

Education and Human Resources Planning for Sustainable National Development in Nigeria

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Abstract. This paper discusses the concept of Educational Planning and human resources development in details with the attempt to uncover the various relationships that exist between education and human resources development. It further reveals the important of education in improving human capital, some relevant theories and concepts of human resources development planning were examined as the basis for establishing the fact about the indispensability of educational planning on investment in human capital. Some limitations of educational planners in producing needed manpower in the economy as well as some relevant recommendations were also provided.

Keywords: Education, Human Resources, Planning, Sustainable, National Development.

1. Introduction

Education is generally accepted as the engine of growth in human beings. People send their children to schools so that they can acquire cognitive and technical skills. But such belief rests on the quality and quantity of education in any country.

Education is a major item in any national development. It is needed both in developing

and developed countries. Olaniyan and Okemakinde (2008:157), refer to education as the engine of growth that will rest on the .quality and quantity of education in any country. This is because education is highly needed to improve the production capacity of a nation.

It is a means where individuals acquire skills to improve themselves and function better in their society. The economists refer to education as both the consumer and capital good since it offers fitness to a consumer and also serves as an input into the production of other goods and services. This concept of education as capital good relates to the concept of human capital, people act to improve themselves, not for immediate consumption, but with the expectation of future gain, and such improvement amounts to investment capital. The categories of human investment activities include formal education, adult study programs, and on-the-job training. It seems education is the main investment in human capital. Hence, many developing countries including Nigeria are investing heavily in education to boost their human capital so as to improve in production.

In Nigeria, we have seen a rapid increase in the establishment of more primary, secondary

schools and tertiary institutions after independence to date.

Investment in education is an investment in anticipation for return in form of human product (manpower). It depends on the quality of the input of educational planners as well as from the government and other sector of the Economy to bring out the best expected of it. The products are sometimes produced inadequately in some sectors while it is more in supplies in some other sectors thus brought about wastage.

According to Oke (2010) Human resources development (human capital) level could be ascertained by examining the country's impact on: Science and Technology, Youth development, Political stability, Health care delivery, Population management, Productivity, Women empowerment, Political participation, Self-help development programme

2. Concept of Human Resources and Educational Planning

Planning is the development and statement of clear goals, and the design of efficient and effective strategies to achieve these goals (Davis 1994). It is a process through which scarce resources could be allocated as efficiently as possible, in order to better respond to specific needs, in this case countries educational needs.

Educational planning is describing or determining events, conditions or needs of some future point in time. For example: Forecasting number and types of students and expansion of facilities needed for them. Educational planning is a preparation phase in the decision making process. It helps to determine the optimal decision.

Educational planning is also perceived as a means of generating relevant present or future goals and objectives for the organisation.

3. Human Resources and Manpower Planning

Human resources are the Manpower input needed in the production of goods and services in the nation.

Manpower Planning is the forecasting, analyzing and preparing the skilled labour/human resources input required in the economy.

First attempt to relate educational development to manpower needs was in 1959 under the chairman of Sr.Eric Ashby. The commission was to conduct an investigation into Nigeria – post school certificate needs. (1960 -1980) to avert the teething socio-economic and political problem of the nationhood so as to employ right caliber and service of people to handle political, economic, diploma and other sector at independent.

Country employed the services of an economist – Prof. Fred Harbison to project the manpower needs in the senior and intermediate categories during 1960 – 1980. The problem of this planning was lack of standard and accurate data for a scientific projection.

4. Human Capital Theory

Human capital theorists stressed that education is very necessary for the production capacity of a nation therefore it must be well planned. Human capital is the most valuable assets and needs to be mobilized to enhance social economic environment.

Therefore, human resources constitute the basis of the wealth of a nation and her prosperity. (Psacharopwos and Woodhall, 1997:102; Oke, 2010:18). These theorists considered educational investment in human capital (especially formal) to be more valuable than the physical capital. This is the formation of human resources to aid production. This includes all expenditures used in education and training that would enhance productive capacity of workers. In other words, money is spent to harness human skills for production. This is because education sharpens and makes one more competent or prepares one for production.

Education, as an investment, produces human capital that is skilled and adaptable to improving the national economy / wealth. Capital refers to total wealth used to aid production, while the nation's capital refers to total stock of wealth

that the nation has at a particular time that aids production of wealth or more products.

