



## Relationship between human capital investment and employees' work efficiency in ATAP branch

Hashim Sabo Bello\*, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria  
Muhammed Kabir Ibrahim, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria

### Suggested Citation:

Bello, H. S. & Ibrahim. M. K. (2021). Relationship between human capital investment and employees' work efficiency in ATAP branch. *Global Journal of Business, Economics and Management: Current Issues*. 11(2), 100–108. <https://doi.org/10.18844/gjbem.v11i2.4843>

Received from March 13, 2021; revised from May 29, 2021; accepted from July 19, 2021.

Selection and peer review under responsibility of Prof. Dr. Andreea Iluzia IACOB, Bucharest Academy of Economic Studies, Romania.

©2021 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

### Abstract

It is an established fact that no nation or organisation develops beyond the intellectual ability of its human resources. Therefore, investment on human capital is paramount to sustain labour force participation of higher education in Nigeria. This study aimed at evaluating the relevance of Tertiary Education Trust Fund (TETFund) intervention on human capital investments and its bearing on employees' work efficiency in the polytechnic communities in Bauchi state. This study generates data from quantitative and qualitative sources, using the questionnaire as an instrument to randomly collect cross-sectional data from one of the two existing polytechnics in Bauchi state of Nigeria. A total of 45 structured questionnaires were administered on our respondents and 44 were valid for analysis. The research shows there is a significant relationship between TETFund intervention in human capital investment and employees' work efficiency within educational polytechnic system in Nigeria. This research study recommends that educational institutions should harness and take full advantage of the reciprocal benefits of human capital investments.

**Keywords:** Human capital, relevance, polytechnic, TETFund, work efficiency.

\* ADDRESS FOR CORRESPONDENCE: Hashim Sabo Bello, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria.  
E-mail address: [hashimsabo@gmail.com](mailto:hashimsabo@gmail.com)

## 1. Introduction

Human resources, not capital, constitute the ultimate basis for the wealth of nations. Capital and materials resources are factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations and carry forward national development (Harbison, 1973 cited in Muo, 2008). The economic prosperity and functioning of a nation depend on its physical and human capital stock. However, the former has traditionally been the focus of economic research, and factors affecting the enhancement of human skills and talent are increasingly figured in the research of social and behavioural sciences (Adekola, 2014).

The people at work are of critical importance because most organisations' failures are failures of people. It is people who employ, promote, organise, lead, mobilise and decide which product and quality of service are to be delivered (Aina, 1992). The success of human resource planning is paramount to the survival of the organisation and the complexities associated with the planning process (Parker & Caine, 1996). Apart from setting the foundation for other managerial tasks and being a precondition for other managerial effectiveness, human resources planning leads to the emergence of a new paradigm in the organisation, helps organisations to allocate resources, determine priority, coordinate control, make better decisions and determine priorities. Obviously, organisations become more proactive in anticipating the future of the organisation through the human resources indicators: employee morale, applicant/acceptance ratio, development hours per employee, employee competence/flexibility measures and employee suggestions/turnover ratio. It also leads to extensive and intensive human capital development.

The quest to achieve more with less among organisations around the globe is always increasing. Again, organisation commitment towards improving their human resource management (HRM) practices which is believed worldwide to be a sine qua non to attaining efficiency becomes very evident. A cursory look at the performance of the Tertiary Education Trust Fund (TETFund) in Nigeria in recent years points to the reality that the human resources management (HRM) practices correlate significantly with employee job performance even though all are related. It was, however, suggested that constant review of the HRM practices for organisations to move with time should be employed. However, Tasiu and Allamu (2013) posited that despite the immense importance of HRM practices towards the realisation of employee job performance in particular and organisational performance in general, many organisations do not give importance to its effective utilisation so as to ensure organisational performance in developing countries like Nigeria.

