

EFFECT OF KNOWLEDGE MANAGEMENT ON THE GROWTH PUBLIC TERTIARY EDUCATION OF KADUNA STATE

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Abstract

Nigeria has huge potential for socio-economic development by investing in its knowledge management. Knowledge management stands amongst the most valuable and critical assets of any country, and it is globally recognized as a key driver for innovation and sustainable development. This is based on the premise that improving the skills, health, knowledge and resilience of a people, results in increased productivity and innovation. However, this study investigated the effect of knowledge management on the growth of public tertiary education in Kaduna state. The population of this study was made up of the all the public Tertiary Institutions in Kaduna State (Ahmadu Bello University Zaria, Kaduna state University, Nuhu Bamalli Polytechnic Zaria, Kaduna Polytechnic, National College of education Zaria and Kaduna state college of education Gidan Waya). Twenty-five questionnaires were administered to each public institution. 150 questionnaires administered and 112 were retrieved and 112 were retrieved from the respondents which was used as the sample size. The study used survey research design and multiple regression analysis was also employed to test the Null hypotheses by the use of SMART PLS. the finding reveals that there is a strong and statistically significant positive effect of knowledge management on tertiary education growth. Based on the above conclusion, we recommend that policymakers and education authorities should consider increasing investments in human capital development programs.

Key Words: Knowledge Management, Public Tertiary Education Growth

Introduction

Knowledge management is essential for businesses and organizations to develop. Knowledge management is a representation of an organization's human element. An organization's knowledge, skills, and talents collectively make up its identity. People with the ability to learn, innovate, and be creative are the organization's human resources. If these qualities are used wisely, they may ensure the organization's long-term viability. Nigeria's population is constantly expanding, and the country has many developmental requirements, yet investment in the vital fields of health and education has continuously lagged well behind suggested levels. For example, N575.031 billion was earmarked for the education sector in the 2022 budget, this translates to a mere 5.2% of the national budget,

significantly below the 15% to 20% benchmark recommended by the United Nations Educational Scientific and Cultural Organization (UNESCO), towards realizing the SDG4–Education 2030 agenda. In fact, the devastating presence of covid-19, coupled with the abysmal drop in international crude oil prices, resulted in further cuts to investment in Nigeria’s education sector, this saw an astonishing 54.3% reduction in budgetary allocation in the revised 2022 national budget.

The Academic Staff Union of Universities (ASUU) has gone on numerous strikes for number of years over the same issue of government not honouring agreements reached with the union to funding the university; yet nothing seems to have changed. University lecturers believe that as long as tuition in federal universities is free which enables underfunding by the government (Amadi & Urho, 2015).

According to Gholami et al. (2013), businesses that are interested in keeping a competitive advantage over their competitors need information and knowledge enhancement. Management of knowledge enables enterprises to have an appropriate understanding of the enterprises’ internal involvements and external resources. The key aim of knowledge management is the fast, operative, and inventive application of knowledge resources to improve organizational performance. According to Yap et al. (2010), the management of knowledge is seen as being very important to organizational success since it can help businesses create ongoing internal assets and maintain competitive advantages in uncertain environments. In the ever-changing business environment, enterprises are obliged to find novel tools to develop organizational performance (Mamuli, 2020).

The covid-19 pandemic that has ravaged world economies, has also revealed fundamental problems with Nigeria’s development priorities, especially in education. Underfunding a key sector such as education has resulted in the country’s public education system almost grinding to a complete halt as a result of the pandemic. The insufficient of investment in knowledge management, particularly in the area of knowledge and skill development for lecturers and policy makers, has revealed the country’s public education system is characterized by a lack of key infrastructures and technical knowledge to support E-learning (Ojike et al, 2023).

The motivation of the study has critically revealed a dire need to re-evaluate the traditional mode of classroom learning and the gaping absence of technology and policies that support innovation in tertiary institutions in Nigeria during the Covid 19 pandemic. However, the five components of this article are as follows: section one introduces the study, section two reviews pertinent literature, section three discusses the methodology, section four gives the results, and section five offers helpful recommendations.

