IOSR Journal Of Humanities And Social Science (IOSR-JHSS)
Volume 25, Issue 5, Series 8 (May. 2020) 39-48
e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org

Human Capital Investment and Poverty Reduction: Challenges and Opportunities for Sustainable Development in Nigeria

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Abstract: Human capital development presupposes investments, activities, and processes facilitating the generation of technical and expert knowledge; skills, health or values that are embodied in people. It implies maintaining an appropriate balance and key massive human resource base and providing an encouraging environment for all individuals to be fully engaged and contribute to organizational or national goals. Human capital development is necessary for National development. In addition, human capital development teaches people how to utilize the advantages of diverse thinking styles (analytical and intuitive) so that they achieve the best practical solutions. The study examined human capital investment on poverty reduction as a catalyst for sustainable economic development in Nigeria. The broad objective of the study is to analyze the effect of human capital investment on the Nigerian economy from 1990 to2018. The data used for the study were sourced from the central bank statistical bulletin and national bureau of Statistics. Ordinary Least Squares (OLS) techniques were used to analyze the data. The findings of the study reveal that there is a positive relationship between government expenditure on education and health and real gross domestic product. While government Capital formation negatively impacted on real gross domestic product. The adjusted coefficient of determination (R2) shows that 52.1% of variations in the real gross domestic product are being accounted for by government expenditure on education, government expenditure on health and gross capital formation while the remaining 37.9% is accounted for by variables not included in the model. The study suggests that Nigerian policymakers should pay more attention to the health sector and increase its yearly budgetary allocation to it. Nevertheless, the key to achieving best results lies not in ordinarily increasing particular budgetary allocation but rather in implementing a public expenditure and revenue and ensuring the usage of the allocated fund as transparently as possible.

Key words: Human capital, Poverty Reduction, Sustainable Development, National Goals, Human Resources, Budgetary Allocation

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Date of Submission: 12-05-2020 Date of Acceptance: 24-05-2020

I. INTRODUCTION

Poverty is a complex and mufti-dimensionalglobal phenomenon that is cumbersome to define. Each region of the world has different yardsticks for measuring the level of poverty based on people's ability to have access to basic things of life namely: food, clothing and shelter. However, it is instructive to note that despite different parameters and indices of measuring poverty from region to region all over the world, the fact remains that the meaning of poverty still tends towards lack and below average and poor standard of living (Ogu, 2012).

Poverty reduction is one of the most difficult challenges facing any country in the developing world where, on the average, majority of the population is considered poor. Evidences in Nigeria shows that the number of those in poverty has continued to increase. For example the number of those in poverty increased from 27% in 1980 to 46% in 1985 and to 67% in 1996, by 1999 it increased to more than 70% (Ogwumike, 2014). To this end, it has been supposed that nations that have individuals with higher levels of competence in their areas of specialization stand a better chance of combating or tackling poverty. In the end, people have become a priceless asset, and can be recognized within the context of human capital.

The idea of human capital denotes the abilities and skills of human resources of a country, while human capital development refers to the procedure of obtaining and growing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country's economy

(Okojie, 2015). Similarly, Ejere (2014) postulated that human capital has to do with the human factor in the process of production; and comprises of the joint knowledge, abilities or proficiencies and aptitudes of the labor force. Thus, human capital investment is a means through which labor force or the population that is willing and able to work acquires skills and knowledge required for the transformation of the country and bringing about economic development.

Different government administrations have continuously implemented chains of policies and programmes in an effort to mitigate the impact of the severe poverty which majority of the Nigerian society is facing, hence the need for systematic and human approach to poverty, which sees human capital investment as the main point of economic development as well as poverty reduction. According to United Nation Development Programme (UNDP), (2013) human capital investment is capable of fulfilling the potentials of the people by enlarging their capabilities and this necessarily implies the empowerment of people, and enabling them to participate actively in their own development. It is also a means through which the skills, knowledge, productivity and ineffectiveness of people are enhanced. Hence policies and programme present challenges as well as opportunities for sustainable development in Nigeria.