### 1.1. Previous studies and conceptual framework

Initially, HRM was developed as a US management concept which lays emphasis on the individual worker and the need to treat people as assets rather than costs (; Beaumont 1992; Wilkinson, 1995; cited in Tasiu and Allamu, 2013). Although it was widely accepted as the new management practice, the concept remains undefined as it is applied in different ways. Guest (1987) identifies three main approaches to HRM: firstly, HRM as a new title for personnel management, pointing that organisations rename their personnel department without necessarily changing practices; secondly, HRM as a way of re conceptualising and reorganising personnel roles and describing the work of personnel department; and thirdly, HRM as a totally new approach for management with a distinctiveness which lies in the integration of human resource into strategic management and the emphasis on full and positive utilisation of these resources. HRM is then defined as follows: A set of policies designed to maximise organisational integration, employee commitment, flexibility and quality of work. Within this model, collective industrial relationships have at best only a minor role.

Hence, Guest's (1987) definition brings out the individualistic and unitary nature of HRM. In Storey's (1992) seminal work, it was further highlighted that the unitary aspect of HRM as effective management that reaffirm employees' commitment to the realisation of company goals. HRM is the process of getting, training, assessing and compensating employees and maintaining labour

relationships, health and safety and fairness concerns (Dessler & Varkkey, 2009; 2011a; 2011b cited in Tasiu & Allamu, 2013). Also, Monday et al. (2005) cited in Tasiu and Allamu (2013) determined that HRM is the utilisation of individuals to achieve organisational objectives. Similarly, Noe et al. (2007) cited in Tasiu and Allamu (2013) argued that HRM refers to the policies, practices and systems that influence employee's behaviour, attitudes and performance. So, it could be said here that HRM is such a process that focuses on getting the best output from employees by focusing on the policies, practices and systems that influence employee performance.

Contrary to the arguments posed by those scholars as cited in the prior paragraphs, Hendry and Pettigrew (1990) take a diverse stance away from the hard verses soft debate arguing that there is a need to shift from prescriptivism to descriptive analysis of structures and strategy-making processes of organisation. They pointed out that raising the needed framework for understanding these structures and strategies are crucial keystones of HRM. Keenoy (1999) cited in Tasiu and Allamu (2013) in his hologram discourse dissolves the various conflicting views of HRM by presenting the concept as a 'complex holistic process' and to gain deeper understanding one has to factor in the different forms it takes just like a hologram. Armstrong (2001, pp. 3–4) gives an all-inclusive sum up of the various views of HRM as follows: 'A strategic and coherent approach to the management of an organisation's most valued assets: the people working there who individually and collectively contribute to the achievement of its objective'.

Based on another dimension, human development refers to the process of acquiring and increasing the number of persons who have the skill, education and experience that are critical for the economic and political development of a country. Human capital development is thus associated with investment in man and his development as a creative and productive resource (Adeyemi & Ogunsola, 2016). Human capital is recognised as an agent of national development in all countries of the world. Providing education and health services to people is one of the major ways of improving the quality of human resources. Apart from being issues of social concern, both provide an economy with healthy trained human resources required for economic growth and development (Wakeel & Alani, 2013).

According to OECD (2001), human capital is concerned with knowledge, skills, competitiveness and attributes embedded in an individual that facilitate the creation of personal, social and economic well-being. In order to achieve positive economic growth in Nigeria, human capital development should be considered as an integral and important factor for economic growth. A major challenge facing the global community and Nigeria at large is how to achieve sustainable development. The three pillars of sustainable development cannot be achieved if human capital development does not come to play as a vital part. In Nigeria, the annual federal government budget for the educational sector (in percentages) is nothing to talk about; statistics show that the percentages over the years are not in line with the United Nations Educational Scientific and Cultural Organisation's recommendation of 26.0%. It was discovered that from 2005 to 2007 the percentage was 6.3%, 7.8% and 8.7%, respectively (Ifeoma, Emmanuel, Ogbuabor & Chizoba, 2013).