What education does, Manifests in the society because every sector of the economy depend on it products for development.

Fagerlind and Saha (1997:135) assert that human capital gives a basic justification for large public expenditure on education both in developing and developed nations. This assertion was proven by the work of Robert (1991), shows how East Asian countries like Hong Kong, Korea, Singapore and Taiwan have achieved unusual rates of economic growth as a result of large investment in education. This was exactly the conclusion of World Bank on the economic growth of the East Asian (1995). Robert also developed a human capital model that shows that education and the creation of human capital was the cause for both the differences in labour, productivity and the differences in overall levels of technology in the world (1991:409).

Therefore, education is an engine that accelerates economic growth and development in any nation or society. A country that makes large investment in qualitative education of her population is making a productive population. Her economy will grow strong.

5. Education and Labour Market

The link between education as a form of human capital investment and industrial growth rests on the labour force and thereby the value of the labour input to the production processes of the local economy (Welch, 1975:58). Human capital theorists argue that education is the primary cause of higher earnings.

Education and relevant skills are necessary condition for good labour market outcomes for individuals. Evidence suggests that cognitive skills have large economic effects on individual earnings and on national growth (Hanushek and Woessmann, 2007:307) and that workers' productivity depends both on years of education and what is learned at school (Heckman, layne-Farrar and Todd, 1995; Murnane, Willett and

Levy 1995). The basic cognitive skills as used here is literacy (ability to read and write) and numeracy (the ability to perform simple mathematical operations).

Education, no doubt plays an important role in improving labour market outcomes. The standard human capital model is based on the idea that individuals choose their optimal level of education so as to equalize marginal returns and marginal costs (Oke, 2010). In Nigeria, many parents choose courses for their wards due to how marketable they are in the labour market. They (the parents) think of giving their wards the best education so as to better their chances of acquiring well-paid jobs and saying bye-bye to poverty (Olaniyan and Okemakinde 2008:161). This clearly shows how education is linked to labour market.

Education and relevant skills remain the main determinants of good labour market outcomes for individuals. Even though there are a large number of factors, yet the creation of a highly skilled workforce with the ability to access, adapt, apply and create new knowledge and technologies are what a country's development and edge in the global economy depend on. Education planning plays a central role in preparing individuals to enter the labour force and in equipping them with the skills needed to engage in lifelong learning experiences. Vast research literature provides evidence of the value of investing in education to develop human capital and of its contribution to economic development and growth (See, for example, Hanushek and Kimko, 2000; Krueger and Undah, 2000; Hanushek and Woessmann, 2007). The primacy of education stems not only from its fundamental rate of individual earnings, but also from its non-economic benefits such as lower Infant mortality, better participation in democracy, reduced crime, and even the simple joy of learning - that enhances and enriches the quality of life and sustains development (Case, 2001).

6. Interdependency of Education and Nigeria Economy

Every country is naturally endowed with some natural resources - e.g in Nigeria we have

forests, good farm lands, oil, tin, coal, columbite, limestone, etc, but must be properly tapped and utilized by good human quality. Education produces this manpower for the economy, thus every sector of the economy depends on education. There is a lot to be learnt by the higher institutions from the experiences of entrepreneurs.

Similarly, the entrepreneurs from different economic sectors need to harness and utilize the expertise of people in tertiary institutions through the following ways:

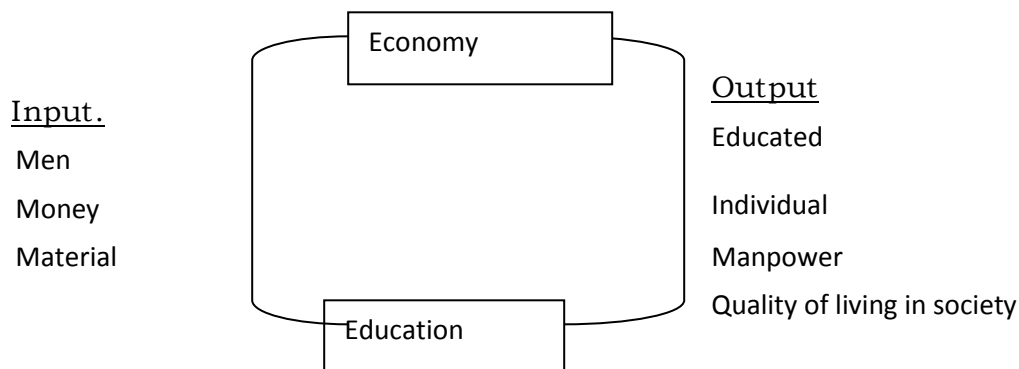
- Inviting some academics to spend some time in their organizations e.g sabbatical leave.
- Sending some of their staff for in-service training in tertiary institutions.
- Visiting tertiary institutions on invitation to share their experiences with students and staff e.g seminar, workshops.
- Financing special research and consultancies for those related to their businesses.