Sustainable development strategies allow for drawing natural resources assets, and utilization of environmental services through human knowledge and innovation which is the outcome of human capital formation. Sustainable development in human society is not a one-sided process rather multi-sided issues; individuals perceive development as increase in the skill and ability, it is viewed as maximum freedom, the ability to create responsibility. Seer (1977) cited in Enyekit (2017) states that sustainable development involves capital accumulation and economic growth only but the condition in which people in a country have adequate food, job and income inequality among them is great. It is the process of bringing fundamental and sustainable changes in the society with high level of technical know-how. It encompasses growth and embraces the quality of life as social justice, equality of opportunity for all citizens, equitable distribution of income and the democratization of development processes. It is the capacity of members of the society to actualize them by participating actively in the social engineering of their destiny. It entails the ability of individuals to influence and manipulate the forces of nature for their enhancement and that of humanity. Economic, political or social development implies more changes in the technical and institutional arrangement by which it is produced. In spite of various concepts, sustainable development is a multi-dimensional and is basically about the process of changes around the spheres of societal life. However human capital formation is the engine through which the development is carried out. This implies that labour development is the bedrock of any nation.

Statement of Research Problem

Poverty denotes total or insufficient lack of rudimentary requirements such as food, housing and medical cares. It includes the insufficiency of education, opportunities, consumption goods, environmental health and transportation facilities. Relatively, people are said to be poor when their income fall below the average income in a community (World Bank, 2014). Nigeria's poverty situation is quite alarming. Both the quantitative and qualitative measurements show the rising prevalence and gravity of poverty in the country.

This situation however, is quite ironical given the enormous physical and human resources that the country is blessed. A more disquieting truth, is the fact that successive governments have invested huge material and human resources to arrest the poverty situation, but significant improvement have not been recorded in that direction. The Human Development Report (UNDP, 2013) reveals that Nigeria is one of the poorest among the poor countries of the world. Nigeria ranks 54th with respect to the human poverty index (HPI) - making it the 20th poorest country in the world. It is also ranked 30th in gender related development index (GDI) while occupying 40th position from below in its human development index (HD1), these figures have not significantly improved for the better till date.

According to Babatunde and Adetabi (2015), the education that most Nigerians receive is not very good. Children attend primary schools for six years, but the education they receive is not sufficient. The pupils to teachers' ratio were 37 to 1, and the youth literacy rate was 13% for males and 20% for females up to the late 1990s. In 2002, 33% of the relevant age group attended secondary school and only 4% attended tertiary schools. The low number of students in tertiary school can be easily explained by the fact that spending per student in tertiary schools is 529.8% of the GNP. Furthermore, public spending on education was only 0.9% of the GNP in 2002 (World Bank, 2014).

Health comes next to education in the development of human resources. According to Yesufu (2016), good health policy is a means by which government can at once ensure that manpower is generated in the right mix distributed in accordance with national priorities and ensure the highest level of labor productivity. Health improvement influences mobility and labor force productivity, thereby enhancing the process and speeding up economic development. Most developing countries have paid serious attention to the provision of public health, education, and social welfare services. It is believed that such measures could improve the quality of life of their people and their efficiency as productive agents, thereby accelerating the general socio-economic development of their nation. Since health and education, status affects the individual participation in economic activities, and consequently, the level of the labor force in an economy, a reexamination of the level of investment in human capital and sustainable growth is imperative. According to the literature, the investments in health and education sectors should improve the productivity of an economy.

The financing of human capital investment in Nigeria has often been described as inadequate, with budgetary allocations to these sectors (especially health and education) hardly exceeding, on average 4% of the nation's total budgetary provisions (Riman and Apkan, 2012). For instance, education and health care spending, in Nigeria is segmented into private and public spending. While public health expenditures in Nigeria account for just 20-30% of total health expenditures, private expenditures on health account for 70-80% of total health expenditure. It is expected that budgetary allocations to the health sector would improve health and reduce the overall mortality rate. These findings provide one possible explanation of why public spending often does not yield the expected improvement in human capital development. It is in line with the foregoing, that this study therefore aims at examining the effect of human capital investment on poverty reduction with a view to exploring its challenges and opportunities for sustainability economic development in Nigeria.