Concepts of Knowledge Management

Knowledge is the capability of individuals and groups to uninterruptedly create and renovate themselves to cope with challenges and prospects. It is regarded as a product that could be employed in the business for improvements (Ahmad et al., 2017). Likewise, it is defined as an organizational capability that enables its workers to together produce, seize, and leverage cooperative knowledge to augment organizational performance. Organizational knowledge allows businesses to obtain superior achievements in the ever-changing business environment. According to Lakshman (2007), the management of knowledge is utilized to manage organizational knowledge to create as well as maintain competitive advantage, which will enhance organizational performance. The management of knowledge is defined in the current research as the extent to which enterprises are contented with the attainments in knowledge management. In addition, the management of knowledge is related to knowledge sharing consisting of three elements, and knowledge application comprising two elements, adapted from (Lin & Lee, 2005).

The qualities of a person that are productive in some economic contexts are known as knowledge management. It frequently refers to obtaining a formal education, with the connotation being that education is an investment with returns in the form of a wage, salary, or other kind of payment. These can be social returns, though they are typically measured and thought of as private returns to the individual (Mamuli, 2020). According to Mamuli (2020), The advancement of knowledge management has involved two viewpoints. First, the economic viewpoint, which examines individual choices related to education, skills, and career paths that increase production. According to this perspective, people evaluate the costs and benefits of an investment and concentrate on the advantages, such as professional success, promotions, and greater income.

Concept of Tertiary Education

Tertiary education refers to education given in universities or polytechnics to equip individuals with the necessary mental and intellectual skills to develop them into useful members of the community (Chatama, 2014). According to Chatama (2014), university education is valuable for the individual and also beneficial to the development of the economy and the society in general. University education, on the other hand, simply refers to instruction provided by a facility for higher learning and research. Such an institution grants undergraduate and graduate degrees in a variety of subject areas. Higher education is at the summit of the educational pyramid and has a significant impact on how well-developed and high-quality a nation's educational system is (Sanyal, 2005).

Empirical Review

This section will provide empirical studies both local and international scholars. Huynh (2022) examined the impact of knowledge management on organizational performance. Business experts now appreciate how important knowledge management is for organizational performance. Earlier

studies have investigated the research model with causal linkages, however, only a few of them have considered sample-selecting bias problems when analysing the model of knowledge management on organizational performance. The number of 312 executives related to knowledge management from 312 enterprises that have been approved with quality management systems offered suitable responses for analyses. The data was employed to investigate the effect of knowledge management on organizational performance, considering sample-selecting bias. The empirical outcomes indicate that sample-selecting bias exists in the causal impact of knowledge management on organizational performance. The empirical findings are helpful to scholars of knowledge management as well as business executives by giving an insight into the casual effect of knowledge management on organizational performance with the intervention of sample-selecting bias. The acceptance of knowledge management should be tailored to improve competitive advantages that will lead to better organizational performance.

Ubah and Ibrahim (2021) examined the effect human resource planning on the performance of public sector organizations in Nigeria. A questionnaire was distributed to 100 workers of the human resources division of the Ministry of Works and Housing in Abuja, Nigeria, as part of the study's cross-sectional survey research design. With the use of the IBM statistical package for social sciences, correlation analysis using Pearson correlation was performed to establish the link between the variables, and regression analysis was utilized to examine the hypotheses. The multiple correlation coefficient shows a significant association between the variables, and the data showed that recruitment and selection and anticipated labour demand account for 60.7% of the overall variance in organizational performance. The recruiting and selection procedure makes up the majority of the two factors employed in the organization. Institutions will be able to attract the appropriate sort of people in the correct numbers, develop workers' knowledge, skills, and abilities, and keep them on board with the company with the help of effective human resource planning in terms of predicted workforce need and recruiting and selection. The study suggests that, in order to choose candidates with the appropriate experience and skills for the workforce, the recruiting and selection process should be open and transparent with little to no political intervention. However, the study used public sector of ministry of works and housing in Abuja as the case study while this study will concentrate on tertiary institution in Nigeria.