In the Nigerian scenario, the culture of human resources planning is virtually absent just as the case may be with the educational sector (i.e., ranging from the nursery, primary and secondary schools to the polytechnics and as well as the universities). With the reality on ground, Asiabaka and Odionye (2010) posited that: 'available record shows that the number of academic staff in the Nigerian Federal Universities is far below that of non-academic staff'. Some of the universities depend on part-time and adjunct lecturers to make up for the deficiencies in the number of academic staff. A good number of the professors are fast approaching retirement age, but there are no comparable ready replacements for them. The younger lecturers appear not to show the level of commitment as older professors exhibited; consequently, the retirement of a professor leaves a big vacuum. Based on another dimension, the issue of quality of the available academic staff is not adequately addressed. For that reason, Ivowi (2006) emphasised that 'there is evidence that some lecturers in tertiary institutions ought not to be there by virtue of their academic background, low integrity, poor attitude to research and teaching, and discipline'.

The issue of brain drain has complicated the problem of shortage of academic staff. Many of the best brains have consistently and gradually sort for and gained employment outside the country. Asiabaka and Odionye (2010) observed that many of the best brains have consistently and gradually sort for and gained employment outside the country. Some highly trained academic staff who went for short courses, conferences and workshops outside the country used the opportunity to make necessary contacts that facilitated them to secure their employment in foreign countries. Thus, this study proffered solutions for a continuous and complete re-structuring of the HRM model in our educational tertiary organisations today to reduce the risk linked with human capital development in the Nigerian educational tertiary institutions.

### **1.2. TETFund at a glance**

An Act to repeal the Education Tax Act Cap.E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No.17 2003 established the TETFund charged with the responsibility for imposing, managing and disbursing the Education Tax to public tertiary education institutions in Nigeria and for related matters (TETFund, 2011). The TETFund was established as an intervention agency under the TETFund Act (Establishment, etc.) Act 2011; it was charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable the TETFund to achieve the above objectives, TETFund Act 2011 imposes a 2% Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service is empowered by the Act to assess and collect Education Tax. The fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions owned by the Federal and State governments. It also monitors the projects executed with the funds allocated to the beneficiaries (TETFund, 2015).

The mandate of the fund, as provided in Section 7(1) (a)–(e) of the TETFund Act 2011, is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following: 1) essential physical infrastructure for teaching and learning; 2) instructional material and equipment; 3) research and publication; 4) academic staff training and development; and 5) any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions (TETFund, 2015).

The TETFund ensures that the funds generated from the education tax are utilised to improve the quality of education in Nigeria without direct contract awarding by a) providing funding for educational facilities and infrastructural development; b) promoting creative and innovative approaches to educational learning and services; c) stimulating, supporting and enhancing improvement activities in educational foundation areas like teacher education, teaching practice, library development etc.; and d) championing new literacy-enhancing areas such as scientific, information and technology literacy (TETFund, 2015).

### **1.3. Conceptual framework of TETFund academic-based intervention programmes**

Central to all TETFund Academic-based intervention programmes is the achievement of Nigeria's Vision 20:20:20 in addition to the enhancement, promotion and improvement of TEIs human and institutional capacities in teaching, research, entrepreneurship and development of Nigerian knowledge-based economy through effective implementation and delivery of the interventions. In other words, academic-based intervention programmes of the department are fashioned to launch TETFund beneficiaries into world-class institutions with high-level capacities to withstand and excel in global competitiveness in the world market, effectively drive Nigerian knowledge-based economy and continuously engineer the production of highly skilled manpower and world-class facilities and innovations (TETFund, 2015).