- Also undergraduates can be sent for practical, industrial trainings and excursion, here experiences can be shared.

In the like manner economy also depends on education in the following ways:

- Education of human beings raises national economy;
- Equipped producer with method of production that is better(skill acquisition)
- Enhances attitudinal changes
- Afford producer and individuals' information and knowledge to make wise decision and relevant production.

This strong relationship between education and the economy of a country can also be explained with the following diagram:



Source: Oke (2010). *Economics and planning of education*

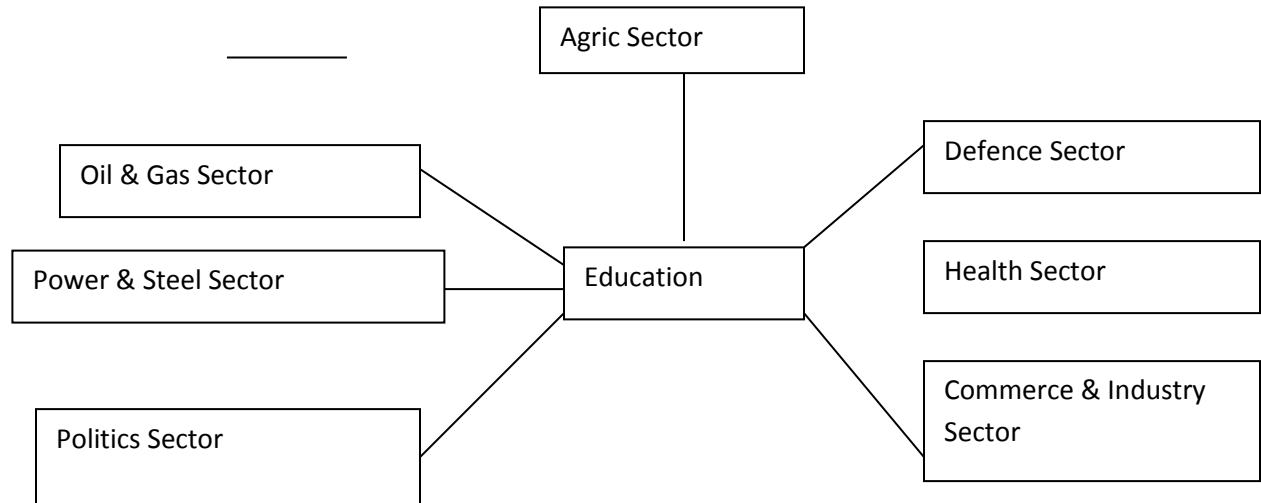
- Education is the centre of every other economic sector. The relationship between the economy and the education is two ways:
- Society allocates its wealth to education sector;
- Education produces skills manpower to work in economy and increase output or economic growth.

Malfunctions in Nigeria economy therefore, means that the two have not been relating well. Economy should be able to send enough resources to the education sector, and education should be able to produce skilled manpower for the economy. If education produces poor manpower, the economy remains under developed.

The economy needs high quality manpower, but the country is not ready to invest in education, thus half-baked graduates are produced and the economy cannot absorb them.

Secondly, because of lack of proper educational planning, it expands faster than economic growth, and as such, economy has no capacity to absorb all the graduates from educational sector.

(See the diagram below.)



Source: Oke (2010). *Economics and planning of education*

The economy of a nation is its manpower strength or weakness, this is also known as wealth or poverty some countries are rich as a result of natural endowment. Nigeria is a rich country because she is blessed with natural resources such as oil, mineral deposits, and agricultural goods like cocoa, Palm produce, timber and groundnuts. A country can also be rich as a result of industrial or technological growth.