Nderitu and Makhamara (2021) investigated the effect of human resource management practices on the performance of private secondary schools in Nyeri County, in Kenya. The study's goals were to ascertain how hiring, staff training, and incentive methods affected organizational performance and productivity. 440 people were the intended population for the study. Of the private secondary schools in Nyeri County, this included the principals and their deputies, department heads,

and classroom instructors. The research design used in the study was descriptive. The research used a stratified random sampling approach to choose the schools. Data from administrators were gathered using an interview schedule, while teachers' data were gathered using questionnaires. Cronbach's alpha was used to determine the reliability of the instruments, and their content, build, and supervisory discussion were used to verify them. Quantitative data was analysed using descriptive statistics using the Statistical Package for Social Sciences (SPSS) Version 20. Thematic analysis, content analysis, and discussion were used to analyse qualitative data. The study discovered that all private secondary schools under investigation employed good human resource practices, such as posting teacher openings whenever they occurred, establishing training and development programs for educators, setting up a system for rewarding educators, and providing teacher orientation before assigning them tasks. However, the study used Nyeri country in Kenya as the case study while this study will concentrate in Nigeria which result will be different.

Khan and Abdullah (2019) investigated the impact of staff training and development on their productivity and performance in classroom teaching and in their administrative work as well in Kurdistan. Survey research served as the foundation for the study. Both primary and secondary data were used for the study's goals. The goal was to obtain the best and most accurate findings. From publicly accessible books, journals, publications, research studies, articles, and websites, secondary data was gathered. Primary data was gathered using a structured questionnaire with closed-ended and rating scale questions. SPSS Version 16 statistical software was used to analyse the data. A systematic questionnaire was used to conduct interviews with 58 instructors. The study discovered a high and favourable correlation between the productivity of Kurdistan's teachers and their training and growth. The research went on to state that there is a favourable association between productivity and several other independent criteria, including abilities, expertise, morale, potential, job knowledge, and proficiency. However, the study used Kurdistan as the case study while this study will concentrate in Nigeria which result will be different.

Mohammed et al (2016) examined the effect of tertiary education and human capital development in Nigeria. A respectable tertiary education will produce unique, priceless, and indispensable human capital, which will ostensibly advance the economy. If the human capital (talented individual) needed to bring about progressive change in the country is not accessible, then there will not be sustainable development. Ex post facto survey research was used in the study. 200 academic staff members from four faculties at Lagos State University were chosen at random as the study's sample size. The Person product moment correlation coefficient was used to examine the hypotheses and the data that had been gathered. Tertiary education has a favourable, strong, and

significant association with both national growth and individual success, according to the results of the testing of two hypotheses.

Halidu (2015) carried out an empirical review on the impact of training and development on workers' productivity in some selected Nigerian universities. A respectable tertiary education will produce unique, priceless, and indispensable human capital, which will ostensibly advance the economy. If the human capital (talented individual) needed to bring about progressive change in the country is not accessible, then there will not be sustainable development. Ex post facto survey research was used in the study. 200 academic staff members from four faculties at Lagos State University were chosen at random as the study's sample size. The Person product moment correlation coefficient was used to examine the hypotheses and the data that had been gathered. Tertiary education has a favourable, strong, and significant association with both national growth and individual success, according to the results of the testing of two hypotheses.

Human Capital theory

Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964). Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). It asserts that because training and education costs money and is pursued with the goal of raising individual earnings, it should be viewed as an investment. Human capital theorists argue that firms will invest significantly to develop unique and non-transferable (i.e. firm-specific) skills through extensive training initiatives (Baron & Armstrong, 2007). The human capital approach is often used to explain occupational wage differentials. In his view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend 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. Human capital is substitutable, but not transferable like land, labour, or fixed capital.

