

# **YOUTH EMPOWERMENT AND HUMAN CAPITAL DEVELOPMENT IN ENUGU STATE, NIGERIA: ISSUES AND CHALLENGES, 1999-2010**

**BY**

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## **ABSTRACT**

The study was on Human Capital Development in Enugu State (1999-2010). The general objective of the study was to examine human capital development in the public service of Enugu State. Specifically, the study was to examine the effectiveness of training and youth empowerment in Enugu State. A survey research design was employed in the study where questionnaire was distributed and interviews conducted using a carefully selected sample. The study found out that there is a significant relationship between youth empowerment programmes and human capital development in Enugu State. Other findings include the identification of poor resources for the provision of services for youth empowerment. Based on the findings, the study proffered some recommendations on modalities which Enugu State Government should adopt to achieve the development of human resources so as to ensure the provision of high quality services in the public institutions of Enugu State. One of such recommendations includes making adequate and clear provision for youth development in the annual budget of the state.

**Keywords:** Human Capital, Youth Empowerment, Development, Budget.

## **INTRODUCTION**

Over the years, the terms used to describe staff and employees in businesses have changed. We have moved from “personnel” to “human resources” (HR) and now “human capital”. Human capital is getting wider attention with increasing globalization and also the saturation of the job market due to the recent down-turn in the various economies of the world. Developed and developing countries put emphasis more on human capital development towards accelerating the economic growth by devoting necessary time and efforts to the process (Marimuthu et al, 2009).

Shultz (1993) defined human capital as a key element in improving a firm’s assets and employees in order to increase productive as well as sustain competitive advantage. His definition of human capital refers to processes that relate to training, education, and other professional initiatives in order to increase the level of knowledge, skills, abilities, values and social assets of employees which will lead to the employees satisfaction, performance and eventually on a firm’s performance. Marimuthu et al (2009) stated that firms seek to optimize their workforce through comprehensive

human capital development programmes not only to achieve business goals but most importantly for a long term survival and sustainability. To accomplish these undertakings, they noted that firms will need to invest resources to ensure that employees have the knowledge, skills and competencies they need to work effectively in a rapidly changing and complex environment.

Any effort to increase human knowledge, enhance skills and productivity and stimulate resourcefulness of citizens is an effort in human capital development. Human capital development, as Ogujiuba and Adeniyi (2008) noted, is a way to fulfil the potential of people by enlarging their capabilities and this necessarily implies empowerment of people, enabling them to participate actively in their own development. Therefore, human capital development is a people centred strategy of development. What really matters is the empowerment of people to identify their own priorities and to implement programmes and projects of direct benefit to them. This in turn implies the active participation of people in the developmental process and the consequent need to construct institutions that permit and indeed encourage that participation.

Rapid socio-economic development has been observed to depend essentially on the caliber of human capital of a nation. Awopegba (2001) noted that although Nigeria is one of the most populous nations in Africa, the country is still largely underdeveloped. This, she said can be attributed partly to the unplanned efforts towards the development of human capital through education and training. Consequently, she noted that Nigeria has been scored low by the United Nations in terms of its human development indicators such as life expectancy, literacy and economic growth rates. The population growth according to Awopegba (2001), has continued to expand, even beyond the rate of economic growth, a situation that has given rise to increasing poverty. Furthermore, gender gap in access to education continues to persist in the urban and rural areas, while dropout rates continue to worsen.

A look at Nigeria from the stand point of qualitative indices like literacy level or the size of population that can meaningfully influence business, one will be shocked at what one gets. Odibo (2008) pointed out that most business in Nigeria face the difficulty of getting people who can understand the corporate vision, as our Universities are churning out graduates who need academic rehabilitation to comprehend the crucial role they have to play to support growth. One of the fundamental paths to empowerment of human race is through education. This is because, before any person can be empowered, such an individual must be equipped with the necessary tools required to operate and become effective in a larger society. This requirement is fulfilled by the foundation provided by education which generally is the process or system that facilitates the acquisition of skills, knowledge, information and know how through formal or informal means. It is also worthy of note

that competence in any field of human endeavour comes through education and learning and the multiplier effect of this to the society is that it helps to prepare both youths and adults to be successful citizens, contributing their own quota to the society. When people are educated, they are equipped with the enabling knowledge and requisite skills needed for active participation in a productive economy.

