



Impact of corruption on human capital development and education in Kano South Senatorial district

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Abstract

Corruption is mismanagement of resources and unethical practices that affect the implementation of policies on the organizations, institutions and government agencies. The study seeks to identify how corruption affects the human capital development and education in Kano south senatorial district. The study employed Qualitative method via interview with the informants in the area of the study. Though, secondary data was equally used to support the data for proper interpretation and analysis. The paper adopted human capital theory to provide a basic justification for large public expenditure on education, the theory extracts that investment in human capital will lead to greater economic output. The study finds out that human capital is important at any level on education but corruption, tribalism and nepotism affect every aspect, and also the study find that corruption has major effect on human capital development and education. Indeed, corrupt policies have led to high population in schools, inadequate facilities, poor implementation of policies and school material are diverted for personal used. The study recommends that the state should have political will to invest on human capital development and education as well as to combat the gravity of corrupt practices to the barest minimal.

Keywords: Corruption, human Capital development, education, economic output.

1. Introduction

The majority of developing nations, including Nigeria, are still a long way from this reality, as seen by their meager dedication to and investments in health and education. Even if it is maintained that both nations are working hard to address this issue by changing laws in both areas, it is clear that the efforts have not been fruitful because over time, development in these areas has been extremely slow. It is therefore appropriate to blame the bulk of developing nations' poor commitment to and investment in the human capital development project for their struggles in achieving social and economic growth. Nigeria incorporated technical and vocational education and training into its

educational system because it views education as a tool for the development of its people.

More so, an increased level of poverty and the heightened gap of income inequalities may represent a mechanism through which corruption may affect human capital development. Several empirical literatures posit that higher levels of corruption invariably lead to advanced levels of income, inequalities and more specifically human capital inequalities (Tebaldi and Mohan, 2010; Gupta et al., 2002). This is likely to occur when the wealthy population group with political connections lobby the government for social expenditures towards the provision of particular kinds of



educational services that better favour their own interests. These weaken the positive effect of social programs and stimulate the misappropriation of public funds allocated to poor people, resulting in limited poverty reduction efforts and reduced resources available for expanding access and improving education quality (Gupta et al., 2002).

However, it is important to note that Nigeria is one of the most corrupt countries in Africa and the globe, with corruption permeating every area of the economy and ranking among the top 50 in the world (Transparency International, 2015). Corruption in the nation is caused by both the collapse of the private sector and dishonest state officials. Since education and health are the rights to the citizens and are essential ingredients for economic development corruption in these sectors are costly. Corruption in the educational sectors include; intercepting of resources which leads to crowded classrooms and decaying facilities at all levels of education; selling of educational resources that are supposed to be free; selling of university spaces to unqualified students and charging of ridiculous unauthorized fees which may lead to appointing of teachers and lecturers without adequate qualifications through family connections; buying of grades by students and threats from students to pass without meeting the requirements. The aforementioned actions impede the progress of education, leading to the graduation of students from educational institutions devoid of the necessary abilities to effectively compete in the marketplace. Corrupt practices in the health industry also cost more since they prevent the delivery of efficient and high-quality healthcare by the healthcare system. As a result, life expectancy rates drop and population status deteriorates (Ensor and Duran-Moreno, 2005).

2. Literature Review

2.1 Conceptual Review

Corruption

Corruption is defined as mismanagement and unethical behavior that can interfere with the implementation of policies (e.g., when organizational cultures allow the use of public funds for administrators' or teachers' personal gain). These behaviors are typically linked to weak institutional capacity and organizational cultures that do not promote an adequate distribution of educational opportunities.

Human Capital Development

Scholars have provided a variety of definitions to attempt to elucidate the meaning of the term "human capital." Aluko & Aluko (2012) define human capital as a nation's human resource base's aptitudes and competencies. According to Barney (1995), the phrase encompasses all of an individual's and associates' experience, skills, judgments, abilities, knowledge, contacts, risk-taking, and wisdom within an organization. In a similar vein, Stiglitz and Boadway (1994) define the term as the pooling of acquired knowledge and expertise that increases worker productivity. According to Harbison (1973), it can also refer to the abilities, knowledge, and energies that are, or may be, applied to the production of commodities and services.