Human capital is one of the most crucial drivers of national economic growth in the contemporary economy (Dae-bong, 2009). The notion contends that an employee's earning potential is determined by his or her formal education. According to human capital theory, an organization's success is influenced by the workforce's key competencies, skills, knowledge, and abilities.

Resource Based theory

Resource Based View (RBV) was articulated into a coherent theory by Wernerfelt (1984) cited by (Asogwa et al, 2019). According to the thesis, SMEs' competitive advantage is based on their firm's resources and competencies, which are uncommon, valuable, non-replaceable, and imperfectly

imitable. The theory suggests that the firm can secure a sustained competitive advantage through facilitating the development of competencies that are firm specific, produce complex social relationship and generate tacit organizational knowledge (Asogwa et al, 2019). This theory recognizes human capital development as the most valuable, non-substitutable and imperfectly imitable resource that a small and medium scale enterprises can successfully utilize to achieve organizational productivity, net profit and increase in sales volume. Resource-based theory is linked to human capital theory in that theory emphasize that investment in people adds to their value to the firm (Baron & Armstrong, 2007).

In this study, human capital theory will be adopted in order to help in elaborating the human capital investment and its role in public tertiary education growth.

Methodology

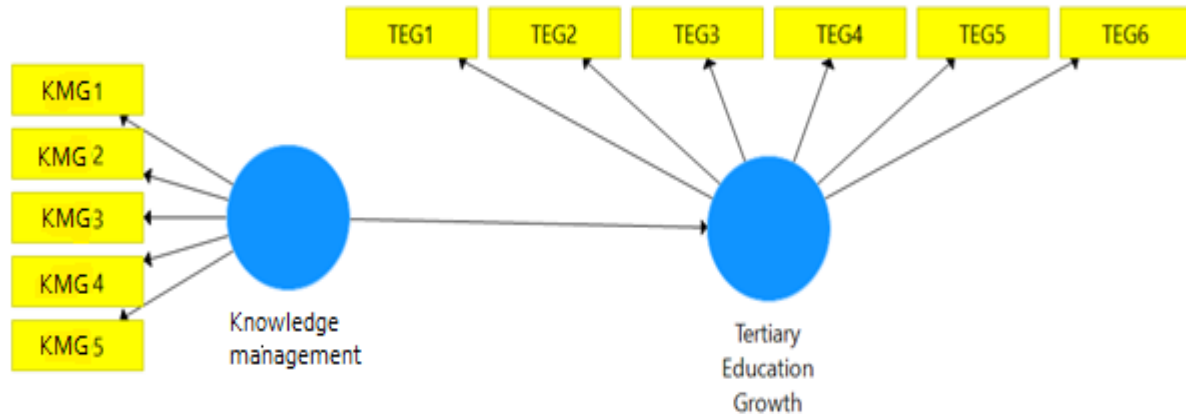
This study used of survey research design since the study relied on primary data that is both qualitative and quantitative in nature. The population of this study was made up of the all the public Tertiary Institutions in Kaduna State (Ahmadu Bello University Zaria, Kaduna state University, Nuhu Bamalli Polytechnic Zaria, Kaduna Polytechnic, National College of education Zaria and Kaduna state college of education Gidan Waya). Twenty-five questionnaires were administered to each public institution. Therefore, out of the 150 questionnaires administered, 112 were retrieved from the respondents which was used as the sample size.

The reliability was assured by testing the instruments for the reliability of values (Alpha values) as recommended by Cronbach, (1946). Cronbach recommends analysis for Alpha values for each variable under study. According to Sekaran (2001), Alpha values for each variable under study should not be less than 0.6 for the statements in the instruments to be deemed reliable. Consequently, all the statements under each variable were subjected to this test and were proven to be above 0.6 before they were considered. The validity of the data collection instruments was done with the help of Questionnaires. The primary data was obtained through a well-structured questionnaire to the various respondents in the identified organization. The study carried out factor analysis to validate the instrument designed for the study. Specifically, the study adopted a principal component factor analysis and the regression analysis were used to determine the relationship between the independent variables on one side, and the dependent variable on the other side. Multiple Regression Analysis was also employed to test the Null hypotheses at 95% degree of confidence by the use of Smart PLS.