With the increasing recognition that the harnessing of human potentials especially in public service is of utmost importance, organizations seek corps of employees that are well educated, skilled, qualified and have executive capacity to perform their tasks. Getting this corps of employees take time and a systematic planning in education and training efforts. Sule (2011) pointed out that in the face of the existing massive population growth with its attendant needs, there is a serious dearth of required relevant labour force that can meet the current needs of public service and governments. This is because most graduates turned out from our educational system do not have the requisite skills and professionalism to meet up with the demands of the labour market. Infact, as at today, the development of an effective, efficient competent and proactive public service remains one of the greatest challenges facing many states and Enugu State in particular. This is as a result of increasing complexity of policy making and service delivery juxtaposed against the continuing erosion of human capital in the Nigeria public service.

In Enugu State, the youth members occupy a tremendous huge population. Government should make necessary efforts for them to develop their skills so as to harness their potentials and make them relevant for labour force. In addressing this issue, government should look into the problem of education policy that does not encourage the development of skills in our country. Training and empowerment of youths remain the surest strategy to enhance skills and productivity among the youths. It is a well known fact that government does not have the capacity of employing all the young graduates. As a matter of fact, government should help the youths to develop their skills and also empower them financially and materially. This will help to stimulate resourcefulness among the youths and also serve as an effort in the development of their human capital. Awogbenle and Iwuamadi (2010:831) was in line with this thought, when they wrote that youth development and empowerment are vital stages in life for building the human capital that allows young people to avoid poverty and live better and possibly have a more fulfilling life.

There is, therefore, an urgent need to put in place strategies to mobilize and harness the human capital base and align it to meet the needs of sustainable development of Enugu State. This can be best achieved through a strategic review of the human capital development issues which includes training, and youth development.

## **1.2 The Problem**

The Asian countries of China, India, Japan and other emerging nations of great potentials in the region like Malaysia, Singapore, Indonesia and Thailand are countries which laid the foundation for growth and national development, not on natural resources but on human resources. Jim-Nwoko (2009:60), commenting on this, stated that Nigeria, in order to be part of the leading nations of the world economically and politically, will need to engage in a fresh plan to develop a national policy on human development. He said that for vision 2020 to succeed, Nigeria will need a well developed human capital to drive the vision. Any government agenda for that matter needs adequate human capital for effective implementation.

Ribadu (2011:1) was in line with this thought when he stated that a healthy, well developed and content citizenry is at the heart of national development. According to him, the various segments of human capital development which include health, education, women and gender issues, youth, the physically challenged and social security should receive appropriate attention. No country has achieved sustainable economic development without sustainable investment in human capital. There can be no significant economic growth in any country without adequate human capital development. Ogujiuba and Adeniyi (2005:60) observed that in the past, much of the planning in Nigeria was centred on accumulation of physical capital for rapid growth and development, without recognition of the important role played by human capital in the development process.

In Nigeria, although oil and gas resources are great assets, the greatest and most valuable asset of a nation is her people; because there is no oil-well richer than the human brain. It therefore means that for Nigeria to be a great nation, we must, as a people, begin to devote resources and attention to human capital development. In this study, we are to examine the Human Capital Development as it affects youth development and empowerment.

