Economics and International Finance*, 3(1), 46-58.
- Adelakun, O. J. (2011). Human capital development and economic growth in Nigeria. *Canadian Social Science Journal*, 7(2), 207-218.
- Adelowokan, O. A. (2012). Growth effect of education and health expenditure in Nigeria (1970-2010). *African Journal of Scientific Research*, Vol. 10, No. 1, pp. 510-528.
- Adenike, M. O., & Sheriffdeen, A. T. (2017). Human capital variables and economic growth in Nigeria: *An Interactive Effect; Euro Economica*, 36(1).
- Agung, I. N. (2009). *Time series data analysis using e-view*. John Wiley & Sons (Asia) Pte Ltd, 2 Clementi Loop, Singapore.
- Akbari, M.; Moayedfar, R. & Jouzaryan, F. (2012). Analysis of short run and long run effects of human capital on the economic growth in Iran. *Economics and Finance Review*, 1(11), 01-09.
- Amassoma, D., & Nwosa. P. I. (2011). Investment in human capital and economic growth in Nigeria: A Causality Approach. *Canadian Social Science*, 7(4), 114-120.
- Arora, S. (2001). Health human productivity and long-term economic growth. *Journal of Economic History*, 61(3), 699-749.
- Barro, R. (2009). Economic growth in a cross section of countries. *Quarterly Journal of Economics*, 106(2), 407-443.
- Barro, R. (1997). *Determinants of economic growth: A cross-country empirical study*. Lionel Robbins Lectures. Cambridge and London: MIT Press.
- Bloom, D. E., & Canning, D. (2013). The health and poverty of nations: from theory to Practice. *Journal of Human Development*, 4(1), 47-71.
- Bloom, D. E. & David, C. (2000). The health and wealth of nations. *Science*, 287(18), 1207-1209.
- Dauda, R. O. S. (2010). *Role of human capital in economic development: An empirical study of Nigerian Case*. rdauada@unilag.edu.ng.
- Dennis, E. F. (1962). *Sources of Economic Growth in United States and the Alternatives before US*. New York: Committee of Economic Development.
- Eigbiremolen, G. O. & Anaduaka, U.S. (2014). Human Capital Development and Economic Growth: The Nigeria Experience. *International Journal of Academic Research in Business and Social Sciences*. Vol. 4, No. 4.
- Eric A. H. (2013). Economic growth in developing countries: The role of human capital. *Economics of Education Review*, 37, 204–212.
- Garba, P. K (2012). Human capital formation, utilization and the development of Nigeria. Selected Papers for the 2002. *Annual Conference of the Nigeria Economic Society*. (NES). Ibadan. Polygraphics Ventures.
- Gyimah-Brempong, K.; Paddison, O., & Mitiku, W. (2006). Higher Education and Economic Growth in Africa. *Journal of Development Studies*, 42(3), 509–529.
- Hamsal, M. (2006). The Effect of Paradoxical Strategies on Firm Performance: An Emperical Study of Indonesian Banking Industry. *Dissertation*. Graduate School of Management, Faculty of Economics, University of Indonesian.
- International Monetary Fund. African Dept. (2018). Nigeria : 2018 Article IV Consultation-Press Release; Staff Report; and Statement by the Executive Director for Nigeria
- Isola, W. A., & Alani, R. A (2012). Human Capital Development and Economic Growth: Empirical Evidence from Nigeria. *Asian Economic and Financial Review*, 2(7), 813-827.

- Iyoha, M. A. (2004). *Applied Econometrics*, Second Edition. Mindex Publishing, Benin City. Nigeria
- Jaiyeoba, S. V. (2015). Human capital investment and economic growth in Nigeria, African Research Review. *International Multidisciplinary Journal, Ethiopia* 9(1), 36.
- Lawanson, O. I. (2009). *Human Capital Investment and Economic Growth and Health*. Oxford: Oxford University Press.
- Leadership News Paper (October 11, 2018). Nigeria's dwindling human capital ranking. Retrieved from <https://leadership.ng/2018/10/11/nigerias-dwindling-human-capital-ranking/>
- Linda, R. (2013). Human Capital Development and Economic Growth in Latvia. *European Scientific Journal*, 9(31).
- Loening, J. (2002). Time Series Evidence on Education and Growth: The Case of Guatemala 1951-2002. *Revista de Análisis Económico*, 19(2), 3-40.
- Mba, I. C., Mba, E. I, Ogbuabor, J. E., & Ikpegbu, C. H. (2013). Human capital development and economic growth in Nigeria. *Journal of Economics and Sustainable Development*, 4(18).
- Mehrara, M. & Musai, M. (2013). The relationship between economic growth and human capital in developing countries. *International Letters of Social and Humanistic Sciences*, (5), 55-62.
- Nabil, A.; Simon, H. & Yu, L. (2007). Public expenditures on education, human capital and growth in Canada: An OLG Model Analysis. *Pan-Canadian Education Indicators Program, Statistics Canada*, pp. 1-33.
- Ogujiuba, K. (2013). The impact of human capital formation on economic growth in Nigeria. *J Economics*, 4(2), 121-132.
- Oluwatobi, S. O., & Ogunrinola, O. I. (2011). Government expenditure on human capital development: implications for economic growth in Nigeria. *Journal of Sustainable Development*, 4(3), 72-80.
- Onyeagu A. N., & Okeiyika K. O. (2013). Investigating the interaction between foreign direct investment and human capital on growth: Evidence from Nigeria. *Asian Economic and Financial Review*, 3(9), 1134-1151.
- Royal Times of Nigeria (2018). Where are the Women? Gender Disparity in Nigerian Politics
- Shah, M. M. (2008). *Encyclopedia of Ecology*, 2008.