All of a nation's economically productive human population is implied by its human capital. Put simply, it's the abundance of labor force or human resources possessing the necessary abilities, know-how, and education to be converted into a factor of production in order to fulfill a country's objectives for satisfying its consistent needs for goods and services that promote growth. The term "human capital" refers to the precise amount and quality of people that a nation has available for economically beneficial activities, not the size of its labor force. The result of cumulative investments in people is human capital. This claim is supported by Ojo (1997), who contends that human capital is the current worth of prior investments in skills.

Education

The process of promoting learning, or the acquisition of information, abilities, morals, values, beliefs, and habits, is known as education. Education is the process of receiving or providing systematic instruction. Educational approaches include teaching, training, storytelling, discussion, and guided study. The process of promoting learning, or the acquisition of information, abilities, morals, values, beliefs, and habits, is known as education. Among the techniques used in education are debate, narrative, instruction, storytelling, and focused study. Though students can educate themselves, education usually occurs under the supervision of teachers. Formative experiences that influence an individual's thoughts, emotions, or behaviors can be classified as educational experiences, regardless of whether they occur in formal or informal settings. Pedagogy is the term for the teaching methodology.

Development

The process of creating growth, advancement, good change, or the addition of elements related to the physical, economic, environmental, social, and demographic domains is known as development. Development is essentially a positive-connotation economic notion that involves applying certain economic and technical strategies to utilize resources in order to stimulate economic growth and enhance people's quality of life. The process of adding new information to a certain event is called development.

2.2 Corruption and Human Capital Development from wider perspectives

Higher income disparities in education may result in less public and political support for redistributive measures, such as state funding of public education, which could reduce the effectiveness of such measures (Benabou, 2000). More so, academic corruption exists as a result of lecturers

collecting bribes from students or being threatened by students who may necessarily not be qualified to pass. These results to the flooding for labour market with graduates who cannot compete favorably with their fellow counterparts' world over and may not possess the necessary skills required to foster human capital development. Similarly,

Mo (2001) examined the ways in which corruption could potentially slow down growth rates in 46 different nations between 1970 and 1985. According to the analysis, there is a substantial and negative correlation between corruption and human capital, which is determined by the average number of years spent in education for all people over 25. Similarly, Dreher and Herzfeld (2005) examined the influence of corruption on economic growth for a cross-section of 71 nations from 1975 to 2001 through a number of channels, including human capital, and discovered a significant and adverse relationship.

The Human Development Index used to measure human capital development and data on corruption was culled from three different sources These are the Corruption Perception Index (CPI) compiled by Transparency International (TI), International Country Risk Guide's (ICRG) corruption index compiled by Political Risk Services (PRS), and the Corruption Index constructed by Kaufmann et al. (2003) the findings suggest that corruption has significant impact on human capital development. In the same vein, Dridi (2014) explored corruption and education as a channel of human capital development for an average time frame 1980–2002. In fact, the high and rising corruption decreases significantly access to schooling. A unit increase in corruption reduces enrolment rates by almost ten percentage points. Corruption on human capital development has also been presented by exploring the link between corruption and economic growth like in the study by Požega et al. (2010) who assessed the



impact of corruption index on education, human and social index on economic development data collected from 52 countries for the year 2008. The findings also show that corruption impedes development on human and social capital. In the literature on development thinking, the development of human capital as well as the growth and development of any nation have been strongly highlighted and given sufficient attention. Asaju (2010) asserts that the key tenet of this thesis is that "the success story of many developed nations can be attributed to their investment on human capital development." Additionally, Asaju (2010) notes that "the priority given to human resource development has been attributed to the economic success of countries referred to as the Asian Tigers in recent years." Health and education are essential for developing human capital (Aluko & Aluko, 2012). Long-lasting and very beneficial in the long run is investing in human capital. Some economists contend that because knowledge and skills are relatively permanent, human capital does not diminish.