Despite all government efforts, the public service is still bedeviled with high level of inefficiency which culminates into low productivity. The situation in Enugu State is that both the educated and uneducated members of youth are faced with the problems of unemployment. Our system of education policy does not create opportunity for the development of skills as well as empowerment of youths. As a result of this, the public service is faced with the problems of inadequate and unqualified human capital. The truth is that even though many youths graduate from university on yearly basis, most of them still require to under-go one form of training or another before they can fit-in into public service jobs. The point we are making here is that the quality of service delivery in the public service of Enugu State is very poor and it does not create room for development. It is therefore against this backdrop that the study seeks answers to these research questions:

Is Enugu State Government adopting policies that can help to empower their youths? Does the government of Enugu State execute adequate youth development and empowerment programmes that can help their youths become useful to themselves and their communities? The general objective of this study is to examine the human capital development in Enugu State, while the specific objective is to critically examine the effectiveness of training and youth empowerment in Enugu State.

### **Understanding Youth Empowerment**

The United Nations Children Education fund, UNICEF (1972), believed that those between the ages of 15 and 25 years are youths. But as Johnson (cited in Abhuere, 2000:85) argued, while leadership of youth programmes has no upper age limit, their membership has in practice covered people of over 35-45 years old. Berger (1972:42) insists that youth cuts across age, pointing to culture as what really matters. According to him anyone who feels youthful, and exhibits such qualities as spontaneity, impulsiveness, energy, etc is a youth.

Even though Manning and Truzzi (1972:54) have argued that the youth is not the obviously young and relatively naïve and inexperienced person, the notion of deficiency, or preparatory state has often been implied in the definition of youth. While for instance, Hall (quoted in Abhuere 2000) sees youth as a recapitulation period, to Gassets (quoted in Abhuere, 2000), it is a maturation process, to Freud (quoted in Abhuere, 2000); it is a psycho-sexual period of lack of experience that falls between childhood and adulthood. According to Friedman, youth is a group that have reached puberty, but not yet acquired the full rights and duties of adult life, such as marriage, family and earning of living (Abhuere, 2000:85).

According to Nigeria's National Development Policy, the youth comprises all young persons of ages 18 to 30 and who are citizens of the Federal Republic of Nigeria. This category represents the most volatile and yet the most vulnerable segment of the population socio-economically, emotionally and in other respects. It is also commonly used to describe a boy or young man or woman. Onah (2009) noted that it is safe to refer to these individuals between the ages of 18 and 39 as youths, since it is generally believed that real adulthood starts at 40 years.

Nigerian youths were at one time the vibrant section of the society, playing pivotal role in the evolution of political changes, particularly in the growth of nationalism and political consciousness in colonial Nigeria. The educated youths under the aegis of the Nigerian youth movement and other socio-cultural groups, successfully mobilized all segments of the society against the alien rule of British. Onah (2009:8), pointed out that the youths played a critical role in the economy before the oil boom years. He noted that in those days, when rubber, cocoa, palm-oil, groundnuts and other cash

crops earned handsome rewards that the youths had their hands on the plough, tilling the soil, tending the crops and proudly feeding the nation.

Today, some third world countries including Nigeria, have adopted policies that will help the upcoming youths to acquire technical skills geared towards self-employment. They are also attracting investors so as to create employment opportunities for the unemployed graduates and upcoming youths who will graduate from their tertiary institutions. Okoye (2007) wrote that one of the examples of such youth empowerment and job creation institution is the NYSC. The NYSC was introduced in Nigeria by then the military government under General Yakubu Gowon. The NYSC scheme in Nigeria was established by Decree No. 24 of 22<sup>nd</sup> May 1973.