Thus, through planning the human resources, the management strives to have the right number and the right kind of people, at the right places, at the right time, doing the right things, which result in both the organisation and the individual receiving maximum long-run benefits (Vetter, 1967). Obviously, the human resources planning in Nigeria faces the challenge of attracting and retaining the best possible academic staff. The polytechnic and university systems are in constant competition with the industrial and business community. Corporate bodies attract the young brilliant polytechnic or university graduates who would have gained employment in the polytechnics or universities as an instructor or graduate assistant, respectively. This calibre of people, if employed, would have taken up postgraduate studies and joined in the strengthening of the Nigerian polytechnic or university education programmes. According to TETFund (2015), concerted and implementation process improvement efforts, therefore, are continuously being put in place by the Education Support Services Department through effective coordination and management of the implementation of TETFund Academic-based interventions in the institutions to build, propagate and transform TETFund beneficiary institutions into centres of excellence in research, innovation research incubation and entrepreneurship development systems. It is against the aforesaid background that TETFund Academic-based intervention programmes handled by the Department of Education Support Services are perceived and driven.

#### **1.4. TETFund strategies for effective implementation of research and development**

Since there are rapid advances in information technology, science, corporate governance, transportation, agriculture, inventions, manufacturing and many more, we have been experiencing the jet age, a period of social and economic change brought about by speed, fastness in transcontinental, intercontinental and global connectivity in knowledge, wisdom, learning, travels and human relationships, followed by the dynamisms of the current information age, a period characterised by the ability of individual to manage at the speed of change, to instantly access knowledge, skill, competencies and learning at any point in time for individual, corporate and national success. This has transformed into a digital age, marked by a multidimensional business information system following the invention of General Purpose Electronic Digital Computer in 1946, the Mathematical Framework Theory of Information in 1948, the World Wide Web in 1989, the Digital Television in 1990 and the Digital Radio in 2004 (Orji, 2015).

Recently, the Programme International Study Assessment study of 65 countries by the Organisation for Economic Cooperation and Development showed a negative correlation between education performance of students in a country and total earnings (% GDP) the same country derives from natural resources such as oil, gold, diamond etc. The study provides an insight into extant issues wherein countries blessed with natural resources are jinxed with what has been termed the natural curses or 'Dutch disease'. This is because countries caught in the lamentable vortex of burgeoning natural resources, almost, never go into manufacturing or innovative technology. Nigeria can reverse all paradoxical indices of development through institutionalisation and support for research and development (R&D). TETFund has decided to play its role in this regard through partnering with tertiary Institutions, research centres, regulatory agencies and the private sector. If all key stakeholders join in, it may be the beginning of a more promising future for the country and it is only then that our higher educational institutions can guarantee their sustainability in an ever changing and highly competitive knowledge-driven economies of the world (TETFund, 2015).

In most western countries, 70% of R&D funds come from the industrial sector. In Nigeria, only 0.2% comes from the industrial sector. Nothing clearly depicts the weakness in driving R&D in Nigeria due to the absence of a national platform for the regulation of and strengthening of R&D. The establishment of an R&D foundation has been overdue. The call for coordinated efforts can be easily achieved if a national R&D foundation is established in Nigeria. This will ensure a coordinated National Framework for the sustenance and implementation of R&D. The national R&D foundation will be responsible for the promotion and implementation of R&D policies on regulatory, rather than executionary, basis. Such a foundation, when established by law, shall promote an effective interface

between research centres or tertiary institutions, government and the private sector, especially the industrial subsector of the economy. The national R&D foundation should be tasked, among other things, to promote, monitor and regulate the mandatory commitment of about 0.5% of the annual budget from all registered entities (both profit and non-profit) for the purpose of R&D in which a law must define its channelling, utilisation and enforcement to the mutual benefit of the researchers and the private sector (TETFund, 2015).

## 2. Materials and method

This study generates data from quantitative and qualitative sources, using the questionnaire as an instrument to randomly collect cross-sectional data from the state-owned polytechnic representing one of the two existing polytechnics in Bauchi metropolis. A total of 45 structured questionnaires were administered to our respondents and 44 were valid for analysis. An in-depth face-to-face interview and focus group discussion was carried out on seven informants (stakeholders and target beneficiaries) to corroborate the quantitative results. In line with the view of Creswell (2012), the questionnaire return rate was considered high and sufficient if it exceeded 50% of the total dispatched to the field.