Model Specification

Drawing inference from the variables, the model to be tested is stated below.

Fique:1



This model presents the research framework used in this study. To explicate this framework as illustrated in Figure 2.

Variance Inflation Factor (VIF)

VIF is a statistical measure used to assess multicollinearity in regression analysis. Multicollinearity occurs when two or more independent variables in a regression model are highly correlated, which can lead to unstable coefficient estimates and reduced model interpretability. In the table below, there is only one exogenous variable, which is "HCD," and its VIF value is 1.000. Therefore, based on the VIF value of 1.000 for "HCD," it appears that there is no significant multicollinearity concern associated with this particular exogenous variable in the regression model. This is a positive result for regression analysis, as it suggests that "HCD" can be included in the model without causing multicollinearity-related issues.

Table 4.1 Multicollinearity Test Based on Variance Inflation Factors

Table 1

Exogenous Variables	VIF
HCD	1.000

(Output from Smart-PLS, 2023)

Table 2 below, presents the results of a Confirmatory Factor Analysis (CFA) for a Human Capital Development (HCD) scale. The factor loadings for HCD1, HCD2, HCD3, and HCD4 are 0.719, 0.766, 0.729, and 0.817, respectively. These values indicate that all items have relatively high

factor loadings, suggesting that they are all significantly related to the Human Capital Development construct. Cronbach's Alpha and Composite Reliability both have values of 0.89, indicating high internal consistency and reliability for the scale. The AVE value of 0.62 suggests that, on average, a reasonable proportion of the variance in the items is explained by the Human Capital Development construct. While it's not exceptionally high, it is generally considered acceptable for convergent validity.

The results in Table 2, therefore suggest that the Human Capital Development scale has good reliability and convergent validity, with all items contributing significantly to the measurement of the latent construct. Researchers can have confidence in using this scale to assess Human Capital Development in their study.

Table 2 Confirmatory Factor Analysis of Human Capital Dev Scale

Variable	Estimated	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
	MLE Parameter Factor loading (λ_x)			
HCD1	0.719	0.847	0.89	0.62
HCD2	0.766			
HCD3	0.729			
HCD4	0.817			

(Output from Smart-PLS, 2023)

Table 3 presents the results of a Confirmatory Factor Analysis (CFA) for a Tertiary Education Growth (TEG) scale. The factor loadings for TEG1, TEG2, TEG3, TEG4, TEG5, and TEG6 are all relatively high, ranging from 0.815 to 0.863. These values indicate that all items are strongly related to the Tertiary Education Growth construct. Cronbach's Alpha and Composite Reliability both have very high values of 0.927, indicating excellent internal consistency and reliability for the scale. The AVE value of 0.679 suggests that a substantial proportion of the variance in the items is explained by the Tertiary Education Growth construct, demonstrating good convergent validity.

Therefore, results in Table 3 indicate that the Tertiary Education Growth scale has excellent reliability and convergent validity. All items contribute significantly to the measurement of the latent construct, and researchers can have confidence in using this scale to assess Tertiary Education Growth in their study.

Table 3 Confirmatory Factor Analysis of Tertiary Education Growth

Variable	Estimated MLE Parameter Factor loading (λ_x)	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
TEG1	0.815	0.905	0.927	0.679
TEG2	0.851			
TEG3	0.789			
TEG4	0.818			
TEG5	0.842			
TEG6	0.863			

(Output From smart-PLS, 2023)

Test of Hypotheses**Exogenous Variable and Tertiary Educational Growth****Bootstrapping Model****Table 4 Exogenous Variable and Tertiary Educational Growth****Table 4**

Path Coefficient	Beta β	Standard Error	T Statistics	P Values	Decision
Human Capital Dev-> Tertiary Edu Growth	0.885	0.014	63.479	0.000	Supported