By 1999 when Obasanjo administration came to power, a World Bank's report indicated that Nigeria's Human Development Index (HDI) was only 0.416 and that about 70% of the population was living below the breadline. These alarming indicators according to NAPEP (2003), prompted the government to review the existing poverty alleviation scheme with a view of harmonizing them and improving on them. Three presidential Panels were set up in this regard. Among the panels is the committees on Youth Policy, concept of the Youth Empowerment Scheme and the Blue Print for poverty Eradication Programme headed by Professor A.B. Aborishede. In this regard, NAPEP (2003) argued that the findings and recommendations of these presidential panels led to the formation of National Poverty Alleviation Programme (NAPEP) in January 2001. This scheme has been structured to integrate four sectoral schemes. Among these sectoral scheme is the Youth Empowerment Scheme (YES) which is concerned with providing unemployed youth opportunities in skills acquisition, employment and wealth generations. The target of NAPEP was to completely wipe out poverty from Nigeria by the year 2010. NAPEP has intervened in a number of project since January 2001. NAPEP (2003) noted that so far about 140,000 youths have been trained in more than 190 practical hand-on trades over a period of three months. Every trainee in this intervention project was paid N3,000 per month while N3,500 was paid to each trainer.

It is a well known fact that the youths are the leaders of tomorrow in any nation. Every government should endeavour to formulate national policies geared towards the present and future development of the youths. Lack of good national policies negates youth empowerment and brings about unemployment and political thuggery.

Low level of job opportunities in Enugu State may explain the large number of young people hustling on the streets around new market, peace park bus stop at Enugu and Nsukka, 9<sup>th</sup> Mile corner and Obollo-Afor new road among other areas. It is unfortunate that throughout Enugu State as Sasagi (2005) complained, there are fewer than seven manufacturing companies and assembling plants. He went ahead to note that about 90

percent of the Enugu indigenes studying at University of Nigeria, Nsukka indicated no interest in staying in Enugu State after their graduation. In all these instances, we have not observed significant efforts by either State or Federal Government to redirect the attention of youths into more stable and sustainable economic activities. On the contrary, State Governments have found it convenient to offer temporary jobs and distribute motorcycles to young people that are supposed to be educated or trained in vocational centres. The potentials of Enugu State are very much intact. Most of these potentials are endowed in the youths. What is lacking is a proper harnessing of these potentials in the youth population that must be educated and transitioned to productive work.

### **The Strategic Role of Human Capital Development in Enugu State**

The primary function of the State is to promote the welfare of its citizens. State accomplish this mainly by promoting public services, services that cannot or will not be efficiently, effectively or equitably provided by private sector agencies without prodding from public authorities. The quality of these public services has a direct impact on the economy of the state, social integration and living standards.

The quality of public services provided by ministries, departments, agencies, and in particular the local government system, is one of the defining features of economic growth and modernization. Olowu (2009), buttressed this argument when he wrote that quality public services also ensure effective communication, basic education, health care, national security, public safety and a host of other public goods. Generally, across Enugu State, the quality of the public service is poor and this has adversely impacted upon the ability of the state to develop.

The Enugu States overarching objective since its creation on 27<sup>th</sup> August 1991, has been to achieve stability, material prosperity, peace and social progress. However, this has been hampered as a result of internal problems, such as inadequate human capital development. In short, the Enugu State's development agenda requires capable human resources to translate optimism to prosperity or to turn a helpless situation into a promising one. Commitments such as the four-point agenda, as well as those expressed in MDG's, NEPAD objectives and other numerous national development strategies will only succeed if they are supported and sustained by adequate capacities, especially those in public service. The knowledge, know-how and skills, networks and attitudes of personnel and youths in the ministries and Local Government system are at the heart of the performance of Enugu State because, it is through them and by them that services are planned delivered and necessary development agenda is carried out.

### **Theoretical Framework**

This study will adopt the "human capital theory" of Theodore W. Shultz (1993) and Gary Becker (1993) as its theoretical base. Becker posits that human capital is similar

to “physical means of production” example, factories and machines. That one can invest in human capital (through education, training and medical treatment) and that one’s output depends partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output.

Other contributors to the human capital theory are: Sir William Petty (1623 – 1687), Adam Smith (1723 – 1790), John Locke (1632 – 1704), John Stuart Mill (1806 – 1873) and Karl Marx (1818 – 1883). They all argued that training and not natural ability was important in understanding wage difference. Details of their contributions and refinement to this model are recorded in Economy Professor (1960s).