However, a nation with or without natural endowment depends on education in order to attain its full economic potentials in which educational planners have roles to play. This is why many scholars have written that education as an investment in human capital has great effect on the economic development of any nation or country (Hanushek and Kimko, 2000; Krueger and Undah, 2000; Hanushek and Woessmann, 2007).

7. There is inter-dependency between education and the sectors

Economic sectors finance special Educational research and consultancies for those related to their businesses.

Undergraduates can be sent for practical, industrial trainings and excursion, here experiences can be shared.

The available human skill and labour force require adequate training to contribute to economic growth.

The developing economy invests on education to enhance production of needed manpower.

Educational sector organizes seminars and workshops where experiences are shared, this improves human resources in economic sectors.

Economic sectors invest in education so as to expect huge and quality product from education (man power) needed in the economy (Oke, 2013).

Countries that are endowed with natural resources as well as those that have reached industrial or technological development all depend on education. VanDen- Berg (2001:87) asserted that countries that are at the fore front of technology also have the most educated population.

However, in Nigeria educational development has reached a set certain level of growth (after independence, rapid increased in primary, secondary school and tertiary institution) yet the effect on the economy is not so positive.

In Nigeria, manpower needs for the economy has not been accurately forecasted by the education sector because:

- Nigeria depends on primary or subsistence products for national income,
- Nigeria is in a hurry to expand education sector without regard to the economy,
- Nigeria is ignorant of the mutual relationship between education and the economy.
- Education capital has gone into privately remunerative but socially unproductive activities
- There has been slow growth in the demand for educated labour
- The education system has failed such that schooling provides few (or no) skills
- The absorptive capacity of economic sector in Nigeria has been inelastic, especially at the macro level. In an economy that is monotheist, and not doing well, it is dangerous signal.

In Nigeria, there is a general complaint of unemployment, yet there are sectors of economy without manpower. This means the educational system is not relating well with the economy. It is the industrial and technological areas that are most hit with the problem of shortage of manpower.

Oke (2013) stressed that, there are many skilled Nigerians who are working in other countries because they claim that there are; Poor management of labour force, Nigerian economy is poor, and cannot pay well, Politicians do not see it necessary to use the right manpower, Weakness of Nigerian currency, Lack of support to investors by the government and Insecurity of the experts.

8. Economic Growth and Educational Planning

Economic growth and educational planning are closely connected to each other. When education is properly given and taken accordingly, it fosters economic growth. This economic growth is in terms of increase in productivity and upward social mobility as a result of increase in

wages. More quality education leads to faster economic growth. Education could be seen as an investment in human capital. Investment in human capital is the greatest economic investment, which serves as a major factor for economic growth.

Education is concerned with the transmission of skills, knowledge, vocation and culture and this is usually done through teaching, learning, research and dissemination of the findings for ultimate utilization (Bosah, 1998). "The benefits of education ... are measured in terms of the extra lifetime incomes or earnings enjoyed by educated workers, compared with workers with lower levels of education or illiterate workers" (NTI, PDE 201:104). Economic growth in the other hand is a sustained increase over a significant period, in the quantity of material goods and services produced in an economy. One important measure of economic growth is change in the per capital income.

Since human beings are the most significant "engine" for economic growth, anything that will make human beings more efficient will inevitably lead to economic growth. Education as defined earlier on makes human beings more knowledgeable, skilful and productive. Hence, education is a key element among others that foster economic growth, Education leads to higher productivity, poverty alleviation and upward social mobility.

9. Need For the Use of Manpower Forecasting in Educational Planning

The production of skilled labour force for a country has to be controlled as the aim is to produce skills that will be required by the economy, and which are in short supply. In doing this, it is necessary that the educational planners devise means of identifying the type and quantity of manpower that the country requires in the future so as to achieve the estimated economic growth targets. This process is known as manpower forecasting.

There are many reasons for the use of manpower forecasting in educational industries among which are;

- Insights into future manpower needs of the economy and the planning of how it would be met.
- To strengthen the interdependency between economic sector and country's educational industry.
- To identify what and how much of manpower to produce, including type and level of education needed.
- To avoid the production of skilled labour force without gainful employment resulting from socio-economic and political problems
- To ensure balanced resources estimation in educational programme planning.

Manpower forecasting, therefore involves an analysis of the skilled manpower requirement for which a calculation levels of education required to meet these requirements.