(Output from Smart-PLS, 2023)

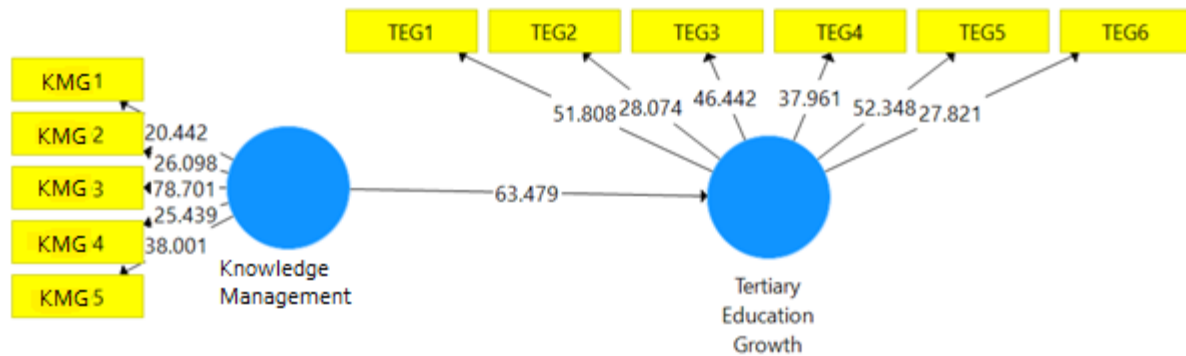


Figure 2

The path coefficient is 0.885, which is positive. This suggests a positive effect of knowledge management and tertiary education growth. β is 0.014, which is relatively small. It implies that for every one-unit increase in human capital development, there is a 0.014 standard deviation increase in tertiary education growth. In this case, the T-statistic is 63.479, which is quite high. It suggests that the relationship between human capital development and tertiary education growth is statistically significant.

A small p-value (typically less than 0.05) indicates that the effect is statistically significant. Here, the p-value is 0.000, which is much less than 0.05. This strongly suggests that the effect of human capital development on tertiary education growth is statistically significant.

The results show a statistically significant positive effect of human capital development on tertiary education growth, with a high T-statistic and a very low p-value. This suggests that investments or improvements in human capital development are likely to have a positive impact on the growth of tertiary education.

Discussion of Findings

The findings from the table provide strong evidence for a positive and statistically significant effect of human capital development on tertiary education growth. While the effect size (Beta) may be relatively small, the high T-statistic and the very low p-value support the conclusion that improvements in human capital development are associated with significant and meaningful increases in tertiary education growth. These findings have practical implications for policymakers and educators, suggesting that investments in human capital development can lead to substantial improvements in tertiary education outcomes.

Conclusion

Based on the analysis of the findings, it is evident that there is a strong and statistically significant positive effect of knowledge management on tertiary education growth. Impliedly, human

capital development and tertiary education are critical factors in a country's economic and social development, and understanding the implications of this relationship can guide policymakers in making informed decisions. The results suggest that investing in tertiary education can have a substantial impact on human capital development. This research also acknowledges the contribution of tertiary education trust fund (Tetfund) towards its continuous undertaking in financing this research and other various efforts towards enhancing research and learning amongst institutions and researchers generally.

Recommendations

Based on the above conclusion, we recommend that policymakers and education authorities should consider increasing investments in knowledge management programs. These may include initiatives to enhance skills, knowledge, and education among the population because the findings suggest that such investments can have a positive impact on tertiary education growth. Also, designing and implementing targeted human capital development programs can be particularly effective. These programs should aim to address specific areas where human capital is lacking or underdeveloped, aligning them with the needs of the tertiary education sector. Most importantly, continual monitoring and evaluation of the effectiveness of human capital development initiatives are crucial. Regular assessments can help ensure that resources are allocated efficiently and that programs are adjusted based on their impact on tertiary education growth.

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