The doctrine of human capital states that human capital is the most valuable commodity in any business and organization. The quality of workforce is a variable element in the economy and could be improved to increase the productivity level in any organization. When several people work together, their output will be greater than what they would produce individually.

The doctrine of human capital theory also states from an organizational development view point, that human resources is the first division that must be established in any company. This is necessary because if a company does not have workers that are productive with high morale, that company cannot run efficiently. In order to support the human capital theory to develop a productive and experienced workforce, training must be the first step. Companies with adequate training programmes produce competent employees. There will also be stable and conducive environment that will enable workers to improve their productivity.

The doctrine of human capital theory equally states that employees with higher training can be paid higher. The theory states that workers with degree certificates should earn more than all workers who hold only diploma certificate

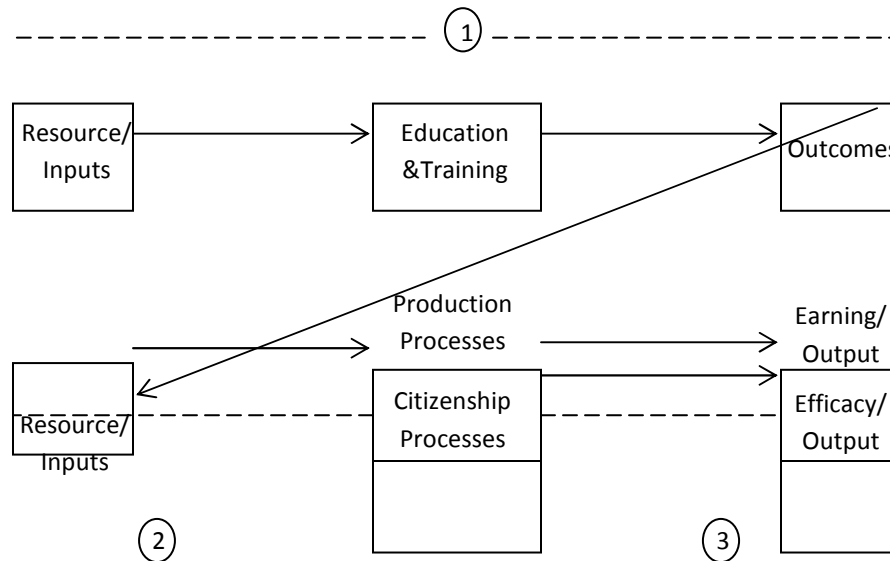
The human capital theory based on the perspective of classical economic theory considers labour as a commodity that can be traded in terms of purchase and sale. This classical theory very much focuses on the exploitation of labour by capital. However, unlike the meaning traditionally associated with the term labour, human capital refers to the knowledge, expertise and skill one accumulates through education and training. Becker (1993) considers education and training to be the most important investment in human capital.

Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a productive investment in human beings. The provision of formal education is seen as a productive investment in human capital,

which the proponents of the theory have considered as equally or even more worthwhile than that of physical capital.

Figure 1 presents the key relations in human capital theory and the assumptions underlying these relationships.

Figure 1: Relations in Human Capital Theory



Source: Swanson and Holton 2001: "Foundations of Human Resource Development". San Francisco: Berrett Koehler 110.

Relationship 1 represents the concept of production functions as applied to education and training. The key assumption underlying this relationship is that investment in education and training results in increased learning. Relationship 2 represents the human capital relationship between learning and increased productivity. The key assumption underlying this relation is that increased learning does infact, result to increased productivity. Relationship 3 represents the human capital relationship between increased productivity and increased wages and business earnings. The key assumption underlying this relationship is that greater productivity does, in fact, result in higher wages for individuals and earnings for business.