A structured questionnaire was developed and used in capturing respondents' perceptions on the positive roles of TETFund to human capital development. Descriptive statistical instruments in the form of frequency and percentage distributions were used in the initial data reduction stage, and then Chi-square ( $\chi^2$ ) was computed to determine how significant the academic staffs' perceptions of human capital investment and its overall bearing on their work efficiency particularly in Bauchi state and the country in general. The researcher adopted the  $\chi^2$  goodness-of-fit test to test the hypothesis. The  $\chi^2$  statistics formula is given as follows:

$$\chi^2 = \text{Summation of } (O_i - E_i)^2 / E_i$$

where  $O_i$  = observed frequency and  $E_i$  = expected frequency. The degree of freedom was  $n = 5$ ,  $V = 5 - 1 = 4$  and the level of significance = 5% or 0.05. Note that  $E_i = \text{Total frequency } 45/5 = 9$ .

## 3. Results and discussion

The research adopted the descriptive statistics and  $\chi^2$  to analyse the results and test the hypothesis to give the tentative prediction about the nature of the relationship between the research variables. The perceptions on the significant roles in the following hypothesis involve human capital investment and employees' work efficiency in educational polytechnic system.

### 3.1. Hypothesis

There is a significant relationship between TETFund intervention in human capital investment and employees' work efficiency within educational polytechnic system in Nigeria.

Table 1 determines the result of the respondents' perceptions of TETFund's human capital investment and employees' work efficiency in polytechnic system in the study area.

**Table 1. Response to the link between human capital investment and employees' work efficiency**

Response	Frequency	Percentage
Strongly agree	14	31.8
Agree	16	36.4
Uncertain	3	6.8
Disagree	6	13.6
Strongly disagree	5	11.4
Total	44	100

Source: Field survey (2017).

As deduced from Table 1, 14 (31.8%) and 16 (36.4%) respondents strongly agreed and agreed, respectively, that the human capital investment by TETFund had helped boost the employees' work efficiency in polytechnic system in the study area, while 3 (6.8%) and 6 (13.6%) respondents strongly disagreed and disagreed, respectively; however, 5 (11.4%) respondents were indifferent on the notion. The breakdown of the analysis shows that most respondents supported the hypothetical statement that 'there is a significant relationship between TETFund interventions in human capital investment and employees' work efficiency within educational polytechnic system in Nigeria'.

Table 2 shows that if the chi-square calculated value is greater than the chi-square value in the table, accept the alternative hypothesis, but if otherwise, reject the alternative and accept the null hypothesis.

**Table 2.**

$O_i$	$E_i$	$O_i - E_i$	$(O_i - E_i)^2$	$(O_i - E_i)^2/E_i$
14	9	5	25	2.78
16	9	7	49	5.44
3	9	(6)	36	4.00
6	9	(3)	9	1.00
5	9	(4)	16	1.78
Total				15

#### 4. Decision

Since  $\chi^2$  calculated of the value 15 is lesser than the value of  $\chi^2$  derived, i.e., 36.23 of  $(n-1)$  degree of freedom, we reject  $H_1$  (alternative) at 5% level of significance and accept  $H_0$  (null hypothesis). By this analysis, it shows that the human capital investment of the TETFund has been effective in boosting the morale of staffs towards work efficiency within the educational polytechnic system in Nigeria. The result of this study is congruent with the assertions proffered by the previous studies (Gomez-Mejia, Balkin & Cardy, 2007; Hendry & Pettigrew, 1990; Mustapha, 2010; Sambrook, 2005; Wallet al., 2004; Wilkinson, 1995). Even though performance is often times determined by financial figures, it can also be measured through the combination of expected behaviour and task-related aspects. In fact, performance that is based on an absolute value or relative judgment may reflect overall organisational performance. Schmitt and Chan in Motowidlo (2003) cited in Tasiu and Allamu (2013) categorised employee job performance into 'will-do' and 'can-do'. The former refers to individuals' knowledge, skills, abilities and other characteristics required in performing certain jobs and the latter denotes the motivation level that individuals may have in performing their work.