Objectives of the Study

The objective of the study seeks to examine the impact of human capital investment on poverty reduction with a view to exploring its challenges and opportunities for sustainability economic development in Nigeria. The specific objectives are to:

i. Determine the relationship between public expenditure on education and economic growth in Nigeria.
ii. Ascertain the relationship between public expenditure on health and economic growth in Nigeria.
iii. Examine the impact of capital formation on economic growth in Nigeria
iv. Analyze the prospects of human capital investment to reduce poverty on sustainable basis

Hypotheses

i. H0: there is no significant relationship between public expenditure on education and economic growth in Nigeria.
ii. H0: there is no significant relationship between public expenditure on health and economic growth in Nigeria.
iii. H0: there is no significant impact of capital formation on economic growth in Nigeria

II. LITERATURE REVIEW

There are some related studies conducted by different scholars on human capital formation. The related literature has differing views on the concept of human capital development, the knowledge of human capital organization and rationalizations concerning the contributions of labor and other factors of production that could bring about the stimulating environment for achieving the targets in any industrial setting (Ilesanmi & Lasisi (2015). Therefore, human capital development concerns all kinds of labor, coaching, training, internship and human capital management investments. Fundamentally, it is that intangible factor that brings human intellect, skills, and competencies in the production process and allows for the provision of goods and services. It is the human capability and productivity engendered through knowledge and skills acquired from vocational and technical education, training and experience and facilitated by stimulating environment. Elements of human capital encompass knowledge, skills, attitudes, and motivation of an enterprise or society brought together to engage in the development of that enterprise or society and fulfill its objectives. Various authorities have attempted to define human capital. According to the Oxford Dictionary, the concept is conveyed as the skills acquired by an individual in the course of vocational and technical education training, and the experience drawn from industrial work after training. Human capital, otherwise defined as human resources in vocational and technical education, is an inevitable issue that calls for the attention of both the government and individuals (Enyekit, Amaehule, & Teerah, 2012). Human capital development presupposes investments, activities, and processes that produce vocational and technical education knowledge, skills, health or values that are embodied in people. It implies building an appropriate balance and large human resource base and providing an enabling environment for all individuals to be fully engaged and contribute to the organizational or national goals (Ojukwu, 2016). Any effort to increase human knowledge, enhance skills, productivity and stimulate resourcefulness of individuals is an effort towards human capital development.

Human capital development as a process of increasing human knowledge through improving skills by vocational and technical education, aimed at enhancing trainees' productivity and stimulating their resourcefulness should be systematic, sustainable and strategic. According to Peretomode (2013), the process should be systematic to the extent that there should be a plan for which previous activities will provide support for upcoming activities while facilitating the attainment of set goals (Ubulom, 2016). The process should be sustainable since the product (human capital) must make desired and enduring impact on the organization or society. Osuala (2015). The process should be strategic to the extent that there are well-defined goals and targets whose attainments are time-bound. It should be dynamic, responsive and result-oriented; continually evolving and proactive when addressing emerging challenges. Enyekit., Amaehule & Teerah (2012) further stated that there should, therefore, be an effective monitoring system to inform further necessary improvements in the process. Ilesanmi & Lasisi (2015) defined Human Capital education as consisting of the total activity that is planned, organized and developed in form of the preparation of youths for responsible economic participation in the community. It is a subject of the entire vocational and technical education often referred to as technology or technical education. Also, the National Policy on Education (2004), conceptualizes human Capital education as the aspect of technical education leading to the acquisition of practical and applied skills.

In a related vein, Osuala (2015) in Kulo, Effah & Okudare (2015) observe Human capital as a program of instruction consisting of a vocational program for technological progress and general business education. They refer to it as a program providing students with information and competencies required to manage personal business affairs and to use the services of business organization. The concept is thought of as a type of training with the aim of preparing people for a business career and furthermore, upon entering into an employment relationship, becoming capable of rendering services therein. This will enable them to advance from their present employment to higher level (Anyanwu, Adam, Obi & Yelwa 2015). From the array of the definitions, human capital development could be thought of as that aspect of education that renders students competent and directs their attitude towards work. Furthermore, it can refer to skills acquisition and one's ability to perform effectively and efficiently as an entrepreneur, shaping one's attitude towards the work as one of the employers rather than being the employee (Akinbode, 2013).

As the author observes, drawing from the extensive literature, the cardinal objectives of human capital development have differing perceptions. Isola &Alani, (2018) noted that the traditional objectives of human capital have been to acquire the vocational knowledge and skills favorable for employment and business career. This assertion was also reechoed by Ojukwu (2016), stating that human capital programs have been generally geared towards preparing the graduates for wage-employment suitable for requirements of large and medium business establishments.