The situation in Enugu State is that youth members were expected to undergo training in other to develop their skills and potentials. The outcome of training and development will lead to increase in knowledge thereby increasing their level of human capital. When their level of human capital is increased, it will lead to efficiency and then increase their level of service delivery if eventually they are employed into the public service of Enugu State. In a situation where government cannot provide employment for all the trained youths, government can help them by providing

empowerment to enable them become self-employed and contribute their own quota to the development of the state. Therefore, the key assumption underlying this relationship is that youth development and empowerment can lead to high level of human capital which will indeed result to self-sustenance and improve the development in Enugu State.

### **Research Design**

This study made use of survey research. Okeke (2001:65) opined that “survey research is interested in studying large and small populations, usually as samples that are representative of such populations. Data from samples are collected and analysed”. He believes that the researcher is interested in making an accurate assessment of the characteristics of the population.

Premised on the above, a survey based on the human capital development as it affects training and youths empowerment was embarked upon. We set out to ascertain how youth empowerment can influence human capital development in Enugu State.

There are broadly two types of survey research design namely cross-sectional (which is descriptive, exploratory and explanatory) and longitudinal comprising of trend, cohort and panel. Asika (1991:30-31) noted that “in trend, each set of observations is directed at different samples of the same population at various points in time”. The observations are focused on one or more independent variables and data gathered could be used to plot a trend.

The cross-sectional survey design with its descriptive, exploratory and explanatory attributes suited this study better and we decided to use the cross-sectional survey design for this study.

### **FINDINGS**

#### **The Relationship Between Youth Empowerment Programmes and Human Capital Development in Enugu State**

To examine the above, secondary data obtained from various ministries in Enugu State that relate to this hypothesis were presented. Equally, relevant data from interview instrument were also presented.

**Table 1:** Youths and Sports Budget as Part of the State Budget

Year	Total State Approved Budget (₦)	Allocation to Youths (₦)	% of Total Youth Budget on Total State Budget
1999	*	*	*
2000	9,583,376,000	21,267,760	0.22
2001	12,781,289,000	40,743,560	0.32
2002	17,100,825,640	41,160,000	0.24
2003	20,043,344,200	49,322,570	0.25
2004	22,298,829,600	57,020,000	0.25
2005	26,298,797,500	71,500,000	0.27
2006	31,976,432,630	130,481,460	0.41
2007	38,421,200,000	138,700,000	0.36
2008	60,710,359,100	200,870,480	0.33
2009	60,460,135,000	599,510,000	0.99
2010	68,366,418,359	118,819,240	0.17

\* Data not available

**Source:** Approved Budget Estimates 1999 – 2010. Ministry of Budget & Planning Enugu, Nigeria

Table 1 above presents budgetary allocation to Youth and Sports Ministry in Enugu State between 1999 and 2010. From the records available to us in the table, Enugu State government was not able to allocate even 1% of its total budget to youth and sports ministry within the period under the survey. The figures appropriated were insignificant compared to the total approved budget. Only a marginal amount was allocated to youths. Enugu State is a place where majority of the youths are unemployed. Salami (2013) recognized this when he wrote that Federal Government recently acknowledged that about 80% of Nigerian youths are unemployed while 10% are underemployed. Nigerian youths face daily series of problems ranging from poverty, unemployment, conflicts and disease. Tackling these problems are not easy. Government and relevant stakeholders are expected to take a number of interventions to promote creation of employment opportunities. Some of these interventions are expected to target the creation of opportunities that will support gainful employment for the youths. Such interventions as noted by IEA (2008) have been in terms of budgetary support/allocations to activities targeting the youths and direct creation of employment opportunities. The issue here is that the allocation is very lean when compared to the role it is expected to perform. These allocations were a total display that Enugu State government does not show priority to youth development and empowerment.