2.3 Effect of Corruption on Human Capital Development and Education in Nigeria

Several reforms were made on education in Nigeria to improve the educational sector but little has been achieved due to grand corruption and misappropriation, elites benefited policies and lack of political will towards implementing most of the educational policies. While some policies are good but not yet implement them properly another set of government will come up with different policies for their self-centric mission not for the entire populace. For instance, 6-3-3-4 system of education and later replace with 9-3-4 under basic education program etc. all this conundrum intensified from corruption and bad leadership in education.

In an attempt to show more commitment on investment in human capital development

in Nigeria as a necessary ingredient for growth, the Ashby commission was setup in 1959 to investigate into the needs of post school certificate, higher education (Ojo, 2007). The submissions of the investigation led to the massive investment in education in that era (as education was viewed as the only means of human capital formation).

This was due to the fact that prior to this time, Christian missionaries and private persons were both responsible for funding formal education (Okuwa, 2004). However, because of feelings, nepotism, and corruption, this system breaks down and is no longer available. According to Mikail (2012), funds designated for large-scale capital projects aimed at carrying out development projects will be diverted and misused for the personal enrichment of a select few unfavorable elites and their allies, at the expense of the general public and the advancement of the country.

Nonetheless, the widespread corruption may have a damaging impact on the health and education sectors, undermining the legitimacy of these systems and impeding institutional growth (Gupta et al., 2002). For instance, corruption may hinder the development of human capital through the misuse and misallocation of funds in the education system. Therefore, the capacity of the educational system or health facilities to expand will be compromised, as will access to educational services and improved quality and quantity of educational equity, all of which inevitably affect human development, if the number of resources allotted to the educational sector is reduced or prevented from reaching its ultimate destination, such as hospitals (Dridi, 2014).

Corruption is the hydra headed monster that has for several decades bedeviled the corporate existence of this beloved country, Nigeria, in particular, and the entire African continent in general. The pandemic of corruption has undoubtedly shamed and diminished us all. As the root of all evils known to man, the Pandemic of corruption



has virtually brought the country to its knees. Indeed, it's a truism, that corruption is antithetic to the well cherished democratic ideals and rule of law (Mikail 2022). Thus, he further explained that Institutions that fight corruption in Nigeria experience a number of challenges at both investigation and prosecution levels. Thus, the great disease known as corruption has destroyed our moral values, eliminated the concept of meritocracy, and encouraged a host of atrocities including prostitution, robbery, nepotism, tribalism, broken homes, and juvenile delinquency. It also produces unproductive generations to staff our organizations, which will have a detrimental impact on our ability to develop sustainably as a people in the future (Mikail, 2012).

According to Mikail's 2017 study, Nigeria is experiencing a serious crisis in its political, social, and economic growth, which is closely related to the issue of widespread corruption. While the crisis' signs are obvious, the solutions are less so (Ogundiya, 2009). The aforementioned claim is supported by the suggestion made by Malam Nuhu Ribadu, the former chairman of the Economic Financial and Crimes Commission, that between 1960 and 1999, top Nigerian officials squandered or wasted between \$380 billion and \$440 billion (Ribadu, 2009; Human Right Watch, 2010; Mohammed, 2013). In addition, from 1999 to 2007, corruption cost Nigeria between \$4 and \$8 billion annually (Human Right Watch, 2010). However, between 2007 and 2015, the number increased. In light of this, the nation was ranked 136th out of 175 countries in terms of corruption in Transparency International's 2015 Corruption Perceptions Index. Even after new civilian authorities implemented anti-graft measures, corruption still exists.