In a related vein, Ihemekpen (2012), Njoku (2014) observed that the general objectives of education have been to provide training for specific jobs and to develop the ability to use these skills in the business environment. In another view, Izedonmi, & Urhie (2015) noted that the objectives of human capital formation have come to mean more than just grooming students for specific entry jobs. The author further states that programs should help to prepare people for occupational changes occurring in recent years. Furthermore, Matthew, Ede, Osabohien, Ejemeyovwi, Fasina, Akinpelumi (2018) and Enyekit (2017) listed some of the objectives of human capital formation as follows: Training of people for the specific occupation. Providing schooling and imparting the necessary skills leading to the production of craftsmen, technicians, and other entrepreneurial and self-reliant skilled personnel. Acquisition of practical and applied knowledge as well as basic scientific knowledge. Providing basic intellectual information on science, arts, and commerce, forming the key industrial knowledge. Preparing people for a business career; Preparing the individual to earn a living or to be self-reliant.

Gylfason and Zoega (2013), examined the impact of gross secondary school enrolment, public expenditure on education relative to national income and expected years of schooling for girls to the distribution of income as measured by the Gini coefficient as well as to economic growth across countries. The study found that these measures of education are directly related to income equality. It also finds that more and better education appears to encourage economic growth directly as well as indirectly through increased social equality and cohesion. More and better education financed by public expenditure can encourage economic growth and reduce inequality in the distribution of income as well. The study concludes that education encourages economic growth not only by increasing and improving human capital but also physical and social capital.

Ararat (2017) analyses the role and impact of education on economic growth in the two largest economies of the former Soviet Bloc, namely, the Russian Federation and Ukraine. The study attempts to estimate the significance of different educational levels, including secondary and tertiary education, for initiating substantial economic growth that now takes place in the two countries. This study estimates the model of endogenous economic growth and the system of linear and log-linear equations that account for different time lags in the possible impact of higher education on economic growth. The model estimation shows that there is no significant impact of educational attainment on economic growth. The results fromthe system of equations indicate that an increase in access of population to higher education brings positive results for the per capital GDP growth in the long term. Increasing the number of college-educated specialists leads to sustainable economic growth.

Appleton and Teal (2014) examined the impact of education on income growth in India by categorizing the education into the primary, secondary, and tertiary to determine whether education, for each category, has a casual impact on growth. Additionally, the education variables are also broken down by gender and analysis is carried out to determine whether the casual results vary by gender. The results indicate that primary education has a strong casual impact on growth than the impact for secondary education. Moreover, it is evident that female education at all levels has potential for generating economic growth while males have a casual impact on growth only at primary level.

Bakare (2016) investigated the growth implications of human capital investment in Nigeria using vector autoregressive error corrections mechanism. The study revealed that there is a significant functional and institutional relationship between the investments in human capital and economic growth in Nigeria. It was revealed that 1% fall in human capital investment led to a 48.1% fall in the rate of growth in gross domestic output between 1970 and 2000.

Babatunde and Adefabi (2015) investigated the long run relationship between education and economic growth in Nigeria between 1970 and 2003 through the application of Johansen cointegration technique and vector error correction methodology. Their findings reveal that the Johansen cointegration result establishes a long run relationship between education and economic growth. A well-educated labour force appears to significantly influence economic growth both as a factor in the production function and through total factor productivity

Risikat (2014) has provided evidence on the impact of investment in education on economic growth in Nigeria, using the standard growth-accounting model and relying on cointegration and error correction techniques. The study found that investment in education in Nigeria is quite low and fall below the recommendations of the United Nations. Nevertheless, it is found that investment in education does not only contribute positively to economic growth in Nigeria, but the impact is strong and statistically significant.

Bloom et al. (2014) follows the Solow model with human capital. Although they find that health capital is a significant variable for economic growth under the two-stage least squares method, key variables such as capital and schooling are not significant; therefore, the results are questionable. For Latin America, there is a series of technical research documents of public health developed by the Pan-American Health Organization, which find a strong correlation between economic growth and the regional health, estimating regressions similar to Barro's (2016) where health is much more robust than schooling.

Human Capital and Sustainable Development

Development pertains to the ability of man to take control of his environment, to manipulate and manage progressively, everything in that environment, to increase his production and productivity to enhance a qualitatively better life. In the quest to develop, the question remains; can the development be sustained? Sustainable development on the other hand, is development that meets the needs of the present generation without compromising the needs of the future generation (Wikipedia, 2007). Sustainable development according to Enyekit, Amaehule, & Teerah, (2012) emphasizes not the need to limit development, but the need to develop in other to be able to conserve, It also extends more than what the government of the day might think, but for continuous and concurrent ideologies that project and enhance the betterment of the entire society. Sustainable development therefore calls for adequate Human Capital development.