**Table 2:** Number of youths in Enugu State that benefited from Youth Development Programmes from 1999 -2010

Year	No of Registered Youths Orgs.	No of Trained Youths	No of Youths/Sport Camps	List of Projects Undertaken	Names of Facilities/Materials	No of Youths Empowered
1999	-	-	-			-
2000	13	20	-			-
2001	21	200	1			-
2002	12	40	-			-
2003	18	14	-			-
2004	14	200	1			-
2005	28	160	1	Youth in application	Sewing machines, Farming tools confectionary tools, cosmetic tools	120
2006	19	24	-			-
2007	25	60	-	Self Reliance training	Sewing machines, Farming tools confectionary tools, cosmetic tools	140
2008	30	10	-		-	
2009	19	300	-		-	
2010	42	120		Livestock Training	Generators, Water Tanks, Barrows Cutlasses, Shovels etc.	12

**Source:** Compiled by the researcher from Enugu State Ministry of Youths and Sports Development Records

Table 2 above reveals that between the year 1999 and 2004, only 474 youth members were trained in Enugu State. However, none of these youths were empowered materially or otherwise within this period. But between the year 2005 and 2010, 684 youth members were trained, while 272 youths were empowered materially.

From the observation made, about 76% of the respondents were of the opinion that budget allocations to youths and sports development is very poor, and that Enugu State government did not deem it necessary to help their youth to develop their skills and human capabilities so as to become productive citizens.

The qualitative data in table 1 which exposed the poor allocations to Youth and Sports Ministry in Enugu between 1999 and 2010 confirmed this description.

Enugu State Government is currently undertaking youth development programme. In an interview with the special Assistant on Youth mobilization and Empowerment, he revealed that “Enugu State Youth Empowerment initiative is the most current youth development programmes, undertaken by the Government of Enugu State. He presented a copy of “forms” which was distributed to unemployed youths in Enugu State through the Local Government Chairmen. He said that the programme was meant to get the population and particulars of unemployed youths in Enugu State, so that government will attach them to jobs whenever it is available.

The study shows that majority of our youths do not benefit from youth development programmes in Enugu State. The observations revealed that about 65% youth members have not in any way benefited from youth programmes. Data available from Ministry of Youths and Sports Development Enugu also revealed that between 1999 and 2010, only about 272 youth members were empowered, materially and financially, while about 1148 youth members received training among all the youths in Enugu State.

Even though, Enugu State government, sometimes empower youths through sharing of implements like raw materials, petty material like sewing machines etc; it is worthy of note that these implements that Enugu State Government shared to the youths, do not commensurate with the number that received training. In otherwords, most youth members that received training do not get empowerment materially or otherwise.

On sufficiency of youth development projects in Enugu State, it was observed that 100% agreed that the youth development project in Enugu State is not sufficient. This is an indication that government did not support and advocate for favourable policies on youth empowerment/development in Enugu State. There is strong evidence that most graduates who leave school do not possess any practicable, productive and income-generating skill that can be utilized for self-sustenance. Because of this, most of them even though they are graduates are not employable. It is the responsibility of the government to develop sufficient youth programs and projects to help and train these youths to become employable. The consequence of neglecting youth programmes and projects is that government may find it difficult in future to replace the existing human capital.

With regards to perception of individuals on government's effort towards youth development programmes in Enugu State, the study showed that government was not making sufficient efforts towards helping the youths to develop their skills and become productive citizens both for themselves and for the state in general. Part of

government's effort towards addressing the challenges of youth empowerment/development matters in Enugu State should begin, with advocacy and policy

A major finding regarding the relationship between youth empowerment programmes and human capital development in Enugu State is as follows. Very few members of youth were benefiting from youth development and empowerment programmes in Enugu State. These few beneficiaries were discovered to have political affiliations with the ruling party PDP. The study revealed that some of these beneficiaries were used as political thugs during elections. The implication of this is that the ruling party may have used the youth programmes as a form of settlement for the youths who helped them during election.