Human capital investment is a great way to improve the quality of human resources. The higher the human capital development, the higher the quality of the workforce in a workplace. This is if all qualified workforce are actively involved in the workplace, then there will be an increase in the output of goods and services in an organisation, which in turn will drive economic growth. Economic growth will create new investment, create jobs and absorb the labour force, which in turn will make the population very productive. A highly qualified person who masters technology can generate added value and encourage economic growth (Adam Smith & Alfred Marshall in Kort et al. (2002, p. 539) cited in Seran, 2017; Backer, 1964 cited in Seran, 2017). In his study in the United States, Denison (1967) cited in Seran (2017) found that 23% of the US economic growth in the period of 1909–1929, contributed by the increasing the average education level of the workforce. The contribution was then increased to 42% in the period of 1929–1957. Schultz (1964), in his book: Capital Formation by Education, compared the turnover rate between human capital and physical capital towards economic growth. From this comparison, Schultz (1964) found that a fairly high proportion of output growth in the USA was caused by education investment in the development of human resources.

## 5. Conclusion and recommendations

It is obvious that human capital investment has a profound influence on the analysis of the labour market. Investment in education and training produces benefit to both individual and society as a whole (Alam, 2007 cited in Ibrahim, 2012). The return on investment for society will be a skill workforce that will enable global competitiveness and economic growth, while the return of the individual will be a better career path with increased earning and a better quality of life (Alam, 2008 cited in Ibrahim, 2012). According to Fagerlind and Shah (1989) cited in Ibrahim (2012), the concept of human 'capital' suggests that education and training raises productivity of workers and increases their lifetime learning capacity.

Since the affirmative purpose of human capital investment is to increase the degree of organisational success, consequently, this particular study has supported the assertion that organisations involved in human capital planning achieve better performance on the basis of various performance indicators than those that do not. Yes, this is true with organisational performances in tertiary educational institutions of Nigeria being that the results of this research study indicated that the TETFund intervention in training/development of the academic staffs of polytechnic exponentially lead to their work efficiency in the polytechnic system. Therefore, training and development which translate into job performance has become one of the significant indicators in measuring organisational performance in many studies (Wall et al., 2004). As this research study examined the effects of TETFund intervention on human capital investments using polytechnic system instead of colleges of education and universities, this research study recommends that public organisations in Nigeria, especially education institutions, should harness and take full advantage of the reciprocal benefits of human capital investments and the work efficiency in educational tertiary institutions as this will go a long way to raise organisational achievement towards an end with the least amount of resources. The study also recommended for the human resources planning as it does enhance organisational performance through the effective and efficient pursuit and achievement of objectives. The protective role is to minimise risks by reducing uncertainties surrounding business activities and clarifying the consequences of related management action.