This involves investing on human capital to strength the weakness of public policies, so as to promote common good of the society in the resent. The same time, these efforts are expected not to harm or obstruct the ability of the further generations to achieve their development needs. Unfortunately, the reverse is the case in the trend in Nigeria environment as the political leaders do not have vision and passion to encourage human capital. Newland and Segundo (2016) had asserted that most discussions (and actions) of sustainable development have to give due attention to meeting the needs of the present and indeed of the future generations through human capital development. The strides should be noticed in both educational and health, thus sustainable development cut across and transcend to all spheres of life.

III. METHODOLOGY

For the purpose of this study, the ox-post facto research design is used. The annual time series data were collected from secondary source from 1990-2018. The data were collected principally from Central Bank of Nigeria (CBN), Nigerian Stock Exchange (NSE), and Statistical Bulletins 2018. The variables used for the Work includes. Real Gross Domestic Product, Government Expenditure on Education, Government Expenditure on Health and Gross Capital Formation.

Mode Specification

The econometric modeling procedure adopted for this paper is ordinary least square (OLS). The specification is being guided by existing theory or empirical evidence from previous studies. The model is specified as follows:

RGDP = f(GEE, GEH, GCF). …………………………………………. (i)

RGDP = $\beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3\ \mu t$……………………………….(ii)

RGDP = $\beta 0 + \beta 1$ GEE + $\beta 2$ GEH + $\beta 3$ GCF + μt … ………………. (iii)

Where RGDP – Real Gross Domestic Product (Proxy for economic growth)
GEE – Government Expenditure on Education
GEH – Government Expenditure on Health
GCF- Gross Capital Formation
a Prior expectation are $\beta 1$, $\beta 2$, $\beta 3 > 0$. This implies that all these independent variables in the model have positive relationship with economic growth.

Data Presentation

Table 1: Data on Real Gross Domestic Product (RGDP), Government Expenditure on induction (GEE), Government Expenditure on Health (GEH) and Gross Capital Formation (GCF) in Nigeria from 1990 to 2018

Year	RGDP	GEE	GEH	GCF
1990	19305.63	365.4	658.1	6177.8
1991	19199.06	211.96	757	6154.3
1992	19620.19	223.99	1025.4	5970
1993	19927.99	114.26	2684.5	6924.9
1994	19979.12	13 3.73	3027.8	6221.4
1995	19979.12	223.77	5060.9	4591.7
1996	20353.20	278.44	4851.5	5422.6
1997	21789.10	285.48	29417	5901.9
1998	22332.87	248.01	11984	5603.4
1999	22449.41	310.11	16180	5439.4
2000	23688.28	342.02	18182	6365.9
2001	25267.54	340.36	44652	4984
2002	28957.71	31709.45	450.67	509.97
2003	63171	39686	59978	9005
2004	662.89	840.49	59787	26559
2005	6843.4	6127.6	35020.55	37474.95
2006	1196.7	1314.1	44794	12240
2007	9766.7	13842	39995.50	42922.41
2008	1639.7	1316.8	32555	11871
2009	13742	18520	46012.52	49856.10
2010	2969.8	3304.6	3729.3	70638
2011	73216	77436	21352	19591
2012	20091	54612.26	57511.04	59929.89
2013	63218.72	4186.3	81212	21671
2014	67152.79	4669.4	84763	24578
2015	69023.93	4951.2	85419	28130
2016	67931.24	4977.5	86321	29012
2017	68421.64	5012.8	86610	29654
2018	127763	465.30	296.44	1682.10

Source: Central Bank of Nigeria (CBN) Statistical Bulletin (2018)

Data Analysis

Dependent variable: Real Gross Domestic Product
Method: Ordinary Least Square Sample: 1986 – 2018

Summary Output	
Regression Statistics	
Multiple R	0.520945
R Square	0.271384
Adjusted R Square	0.18395

Standard Error	26881.4
Observations	29

ANOVA

	df	*SS*	*MS*	*F*
Regression	3	6.73E+09	2.24E+09	3.103868
Residual	25	1.81E+10	7.23E+08	
Total	28	2.48E+10		