He further added. Because the ruling elites' political meddling in the operations of anti-corruption agencies has undermined the

independence and autonomy of these institutions and left them susceptible to the decisions of the elites, political interference has hindered strategies to carry out their fundamental duties as outlined in their mandate. Political will is the first obstacle to overcome. The former EFCC chairman, Nuhu Ribadu, performed admirably when given the authority to bring charges against dishonest personnel. Our political leaders must take the lead in the fight against corruption. However, after his dismissal, Nigeria's fight against corruption has shown no results. They went on to say that people lack faith in these anti-graft bodies because they lack political will since they follow the lead of the authorities that created them. In fact, without political will, there won't be any autonomy, sufficient funding, or a feeling of community to carry out their duties wisely and successfully (Mikail, 2017).

2.4 Theoretical Framework

The fundamental frame work for this research is based on Human Need Theory: According to Fagerlind and Saha (1997), there is a fundamental rationale for significant public spending on education in both rich and developing countries. The theory aligns with the democratic and liberal progressive ideologies prevalent in the majority of western cultures. Its attraction stemmed from the assumed financial yield of investing in education on both a macro and micro level.

It was observed that initiatives to encourage human capital investment led to swift economic expansion for the community. Individuals believed that these investments would pay off in the shape of their own success and accomplishment in the economy. The foundation of human capital theory is the idea that raising a population's potential for productivity requires and greatly benefits from formal education. Human capital theorists essentially contend that people with higher levels of education



are more productive. Human capital theory highlights how education raises workers' levels of productivity and efficiency by boosting the cognitive stock of economically valuable human capability, which is the result of both investment in people and intrinsic abilities. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993). In the new global economy, hard tangible assets may not be as important as investing in human capital. Thomas Friedman, in his widely successful book, *The World is Flat* 2007, wrote extensively about the importance of education in the new global knowledge economy. Friedman, not to be confused with the famous economist Milton Friedman, is a journalist. His popular book has exposed millions of people to human capital theory.

Human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the framework of

government policies since the early 1960s. It is increasingly seen as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as *technological change, research, innovation, productivity, education, and competitiveness*. Economic consideration *per se* in the past, however, has not determined education. Further, human capital is concerned with the wholesome adoption of the policies of education and development. Human capital is an intangible asset not listed on a company's balance sheet. Skills and experience of an individual are considered to be part of their human capital. Considering that not all labor is created equal, companies can increase their human capital by providing benefits, education, and training for their staff.

3. Methodology

The study used two types of data that covers primary and secondary data. The primary data includes interview, and observation. While the secondary data includes relevant textbooks, journals, magazines, newspapers among others. The structural interview was employed in this study, they researchers interviewed seven informants that covers Principals and Headmasters from Secondary and Primary Schools as well as the Education Secretary and some Civil Servants from the area of the study. This is in conformity with the submission of Creswell (1998); Patton (2002); and Edward & Baker (2005) that a qualitative researcher would interview informants from 5-25 to reach the saturation point. The above number (7) falls within.

Informants. *State that, on lamenting how corruption, tribalism and nepotism play role in every aspect of human life, he said corruption is in everywhere not only education and human capital*

4. Results and Discussion

Respondents view on existence of corruption in human capital development and education in Kano south senatorial district



development (especially on employment of teachers in kano state, and government fail to pay SSCE for qualified students in kano state). But urged government to provide measure of reducing the corruption at local level more especially on education, he sees human resources of any state is more important, rather than its physical capital and material resources, were he said Kano state government has to invest more on human capital development and at same time to fight corruption and enable education system in order to produce manpower on the sector (informants 2,4,&5 interview dated, March, 2nd, 2023).

Informants. Yes, there is corruption in kano south senatorial district, were government official in collaboration with traditional leaders selling public property for their personal gain (for example, building shops/plaza in public school in Gaya local Government, selling of grave yard as plot in Bebeji Local Government), which mainly happen in every local Government of Kano south senatorial district. This is detrimental to education sector that the school lands are been selling out by the elite to deter the education to thrives (informants 1,3&5 interview dated, April, 10th, 2023).