Another major finding is that most youth members who received training in Enugu State do not get empowerment materially or otherwise. There is evidence that Enugu State Government sometimes used to empower youths by sharing implements like raw materials, petty materials like sewing machines etc. The fact remains that these implements they shared to youths did not commensurate with the number that received training. One other finding is that Enugu State government did not have sufficient youth development centres. The youth development projects they embark on were equally not sufficient.

It was also discovered that the budget allocations to youths and sports development within the period under review were inadequate. As a result, the ministry may not be able to finance heavy youth development projects as well as release funds for the empowerment of youths. Therefore, our own contribution is that Enugu State government has not done enough to address the challenges faced by youths especially on the basis of helping them to raise their level of human capital.

### **Effect Of Inadequate Youth Empowerment Programmes On Human Capital Development In Enugu State.**

Youth development and empowerment are vital stages in life for building the human capital that allows young people to avoid poverty and live better, and possibly have a fulfilling life. The human capital formed in youth is thus an important determinant of long term growth that a nation can invest on. Hence, making sure that youths are well prepared for their future is enormously important to the course of providing for the efficient and effective manpower for the state in future.

### **The Way Forward**

Based on our findings, we recommend that

- (a) Government should increase the resources meant for the development of human capital in all the ministries and parastatals in EnuguState. This can be done by increasing the budget allocation for all the ministries. Once there is

sufficient budget, then, the provisions for increasing the training fund will be provided. Our suggestion is that government should commit more resources to the development of manpower that provides socially – beneficial programmes like youth development.

- (b) As a matter of fact, there should be total withdrawal of political interference in anything concerning youth development programmes in Enugu State. A situation in which the ruling party uses youth members as thugs for election, which after becomes a necessary condition for benefitting in youth programmes is totally unacceptable. Our suggestion is that youth development and empowerment programmes in Enugu State should be left under the control of the ministry in charge. This is the only way to ensure that politicians do not hijack youth development programmes in Enugu State.
- (c) The Enugu State government should look into the youth development policy of the state. There should be a legislative Act, instituting youth empowerment and development centers in all the local governments and development centers in Enugu State. Considerable effort should be made to create more avenues for giving sufficient empowerment to unemployed youths through providing opportunities for skills acquisition, employment and wealth generations. Such avenues could be provision of materials and implements to all those that undergo training, as well as providing them with small capital with which to take off.

### **Conclusion**

Bearing in mind, the importance of human capital development, and the role it plays in providing an organization with the high quality of personnel necessary for effective and efficient services, we must conclude, that the development of human capital, especially in the public service of Enugu State is inevitable. Any nation that desires guaranteed economic vitality and self-sufficiency; high quality human development indices, social well-being and qualitative life for its citizens must of a necessity place high premium on human capital development. Under-achievement in the human capital development results in the inability of the State to adequately access and effectively appropriate its human and other resources to meet the objectives of the state.

The globalized world today is driven by performance and results. Increasingly, jobs are being professionalized and international certification is becoming prominent with employers as a measure of relevant skills and competence for the job at hand. Institutional education certificates are likely to become in time the only base qualification for eligibility for professional certification. We must therefore be focusing our system to global standard of knowledge with accompanying skills and

competences for each type and level of education and youth development. The current economic recession or financial crash is a serious lesson for our country. It is a warning to us all to learn to keep our home in order and rely more on our home grown policies and ideas meant to face the real challenges of our times and of the future. This requires the development of enlightened and disciplined citizenry, manpower and human capital.

As things stand now, judging from the findings of this study Enugu State public service is facing some serious challenges in the development of its human capital, which adversely affects the delivery of quality service. These problems range from poor resources, corruption, and political interference to bad policies as well as lack of sufficient youth empowerment and development programmes.

The solution to most of these problems associated with the development of human capital can be addressed by government responding to the requirements as recommended on this study. Finally, Enugu State government needs to develop a model that focuses on youth empowerment such as enhancing capabilities and enabling opportunities that encourage innovation and support entrepreneurship.

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