10. Manpower Forecasting Methods

In (Oke, 2010), manpower forecasting is under taken in various ways or methods, namely:

Employers' Opinion: Use questionnaires to get kind of labour required in future by employers. This formula is $M = (L - R_1 - D - R_2 - G)$.

Harbison' "Rule of Thumb": Prof F. Harbison adopted it for Nigeria in 1960 in the absence of statistical data. His ratio of 1:2:3 for expected income growth, senior staff and intermediate staff respectively was not derived on the basis of any empirical testing or scientific analysis. He used 4% as income growth rate for Nigeria p.a in the 1950s, thus 4:8:12.

Incremental Labour Output Ratio: It is used mostly in the Netherlands and Sweden. It requires use of time series data by years for a period of time, based on output and labour relationship. The time series data required are usually those on output per man, classified sector, occupation and educational qualification. The method is adopted in the belief that an increase in output level will determine the likely increase in labour demand. Output here refers to industrial output or national income.

Density Ratio: Also known as "Ratio of saturation" has two stages:

a) Estimation of a stable fraction of qualified manpower in the labour force of an economic sector of a country, and

b) The stable fraction obtained is applied to the population forecast of the total labour force as distributed amongst the various economic sectors. It is more convenient in socialist countries formula:

Qualified staff in a sector economy

Total No. of workers in the sector

International Comparisons: It is used by countries without adequate manpower data and information but have similar characteristics with other countries that have data of such, which include:

- Productivity Level
- Occupational groups, and
- Level of educational attainment.

Usually countries compared are not at the same level of development; e.g Nigeria and South Africa.

The Parnes – MRP: It was an approach developed by a group led by H.S Parnes in 1962. It was the effort of the organization for Economic Community and Development (OECD) to produce educational plans that would be common to countries in the Mediterranean Region, this is the name Mediterranean Regional Project (MRP). The method uses projected target of GNP or GDP (NNP) in some future years, determined by an economic development plan, to supply educated manpower required to achieve the targeted GNP or GDP. It has four stages namely:

The targeted GNP or GDP in the future years is broken down in major economic sectors.

The average labour-output (L/O) coefficients are applied to each sector GNP or GDP

target to derive the estimate of future sectorial employment.

c.) The projected sectorial employment is distributed among a number of occupational categories, and

d.) The occupational structure of the labour is converted into an educational structure by applying a standard measure of the level of education required to perform successfully in each occupation.

11. Challenges of Education Planners in Producing Needed Manpower

In real sense, the problem of Nigerian economy is not because the education is poorly planned, but there are extraneous factors frustrating education from producing the right manpower. According to (Oke, 2010) These are: "Instability in government / policies, Greed and selfishness, Religious wars/tribal conflicts, Inability to properly implement the educational policy, Unqualified staff, Maladministration/misplacement of priority, Corruption/embezzlement, Inadequate educational facilities, Tribalism/nepotism, Inaccurate data for policy formulation, Poor educational financing, Fiscal indiscipline and Social/Economic crisis". etc.

12. Recommendations

Government needs to have full and definite control over the price of education.

Education planners should be given useful clauses about education requirements to those people like semi-skilled and unskilled workers in the cities and vast majority of workers that live in rural areas.

As planners make plans for educational development, there is the need to put into consideration the capacity of economic stars of personnel.

Adequate funds should be allotted to education for the plans on blue print to be carried to the later.

Team of planners should be comprised of capable hands from various fields for efficiency. Educational management nowadays is faced with various biases and backslides, therefore need a Functional and coherent Administrative, Planning, Scheduling, Decision making and controlling techniques to save them from these management problems

13. Conclusion

The Connectivity between education and economic growth cannot be overemphasized. Eric A Hanushek and Ludger Wobman (2007) of the World Bank gave a succinct summary of the

connection between quality education and economic growth. They posit that:

For an economy, education can increase the human capital in the labor force, which increases labor productivity and thus leads to a higher equilibrium level of output. It can also increase the innovative capacity of the economy-knowledge of new technologies, products, and processes promote growth. And it can facilitate the diffusion and transmission of knowledge needed to understand and process new information and to implement new technologies devised by others, again promoting growth (2007: 3).

Educational planning is not the only factor responsible for human development and economic growth; however, this paper has shown that it is the greatest factor. In fact, it would be right to say that the level of the economic growth of a given society or country is directly proportional to the quality of education made available to its citizenry.

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