Either way one looks at it, the education sector is important in human development as a supplier of the trained manpower and as a prerequisite for the accomplishment of other development goals, as Education, according to Aluko & Aluko (2012), is a

key component of most programs for social and economic development. Furthermore, the primary sector provides context and actuality for people's national identity goals and aspirations (Aluko & Aluko, 2012).

Respondent views on types corruption in human capital development and education in Kano South senatorial District

Informants. Stated that in Kano South Senatorial district there are several types of corruption which include looting of public property, nepotism tribalism among others. By looking at Politics and party politics in Kano south senatorial district, it stated directly when you are not belonging to ruling party, you will not benefit from government in terms of providing social amenities which include health facilities to hospital in Kano south senatorial district, even if is provided is been diverted for their personal used, (informants 1,2,&7 interview dated, February, 28th 2023).

Respondent view on how corruptions affect human capital development on education in Kano south Senatorial district

Informants. Corruption has major effect on education in Kano state due to the high population and poor policies that will guide the activities of education sector in Kano state and Kano south senatorial district, he added that inequality impedes on growth of education and



human capital development in Kano state and government shall provide more education facilities to public school (informants 2,3,&6 interview dated, March, 10th 2023).

Informants. *One of the most crucial aspects of corruption's impact on education and human capital development in Kano State and Kano South Senatorial District is that, in his view, education plays a major role in the formation of human capital, which in turn influences economic development and the availability of human resources. (informants 1, 2,&4 interview dated, March, 4th 2023).*

To help attain these objectives, Nigeria introduced the National Economic Empowerment and Development Strategy

(NEEDS) in 2003 (Gyang, 2007). According to Obima (2007), the five main priorities of the NEEDS are mass empowerment through education, job creation, wealth generation, poverty eradication, and value reorientation. All of these are intended to raise the standard of living and general well-being of Nigerians while also enabling them to play an important role as agents of social and economic change.

According to Cockroft (1998), illegal enrollment fees have a significant impact on students' academic progress in Africa. Students from the poorest families are probably the ones that have to drop out due to their inability to pay these illegal fees. Teachers who cheat on standardized tests in the US undermine incentive schemes (Jacob and Levitt, 2003), which increases the likelihood that their children would receive a subpar education. Teacher absenteeism is a prevalent issue in rural communities in Uganda, Kenya, and India (Reinikka and Smith, 2004; Banerjee and Duflo, 2005).

Respondents views on how Corruption affect Education in Kano south Senatorial District

Informants. *Yes, Corruption has affected education and human capital development in Kano state and Kano south senatorial district, were material been diverted for personal use rather than schools. Were most of the reading material and resources for educational facilities are not yet reach the schools and children are experienced lack of good teaching method from their various school (i.e Kano State Foundation Bebeji, Support Institute Karfi, Informatic School Kura those*

schools were closed deliberately) and influence are taking place in most of the public school (informants 2,4,&5 interview dated, March, 2nd 2023).

Informants. *there is corruption in human capital development and education where government are not concern in putting things in place and they have abandoned some projects due to the lack of continuity, (5km road to each local government in kano south senatorial district it was abandoned due the lack of continuity and partisan politics). Moreover, the government are not concern*

on matters affecting education and human capital development. And our leaders are not concern in investing on education and skills acquisitions, which it will help our youth, but they rather concern on construction of roads without completing the project as abandoned project because of their self-centric interest. (informants 3, 5 &7 interview dated, February, 28th 2023).

According to Nye (2004), corruption is defined as behavior that deviates from the official responsibilities of a public role in order to pursue personal financial or prestige gains (family, close family, private clique) or to circumvent laws prohibiting the use of particular forms of private influence. This covers actions like bribery, using a reward to sway the opinion of someone in a position of trust, and nepotism, which is the practice of bestowing favor based more on ascribed relationship than on merit. Corruption in education is a common observation. Examples from a wide range of nations indicate that corruption of this kind is almost universal, and the detrimental effects are well-researched. For instance, in the Philippines, prospective teachers pay school administrators with bribes in order to get hired (Chua 1999).