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	25631.43	8173.697	3.135843	0.004347
GEE	0.450709	0.285138	1.580667	0.126525
GEH	0.445907	0.180486	2.470599	0.02066
GCF	-0.65688	0.311755	-2.10703	0.045316

Source: Excel 2010

IV. DISCUSSION OF FINDINGS

The study examined the impact of Human Capital Investment and Economic Growth in Nigeria from 1986 to 2018. The ordinary least square (OLS) method was used in analyzing data. The findings of the study reveal that. There is a positive relationship between Government Expenditure on education (GEE) and Real Gross Domestic Product. There is also a positive relationship between government expenditure on health (GEH) and real gross domestic product. While there is a negative relationshipbetween Gross Capital Formation (GCF) and Real Gross Domestic Product. The t-test (1.580667) showed that for government expenditure on education has a significant impact on real gross domestic product in Nigeria. Also the t-test (2.470599) showed that Government expenditure on health has a significant impact on real gross domestic product in Nigeria. The findings are in line with the study of Odo et. al. (2016).They stated that expenditure on education and on health has significant effect on economic growth in Nigeria. Aminu (2012) also made similar findings on his investigation between government expenditure on education and health on the growth and development of the Nigerian economy between 1977 and 2007 through the application of Augmented Dickey-Fuller techniques. But the t-test (-2.10703) showed that Gross capital formation also has a negative significant impact on real gross domestic product in Nigeria. The negative relationship between Grass Capital formation and real Gross Domestic Product is in line with Enyekit (2017) which stated that sustainable development involves capital accumulation and economic growth

The f-test (3.103868) shows government expenditure on education, government expenditure on health and gross capital formation jointly have a significant impact on real gross domestic product in Nigeria, at 5% level of significance. The adjusted coefficient of-determination (R) show that 52.1% variations in real gross domestic product is being accounted for by government expenditure on education, government expenditure on health and gross capital formation. 97.3% shows a good fit for the model.

V. CONCLUSION

The need for developing human capital in the Nigerian economy cannot be overemphasized due to the significant role it plays in every economy of the world. Given the findings of the study, the following recommendations were reached. Governments should increase budgetary allocation to education sector and establish numerous skills acquisition centers across the federation due to the multiplier effects they have on the economy, it is pertinent to note that it is not enough to just increase budgetary allocations and establish these skills centers, there should also be proper control mechanisms set up to make sure that they achieve the expected results.

It is common knowledge that most times the authorities are unable to evaluate human capital development projects, provide professional guide to educational planners, coordinate professionally matters relating to employment and attract and retain competent staff. These factors continue to limit the benefits that will accrue to the Nigerian economy, therefore, the authorities should help in checking these flaws. Since poverty is used as a proxy for economic growth and development in the country, the policy implication suggests that the variables discussed in this research are very strong index of human capital development in Nigeria and hence more allocation to these sectors are the virtue of developing human capital and tends to reduce poverty in the country. Therefore, the study adopted the alternative hypothesis and concludes that human capital development has significant impact on poverty reduction in Nigeria.

VI. RECOMMENDATIONS

In the light of the analysis and findings of this study, the following recommendations are considered necessary;

1) There is need for Nigerian policy makers to pay more attention to the health sector and increased its yearly budgetary allocation to it. Nevertheless, the key to good results lies not in ordinarily increasing particular budgetary allocation but rather in implementing a public finance-system that, to the extent possible, links specific expenditure and revenue decisions and ensure the usage of the allocated fund as transparently as possible.
2) Improved conditions of service for workers in the educational sector. This will help reduce the current brain drain in educational sector and more competent hands that will help improve productivity of the sector and the national economy at large.
3) Government should strengthen its core functions by creating - strong macroeconomic policies to checkmate corrupt top government officials and politicians to embezzle or loot government fund in the name of providing infrastructural developments, jumbo projects and white elephant project that resulted in fund misappropriation which cannot translate to economic development in Nigeria.
4) There should be vocational education that will produce practical oriented labour for entrepreneurship development. This should be enhanced by the government. Government should provide adequate - infrastructure services that support the full mobilization of all economic decision especially educational sector.
5) There should be workable government policy on environmental sustainability and development that could promote conducive working environment that will bring about efficiency of labour as well as high level of productivity.

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