## References

- Adekola, A. I. (2014). Public investment in human capital and economic growth in Nigeria: analysis on regime shifts. *Journal of Economic and Development Studies*, 2(2), 213–231.
- Adeyemi, P. A. & Ogunsola, A. J. (2016). The impact of human capital development on economic growth in Nigeria: ARDL approach. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 21(3), 1–7.
- Aina, S. (1992). *Personnel management in Nigeria*. Lagos, Nigeria: Edition F. Communication.
- Asiabaka, I. P. & Odionye, E. A. (2010). National Universities Commission (NUC) minimum academic standard: implication for quality teacher education programmes in Nigeria. *Nigerian Journal of Professional Teachers*, 1(6), 104–118.
- Gomez-Mejia, L. R., Balkin, D. B. & Cardy, R. L. (2007). *Managing human resources*. Cranbury, NJ: Pearson Education.
- Hendry, C. & Pettigrew, A. (1990). Human resource management: an agenda for the 1990's. *International Journal of Human Resource Management*, 1(1), 17–43.
- Ibrahim, S. A. (2012, June 5–8). *Vocational and technical education, job creation and national security*. Proceedings of the 2nd National Conference of School of Vocational and Technical Education. Bauchi, Nigeria: College of Education Azare.
- Ifeoma, C. M., Emmanuel, I. M., Ogbuabor, I. J. E. & Chizoba, H. I. (2013). Human capital development and economic growth in Nigeria. *Journal of Economics and Sustainable Development*, 4(18), 48–52.
- Ivowi, U. M. O. (2006). Programmes of tertiary institutions: relevance and adequacy in higher education in Nigeria. In Aghenta (ed.). Lagos, Nigeria: The Nigerian Academy of Education.



- Mustapha, I. M. (2010). *ABC of education in Nigeria today*. Abuja, Nigeria: Federal Ministry of Education.
- Muo, I. K. (2008). *Course guide MBA 741: management planning and control systems*. Lagos, Nigeria: National Open University of Nigeria (NOUN) Press.
- Oaikheman, H. E. & Udegbumam, R. I. (2004). *Modern statistics for economics and business*. Benin, Nigeria: H. Henans Publishers in conjunction with URA Prints.
- Sabo, H. B., Aliyu, R. M. & Ibrahim, A. U. (2013, June 25–28). *Role of human resource planning in forecasting future manpower requirements*. 1st National Conference organized by the School of Liberal Studies. Zaria, Nigeria: Nuhu Bamalli Polytechnic.
- Schultz, T. W. (1964). Capital formation by education. *Journal of Political Economy*. Retrieved November 20, 2017 from [www.http//.uvm.edu/diakses.tanggal](http://www.uvm.edu/diakses.tanggal)
- Seran, S. (2017). Relationship of education, unemployment, and economic growth with the poverty of population. *International Journal of Current Research*, 9(07), 55186–55193. Retrieved November 20, 2017 from <http://www.journalcra.com>
- Storey, J. (1992). *Developments in the management of human resources*. Oxford, UK: Blackwell.
- TETFund. (2011). *Tertiary Education Trust Fund (Establishment, etc) Act No. 16 of 2011: Federal Republic of Nigeria Official Gazette*. Lagos, Nigeria: The Federal Government of Printer.
- TETFund. (2015). *TETFund's positive change in tertiary institutions: a compendium of TETFund interventions*. Abuja, Nigeria: Parliament Communications Network Limited.
- Tao, Y., Yeh, C. R. & Sheng, I. S. (2006). Improving training needs assessment processes via the Internet: system design and qualitative study. *Internet Research*, 16(4), 427–449. Retrieved February 01, 2013 from Full-text [online]. Emerald
- Tasiu, A. & Allamu, A. N. (2013). Assessing the effects of human resource management (HRM) practices on employee job performance: a study of Usmanu Danfodiyo University Sokoto. *Journal of Business Studies Quarterly*, 5(2).
- Vetter, E. W. (1967). *Manpower planning for high talent personnel* [cited in: Jackson, S. E. & Schuler, R. S. (1990). Human resource planning: challenges for industrial/organizational psychologists [online]. Retrieved February 01, 2013 from [www.rci.rutgers.edu/~sjacksox/PDF/HRPlanning.pdf](http://www.rci.rutgers.edu/~sjacksox/PDF/HRPlanning.pdf)
- Wall, T. D., Michie, J., Patterson, M., Wood, S. J., Sheehan, M., Clegg, C. W. & West, M. (2004). On the validity of subjective measures of company performance. *Personnel Psychology*, 57, 95–118.
- Wilkinson, A. (1995). Toward HRM? A case study from banking. *Research and Practice in Human Resource Management*, 3(1), 97–115.