Respondents views on forward of reducing corruption on education in Kano south senatorial district

Informants. *They recommended that the government use education as a tool to help its people grow; it integrated technical and vocational training and education within the Basic Education Sector. To provide skilled labor (as in Rano, Gaya*

Bebeji, Tudun Wada, and other local governments in Kano state) is the goal of the post-basic education sector. Although there are many sewing machines and tailoring supplies available as training centers for young people to develop their manpower, education is still regarded as a vital component of human capital development in Kano State and Kano South Senatorial District because these fields require applied science, engineering, technology, and commerce to operate and maintain. (informants 5,6, & 7 interview dated, April, 1st 2023).

The most possible means of ensuring development and wellbeing of individuals are through purported investment in education and health as well as other social welfare services capable of improving the quality of human population. Healthy and well-informed (literate) workforce or population is a major determinant of the pace of social and economic growth and development in any nation. As Awe and Ajayi (2010) argue, “a well-educated population is an objective in itself as well as the conduct to accelerate social and economic development”. On the other hand, Yesufu (2010) avers that, “a good health policy is a means by which government can at once, ensure that manpower is generated in the right mixes, distributed in accordance with national priorities and ensure the highest level of labour productivity” (Awe & Ajayi, 2010).

Discussion of findings

Few studies have made assumptions about how corruption affects the development of human capital, especially in Nigeria, because most of the study on this



relationship has been done outside of national borders. A study on the relationship between several development outcomes, such educational outcomes, and governance indicators, like the handling of corruption, was carried out by Kaufmann et al. (1999). They offer proof that more efforts to combat corruption are associated with higher rates of adult literacy across a broad range of nations. Similar to this, Gupta et al. (2001) looked into corruption and the availability of social services, like healthcare and educational facilities, for a sample period spanning from 1985 to 1997 in a panel of 128 advanced and developing economies. Age dependency ratio is used as a proxy by using dropout rate, school enrollment rate, and child death rate.

The study discovered that nepotism and tribalism affect all facets of human life, including education and the development of human capital. It also urged the government to implement measures to lessen corruption at the local level, particularly in the area of education, as this has a significant impact on human resources, which are more valuable to a state than its material and physical capital. The government of Kano must prioritize human capital development while simultaneously fighting corruption and enabling the educational system to generate labor for the education sector. Additionally, more One of the most significant ways that corruptions impact education and the development of human capital in Kano is through its impact on education's role in the formulation of human capital and the achievement of meaningful development.

The paper bemoaned the pervasiveness of corruption, nepotism, and tribalism in all facets of human existence. The study argued that corruption affects education and human capital development in Kano state and Kano south senatorial district, citing education as a key component in the formation of human capital and as a factor in economic development and human resources. Additionally, the study asked the

government to take action to stop local corruption, especially in the field of education. The study also demonstrated the serious effects that corruption has on Kano State's educational system because

5. Conclusion and Recommendations

According to the study, corruption has a major impact on these variables. As a result, those with less corruption have access to higher-quality educational resources and human capital, which will help them bring about genuine, long-lasting change in their communities. Sadly, these are the ones who lack this crucial component the most. Numerous developing nations have endeavored to enhance the quality of education and healthcare services to secure the accumulation of valuable human capital. These nations are renowned for their profusion of human resources, which have the potential to yield significant socio-economic development benefits for their countries. Nigeria's development problems will only worsen as long as the country struggles to develop a pool of economically valuable human resources. For this reason, the country is concerned with the main problems or obstacles impeding the growth of human capital in the Kano South Senatorial District and throughout Nigeria. In order to generate labor for the education sector, the Kano State government must invest more in the development of human capital while also battling corruption and supporting the educational system. The government need to embrace education as a tool for fostering the development of its citizens; it has integrated technical and vocational training and education within the Basic Education Sector.

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